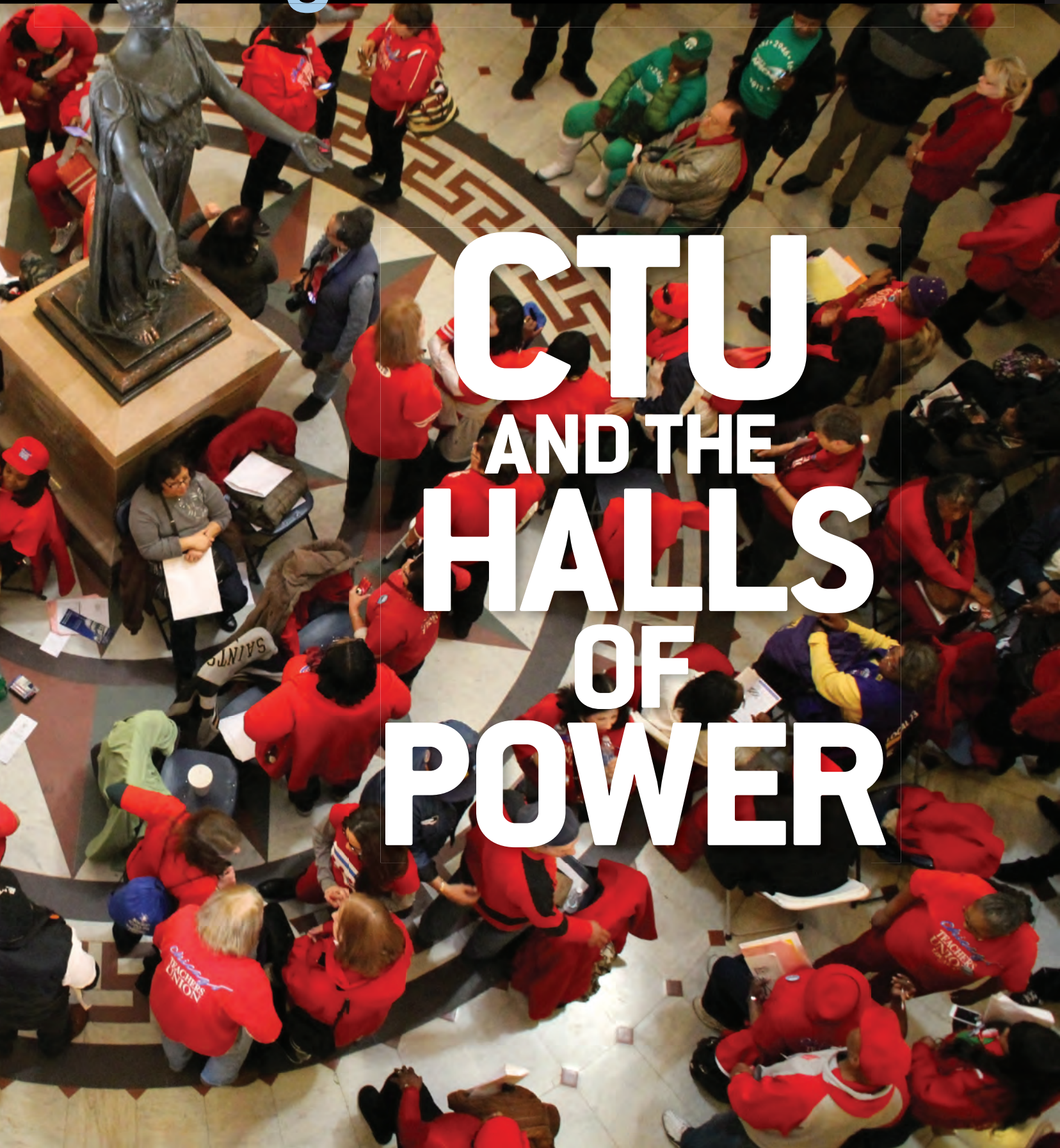


WHOSE HISTORY? OUR HISTORY! / CONTRACT WINS / ONLINE LEARNING

# Chicago Union Teacher

OCTOBER-NOVEMBER 2014 / VOL. 78 / NUMBER 2



# CTU AND THE HALLS OF POWER

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▲  
On the cover: CTU members and union allies gather in the Capitol rotunda in Springfield for the We Are One Chicago rally and lobby day, February 19, 2014. Photo: Nathan Goldbaum

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# ChicagoUnionTeacher

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## Sisters and Brothers,



This is Chicago Teachers Union Vice President Jesse Sharkey. I am writing to you from the space reserved for President Karen Lewis' column. In case you have not heard, Karen is seriously ill, but recently underwent surgery and is recovering well. Please continue to keep her in your thoughts and prayers. During her recovery, I have taken over the duties of CTU president in accordance with our union Constitution and By-laws.

Just to be clear—I have not taken over her position. Karen is still president of the CTU and will return to her position at such time as she is able.

In the meantime, it is important for us to remember that just as Karen is fighting for her health, we must continue fighting for the schools and the city that Chicago's students and their families deserve. Our contract expires this year, and bargaining for a new contract begins soon. Please participate in the activities at your school designed to build this campaign—fill out a contract survey, join your school's contract action team, wear red on Fridays and build unity every chance you get.

We also face a challenge and opportunity in the realm of politics. From Rahm to Rauner, the threats are huge, but the CTU is playing a more important role than at any time in recent memory. Please help gather signatures for the Elected Representative School Board referendum, canvass for our members and allies who are running for alderman, contribute the CTU's political action fund (PAC) and vote for CTU-endorsed candidates.

Sisters and brothers, I know that many of you reading this letter have worked mightily for public education, for children and for the CTU. This has been our work and our cause. It is never an easy challenge when someone who is so important to our work needs to take a step back, or when someone who was carrying so much of a burden must relinquish that burden for a while, but taking care of her health is exactly what Karen must now do. For us, we are left to shoulder the load that Karen left and continue the fight.

That is what we must do.

In solidarity,

A handwritten signature in black ink that reads "Jesse Sharkey".

Jesse Sharkey



## Union Activism Needs Active Retirees

BY PATRICIA KNAZZE

The Retiree Functional Group is a collective of Chicago Teachers Union retirees who are actively involved in organizing, mobilizing and lobbying. We are an integral part of our union, organizing with other unions and community groups, and mobilizing the retirees—often on short notice—to support our union in marches, rallies and meetings. We lobby our legislators to vote on behalf of the retiree agenda, which includes no reduction in our pensions and an increase in our healthcare subsidies.

Union activism has never been more important than in the past several years. Because of the all-out assault on workers and our unions, we have to continue to stand for social justice; stand for those who have no voice; and stand when corporations work to take away the rights that we've earned. In addition, we have to stand when the politicians forget us—the very people they represent.

We need all hands on deck. We ask that you join us in whatever you can. You might want to work the phone banks, or

you may choose to visit your legislators and local representatives. We travel to Springfield several times a year to lobby our legislators and demand that they do what is best for their constituents.

Our role as retiree activists is vital to the union, our communities, our city, our state and our nation. The financial impact of retiree spending is well documented. The social impact of retirees mentoring and volunteering our youth is immeasurable. Retirees are active in so many ways, such as working as volunteer tutors in hospitals, shelters, schools and churches. The AARP Experience Corps of volunteers, which includes a myriad of programs, is a world class organization because retirees have committed to building strong institutions.

We need your help—come and join us! **CTU**

*Patricia "Pat" Knazze has been a member of the CTU for 41 years. She retired from Chicago Public Schools in 2007 and continues to be active in the union, currently serving as chairwoman of the Retiree Functional Group.*



◀ **Brandon Johnson, CTU organizer and deputy political director, addresses Union retirees during May 13, 2014 luncheon.** Photo:

Ronnie Reese

## Rahm? Not On My Team.

The Jackie Robinson West (JRW) Little League baseball players and coaches deserve every bit of praise they received for their success this summer. They fast became the pride of Chicago and offered us all a clear reminder of what glorious possibilities and talent exist in all our city's neighborhoods. Talent is something Chicago Public Schools (CPS) coaches all over the city are quite familiar with, and I imagine there were more than a few who were fantasizing about the opportunity to coach a JRW player on their public school team one day. The celebration had only one glaring inconsistency—Mayor Rahm Emanuel's attempt to insert himself into the city's expression of community pride.

During the celebration he remarked how the JRW team represented what can happen when a community provides positive opportunities and supports for its children. How can the mayor laud the achievements of strong communities while his own public school policies simultaneously work against those efforts? In what is becoming standard operating procedure for Emanuel and his appointed Board of Education, schools run baseball programs that are understaffed and underfunded. So when Theo Epstein asks where Chicago's young baseball players are, maybe he should ask the mayor since it was under his watch that CPS cut a record number of baseball coaching positions and teams, among other sports. With the loss of frosh-soph and junior varsity teams, high school baseball "programs" now consist of one varsity team led by one coach. This puts coaches in an impossible position of trying to provide competitive practice and preparation all on their own. Left without alternatives, they often split their coaching stipend, a fraction of what their



counterparts in the suburbs are earning, with assistant coaches they must recruit in an effort to meet the diverse needs of their players—that is, if players are still around and interested in participating on a team by the time the opportunity arrives.

The loss of coaches and teams in Chicago's public schools means that many young athletes are turned away, many never fully exploring the limits of their talent, perseverance and character. Emanuel's bare bones approach to extracurricular activities and sports are antithetical to his remarks and promises made at the JRW celebration. Next time he pledges to invest in positive opportunities and supports for Chicago's youth, someone should remind him to stop gutting them in the first place.

*G.F. Iselin, CPS teacher*

## CTU Sick Day Bank

Andrea Parker reported about wins and losses in the current Agreement in her story titled "A new and improved contract requires Y-O-U" (*Chicago Union Teacher*, September 2014). As a loss, she stated, "Sick days will not accumulate past 40, to cash out upon retirement." This statement caused some confusion for some readers. Just to clarify, any days allocated after July 1, 2012, can be carried over from year to year, but there is a cap at a total of 40. This is often referred to as the "CTU bank" of sick days. The main issue of confusion is about retirement cash out. All days issued prior to July 1, 2012 (grandfather days), can be cashed out at retirement. None of the days issued after July 1, 2012 (CTU bank), can be cashed out at retirement.

*Joseph McDermott,  
CTU field representative*

## CONGRATULATIONS

to the winners of the 2014 Hispanic Heritage Month Annual Essay Contest

### GRADE 4-5

**William Moreno** Nathan S. Davis Elementary School  
**Hugo A. Blancas** Horace Greeley Elementary School

### GRADE 6-7

**Deiter M. Duncker** St. Pius V Elementary School  
**Ruth Lopez** Helen C. Peirce School of International Studies and IB World Language School

### GRADE 8-9

**Ernesto Ortiz** George Washington Elementary  
**Kevin Alcantara** St. Sylvester School  
**Julie Topcz** Thornton Fractional South High School

### GRADE 10-12

**Adheli Gonzalez** Whitney M. Young Magnet High School  
**Nigel Castellino** Guerin College Prep High School  
**Amanda Perez** Holy Trinity High School  
**Jesus Parra** Holy Trinity High School  
**Daniela Quinonez** Charles A. Prosser Career Academy

### COLLEGE AND ADULT EDUCATION

**Erica Guzman** University of St. Francis  
**Daniel Jimenez** Lewis University

*A panel of judges selected the winners of the 2014 essay contest.*

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# Online Learning: Flaws and Fallacies

BY JOSEPH MCDERMOTT

Some people predict that computers will take the place of humans in performing every job. I have a Teamster friend who refuses to use an “I-Pass” on the toll way because he doesn’t want the Teamster toll collectors to lose their jobs. Some people will wait the extra minutes to make a deposit with a bank teller instead of using an ATM. But these man-over-machine types of situations could *never* happen in education, in which computers replace teachers, right? In order to educate the whole child, students need a personal connection with a teacher.

There are several examples across the district in which Chicago Public Schools (CPS) uses “distance learning” or “online learning”



in place of a live teacher to provide instruction. Last year, CPS contracted with Aventa Learning (now Education), a for-profit business that charges as much as \$300 per student for one semester worth of credit, to provide these online learning services. The deal reportedly netted Aventa a contract in excess of \$1 million districtwide, while the district cuts librarians and counselors. The Aventa contract demonstrates the growth of profiteering from public education by “edu-preneurs,” where the corporation makes millions as students get short changed.

In the traditional online classroom, students are in a computer lab where they use computer

terminals to study a specific subject or work on a project. Most online classrooms in CPS also have a certified teacher who is responsible for supervising the students, taking attendance and assisting students when they need support. The following are four cases studies of how the Chicago Board of Education has misused distance learning:

**Michelle Clark High School**

Clark represents the worst application of online learning that I’ve witnessed as a CTU field representative. In the summer of 2013 the school faced major budget cuts caused by the new CPS

# Our Contract Wins

BY JACKSON POTTER

Many recent shifts in the American public education system have been driven by corporate school reformers and their billionaire backers, who have little to no concept of the actual challenges that exist within urban schools. As a result, they—along with the federal Department of Education and Arne Duncan—have pursued a scorched earth policy of imposing competitive grants on districts and vilifying struggling schools.

Chicago has long been ground zero for these harmful policies, but our strike made significant gains in this tough environment despite state legislation that requires performance evaluations be tied to test scores and imposes severe restrictions upon our bargaining rights as teachers and PSRPs. While the contract is far from perfect, we will highlight notable victories from the last contract and beyond in upcoming issues of *Chicago*

*Union Teacher* that are important for us to enforce and strengthen during our 2015 contract campaign.

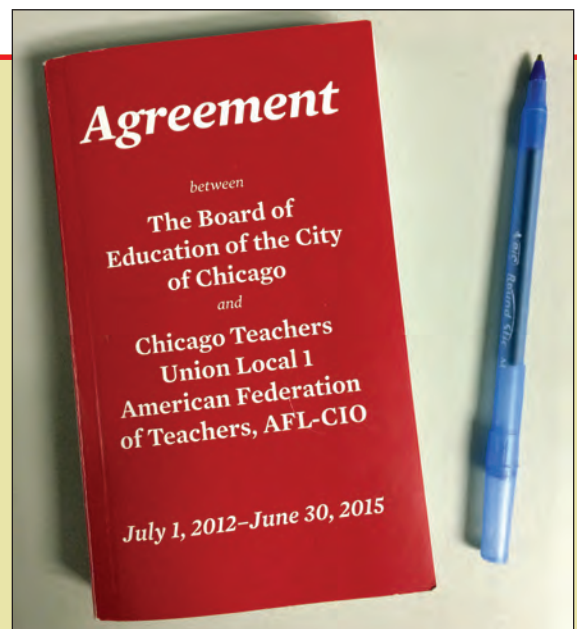
**Art and music instruction, longer day and prep time.** The mayor wanted to extend our day by two hours without a raise and no additional staff. Instead, we were able to add more than 500 full- and part-time art and music teachers, limit the lengthening of the day to 30 minutes, secure a raise and ensure an expansion of prep time for elementary school teachers. We need more prep time and Chicago Public Schools is still woefully understaffed, but we have a good basis to expand these rights.

**Personal business days.** Now we can use them in succession, after a weekend and whenever we need them, with no

limits.

**Release time for delegates.** Delegates can now combine their 45 minutes of monthly prep for union activity to receive a day of Chicago Teachers Union professional development on issues critical to our work lives. We have taken advantage of this language over the last two years.

*Jackson Potter is CTU staff coordinator.*



student-based budgeting policy in which principals have authority over school finances. The principal implemented an online music program that violated both ethical standards and principles of quality educational practices by laying off the school's veteran music teacher and creating a non-union Educational Support Personnel (ESP) position of "distance learning coordinator."<sup>\*</sup> The distance learning coordinator was directed to supervise students, take attendance and monitor student activity. All of these directives represent work that is the responsibility of CTU members only.

The distance learning coordinator position had previously been held by a CTU member and a certified teacher. The principal fired this teacher, who reportedly made about \$75,000 per year, and replaced that position with the ESP position that pays \$45,000. The teacher cut saved \$30,000 from the school budget. The principal also short-changed the ESP with a cut in pay, as the ESP had been paid as a teacher, then received a major cut in pay, yet still did the duties of a teacher.

Another problem is that the Aventa contract for Clark is paid out of the Chicago Board of Education's budget—not the school's—and reportedly costs \$600 per student for a year of coursework. The total bill for Aventa, just at Clark, was \$40,000. The total to taxpayers, when the ESP salary is included, was more than \$85,000 for online music classes. The full-time teacher salary would have cost \$75,000, so the layoff did not save any money for the district.

It is unfair labor practice for a non-CTU member to do the work of teachers just by redefining the job title. One might also ask if it is a "best practice" for students to learn music solely on a computer. Finally, it is not good for students to learn music on a

computer. Jennifer Hudson did not learn to sing by sitting in a computer lab, she learned to sing with the help of her music teacher at Dunbar Vocational High School. Clark may miss out on nurturing the next Jennifer Hudson because they chose to have their music classes taught, and not supplemented with online learning.

### Harper High School

Harper used online learning for students to recover credits for courses they failed and needed in order to graduate. In the past, the Board might have designated for a site one school within a region as an evening school that would serve eight other high schools in the network. As a result, students travelled during evening hours to a school that is not their home school. The advantage of the online

credit recovery program is that students don't have to spend their time travelling, which can present a safety issue for children.

Furthermore, in the case of Harper, students in one online learning classroom can receive credits for Algebra, U.S. History, English I and Music at the same time.

One student is taking an English course online, the student next to them is taking a Social Studies course and meanwhile a teacher is supervising their activity.

Problems arise, however, when the teacher in that classroom is evaluated for REACH (Recognizing Educators Advancing CHicago). REACH requires student performance data, which is measured through start-of-year and end-of-year performance tasks. The performance tasks are district-created assessments that are specific to a subject. In the case of Harper, the teachers had multiple subjects they were supervising for online learning. There was no course-specific performance task that



▲ **Aventa Learning (now Fuel Education) charges as much as \$300 per student for one semester worth of credit to provide online learning services in Chicago's public schools.**

<sup>\*</sup> The term "Educational Support Personnel" is used here specifically to denote non-union Board employees. Union members in similar positions are properly known as Paraprofessionals and School-Related Personnel (PSRPs).

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could possibly provide a true indication of the teacher's effectiveness. The teacher never created the lesson plans or assessments for the course, but yet they did supervise students, take attendance and keep them on task.

**Lane Tech High School**

Lane used all online courses for its summer school offerings. Summer school is similar to credit recovery in that it is used to make up classes that a student failed. The difference is that the student is not required to sit in a classroom for 50 minute increment as part of their total minutes of instruction for a regular school day. In Lane's case, a guidance counselor supervises the students as they take the online course.

Students work through lessons and then take assessments for each unit in the course. Students may attend this version of summer school for several hours per day as they work through the lessons and assessments. In some cases, students have been known to complete an entire semester within a matter of days. What does this say about the educational experience, if a student can fail a class during the school year, and then pass this class in summer school in a matter of a few days?

This example is not unique to Lane, but in this case, the efforts of the Board appear to be entirely driven by cost and efforts to save money. The Board saves money by not paying teachers an hourly rate to instruct for 60 hours—instead they rely on an online test to determine the amount of instructional time a student receives. The benefits to the students can be called into question as well. At Harper, it could be argued that students benefitted because they didn't have to travel across the city and risk their safety. In the Lane example, it's hard to argue that the students benefit, because they didn't have the benefit of the classroom learning process, where there's engagement

with an instructor, social interaction and higher-level learning that comes from a teacher who can assess all the strengths and weakness of the learner.

**Austin Business High School**

Austin Business High School is a "small school" located within the Austin campus. Because of its size, Austin must have dual-certified teachers who can teach two periods of world language class as well as another subject. When Austin Business couldn't find a candidate they turned to online learning for Spanish classes.

The issue at Austin is that the school has seen its resources cut as the Board divests money from neighborhood schools and invests more heavily in charter schools. The end result is that the school is forced to offer an online option that provides the student with less of an experience. It is important to learn another language with an instructor who can listen to a student speak the


language. The teacher needs to hear the students pronounce the words, or see the students' faces as they roll their "R's" or open their mouth wide to end a word.

These examples of online learning all demonstrate a mixed bag of success, failures and intentions. All public school educators need to be fearful and take note of the drive to profit from our schools. The standardization of curriculum leads to a less culturally relevant experience for our diverse student populations. The reliance on multiple choice tests leads to a lack of creativity in student instruction. As educators, and as unionists, we have the right and duty to advocate for the education that our children deserve. This is why we must constantly question and challenge any implementation of online learning in our schools. **CTU**

language. The teacher needs to hear the students pronounce the words, or see the students' faces as they roll their "R's" or open their mouth wide to end a word.

*Joseph McDermott is a CTU field representative.*

**"In order to educate the whole child, students need a personal connection with a teacher."**



**CTU AND THE HALLS OF POWER**

The rotunda of the Illinois State Capitol



BY  
**KURT HILGENDORF**

One of Chicago's most noted political philosophers and public speakers, Richard J. Daley, was fond of saying "good politics is good government and good government is good politics." While one would have hoped that he had applied such advice to his own approaches to public safety, public schooling, and race relations, the Chicago Teachers Union has been wise to embrace the concept. Because of CTU members' advocacy on the streets and in the halls of the state capitol, we are stronger in impacting legislation than we have been in a long time.

Effective legislative advocacy requires a mix of attributes and skills. Sheer numbers matter – number of people in a district, number of lobbyists, number of dollars contributed – but expertise, credibility, and the willingness to speak persuasively and passionately matter just as much. Teachers, paraprofessionals, administrators, students and parents are the foremost experts on how schools work and what can be done to make them work better. Fortunately, CTU members look at these efforts to deceive not as a permanent barrier but instead as a



**VOTE.**

*November 4.*

## *Now more than ever we need to Get Out The Vote!*

Our profession and the students and families we serve face major challenges. Education funding, access to fully resourced neighborhood public schools, the right to collectively bargain and the opportunity to make a decent wage are just a few critical matters that will be impacted in the upcoming election.

With a short time until Election Day, we are ramping up the fight in our schools, on our streets, in city hall and in our state's

capitol for the city that Chicago's students deserve. The next step: the polls.

On Tuesday, November 4, 2014, please get out and cast your ballot for our CTU-supported candidates. Your presence at the polls is your contribution to our future. Help us restore the joy to teaching and learning, and also send a powerful message to the privileged few that we will defend the interests of working families.





starting point for changing people's minds, and that's what they have done.

CTU had its largest presence in Springfield in many years during the 2013-14 legislative sessions. There were active and retired CTU members in the state capitol, talking to their elected officials, almost every week of the session. Importantly, the work in Springfield was built on work that happened in Chicago, and three examples are instructive on why we must be directly involved in the state capitol. The first is special education class size. In the fall of 2013, the Illinois State Board of Education (ISBE) proposed weakened rules on special education class sizes. CPS already has more lenient rules than the rest of the state, and ISBE proposed to make those rules even looser. This means the often insufficient support for special education students would be even less. CTU members were incredibly active in this fight. Special education teachers from neighborhood schools as well as from Beard Elementary special education school presented their stories to key Senators and Representatives. Thousands of CTU members sent written public comments to ISBE, and several CTU members testified at an ISBE board meeting. CTU members' efforts killed the rule change proposal, and the special ed class size regulations remain in place.

The second big victory was legislation on charter schools. CTU members' work to expose charter operators and explain how the devastating policy of unchecked charter expansion resulted in the passage of several bills that enacted the first new regulations for charter operators in more than a decade, and, while there is much more work to be done, Illinois is viewed as a national model of how to regulate charter schools.

The third example is important in that even when CTU members did not get a win, our fights mattered. The coordinated effort to defend retirement security is a perfect example. In February 2014, more than 500 CTU members were part of a delegation of more than 1,500 union members and families working in coalition to oppose unfair and unconstitutional cuts to pensions. Members delivered our message through both one-on-one conversations with elected officials and a rally that interfered with business for an hour. There were so many red t-shirts in the Illinois State Capitol that day that state senators and representatives were hiding to avoid talking with articulate and assertive teachers and paraprofessionals. CTU members unable to make the trip to Springfield also called and wrote to their elected

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**“Teachers, paraprofessionals, administrators, students and parents are the foremost experts on how schools work and what can be done to make them work better.”**

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officials, which amplified the pressure. Continued visits and calls throughout March ensured that state legislators understood CTU's position. When Mayor Rahm Emanuel finally introduced his version of the pension cut legislation for the laborers' and municipal fund (to which CTU PSRPs belong), CTU members' objections and communications helped ensure that the bill had to go through six amendments over a week and a half before leadership could gather enough votes to jam it through the legislature. While we lost the battle on that question, we will likely triumph in the long term. A bill to cut the pensions of Cook County employees passed the Senate in late May but never even got called for a vote in the House. And in July, in a decision with serious ramifications on the constitutionality of pension cuts, the Illinois Supreme Court ruled 6-1 that state employees' healthcare benefit cuts were unconstitutional, paving the way for a restoration of slashed benefits.

The issue of retirement security is not limited just to a vote in the state legislature. As the March 2014 primary election made clear, retirement security is one of several areas that impacts elected officials' job security. In the two state representative races in which our CTU members were intensely involved, pension votes were driving factors in messaging, and CTU members' field work was critical to convince voters about the importance of our vision for a city that all residents deserve. The CTU's support for Will Guzzardi was a critical factor in his convincing win over Toni Berrios, who voted yes for every pension bill except one. And CTU's work for Jay Travis meant that Christian Mitchell had to spend more than \$1 million, much of it raised from education reform plutocrats like the Crown family and Democrats for Education Reform, to lose every black ward in his district (including his own) and

# STOP THE RAHM- RAUNER ATTACKS



## DESTROYING OUR SCHOOLS

■ Republican candidate for 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](http://CTU.net/PAC), and make a monthly donation of \$5, \$10, or \$20.

# Contribute to the CTU PAC.



almost lose his job. The message in Springfield was clear: pension votes matter and the Union's position in a contested election matters. Father Daley's message was accurate: bad governance is bad politics if you want to keep your job.

Special education class size, charter schools, and retirement security were not the only issues on which CTU had an impact. Effective legislative advocacy is valuable not only because it has tangible impacts for students but also because successful bill passage builds CTU's

credibility and ability to pass bills in the future. CTU supported legislation to limit exclusionary discipline that disproportionately impacts African American and Latino students and helped to pass a bill directing the Illinois State Board of Education to collect and analyze data on how schools' discipline policies are unfair to students of color. Furthermore, by challenging policies that harm students and advocating for more just alternatives, CTU members have already started laying the groundwork to improve their own classroom experiences. CTU members testified in committee hearings against the continued overuse and misuse of standardized tests and the

## CTU-backed Legislation

CTU made the following bills possible, all of which Governor Pat Quinn signed into law:

**HB 3232:** Sen. Jacqueline Y. Collins and Rep. Chris Welch. Charter accountability bill that includes the following provisions: charters must submit financial reports to authorizer, including quarterly reports if required; pre-enrollment activities like essay or parent requirements can no longer deny a student admission to charters; people cannot serve simultaneously on both the charter board and charter management organization/education management organization (CMO/EMO) board; charter schools cannot employ someone who is simultaneously employed by a CMO/EMO.

**HB 4591:** Rep. Robert F. Martwick and Sen. Jacqueline Y. Collins. Bill ensures that money follows students when transferring between



▲ **CTU officers and staff join Governor Pat Quinn in signing key charter school accountability bills into law, July 24, 2014.** Photo: Nathan Goldbaum

charter and traditional public schools, i.e. if a student is forced out of a charter school, the charter must reimburse the district for any funding.

**HB 4527:** Rep. Linda Chapa La Via and Sen. Kimberly A. Lightford. Bill Requires a charter school to comply with all federal and state laws and rules applicable to public schools that pertain to special education and the instruction of English language learners.

**HB 3662:** Rep. Mary E. Flowers, Rep. La Shawn K. Ford, and Sen. Kimberly A. Lightford: Bill provides transportation funding reimbursement eligibility to families whose children are forced to travel along Safe Passage routes.

**HB 3937:** Rep. Linda Chapa La Via and Sen. Jennifer Bertino-Tarant. Bill extends virtual charter school moratorium outside Chicago through April of 2016.

**SB 2793:** Sen. Toi Hutchinson and Rep. Will Davis. Bill requires districts to collect data on student discipline and retention, such as suspensions and expulsions, and to identify disparities by race, English language proficiency status, gender, and grade level, and requires that districts with the worst discipline policies create discipline improvement plans. **CTU**

—K.H.



# 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

### Tuesday, November 4th, 2014

### 4:45 p.m. – 7:45 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](http://ctunet.com) under the "Quest Center" tab

#### Transportation:

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

After 3 p.m. parking - \$10 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](http://www.ctunet.com/pd) or contact Lynn Cherkasky-Davis at (312) 329-6274 or [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com).



▲  
**CTU members meet with State Representative Robert Rita (D-28) during the We Are One Chicago Showdown in Springfield, Feb. 19, 2014.**

*Photo: Rommie Reese*

Common Core and in support of two bills that limit the total number of tests CPS students take and bar the district from giving standardized tests to early childhood students (Pre-K-2). CTU continues to advocate for changes to the state's teacher evaluation system and changes to Section 4.5 of Article 34 of the Illinois Compiled Statutes that restricts our bargaining rights. CTU also continues to support the efforts to raise Illinois' minimum wage, to have a tax on millionaires to better fund schools, and to close corporate tax loopholes that deprive schools of revenue. As we continue to build our power, we will continue make even more legislative progress.

Your advocacy matters. You are the experts in school policy as actually practiced, and your efforts have an impact. Continue to call, write and meet with your state senators and state representatives. If you contribute to the CTU PAC, "Thank you!" If you do not yet contribute, please see your delegate and sign up. The money we contribute to our PAC is not just for political donations. It also ensures that we have a continued high profile. PAC money pays for things like buses to Springfield and for

educational materials, including the copies of Diane Ravitch's *Reign of Error* that CTU gave to every member of the General Assembly. We also have an ideal opportunity to build even more power through Chicago's municipal elections. State senators and representatives often defer to their alderman, and the mayor of Chicago has enormous power in the state capitol. If you have the time, volunteer to work on the aldermanic campaigns of Sue Garza, Tammie Vinson, Tim Meegan and Tara Stamps.

One final story. Over the summer, an unnamed state representative asked me to ask some CTU members who are his constituents to stand down. They were so determined and effective that he said he needed a break. I told him he didn't have to vote for an unconstitutional pension heist, and that we expect that he'll continue to hear from his constituents until he represents them appropriately. I really like those conversations, so I appreciate anything you can do to make sure I have a few more. Thanks for your continued advocacy. **CTU**

*Kurt Hilgendorf is a CTU policy researcher and lobbyist.*

# Our Political Future

BY **STACY DAVIS GATES**



The Chicago Teachers Union will hold its annual Legislators-Educators Appreciation Dinner (LEAD) on Friday, October 31, 2014, at Plumbers Hall, 1340 W. Washington Blvd. in Chicago, Illinois. This year's LEAD will be unlike any other in the history of our union. As we move toward November, please know that we are united in fighting any attack on our collective bargaining rights and our classrooms. Republican challenger and venture capitalist Bruce Rauner is wrong for Illinois. He is not only out-of-touch and anti-labor, but he will also set our state back decades. That is why our Political Avction/Legislative Committee (PAC/LEG) voted to endorse Democrat incumbent Pat Quinn for another term as governor.

As you know, this past legislative session netted us some of the strongest charter accountability laws in the country. Our voice and our vote have made the difference in Springfield. While we continue to celebrate our legislative wins, we are also charting the path to 2015 as we fight for the city Chicago's students deserve. Across our city, people have called for an end to the top-down, undemocratic administration that seeks to destroy our schools, disinvest in our neighborhoods and stifle our participation. In short, the people want new leadership on the fifth floor of City Hall.

As the CTU Legislative and Political Director, I can say that the activity in wards across our city is unparalleled to any political activity I've seen since the election of President Barack Obama. We encourage our members to engage in a political process of their choosing. Many of our rank-and-file are already exploring a run for alderman, while others are

collecting signatures to make sure voters weigh in on the question: Should Chicago have an Elected Representative School Board? In addition, our House of Delegates passed a resolution which further authorizes our political activities department to continue its process of vetting and finding ways to support potential CTU candidates.

Last year, our members and allies heeded the call to advance support and resources to fight for an agenda that included smaller class sizes, defense of our pensions and the promotion of a broad and rich curriculum that reduces the emphasis on high-stakes, standardized testing. One way to advance meaningful legislation, fight the privatizers and advance a vision for our city that honors and respects the voice of every Chicagoan is to support the political and legislative work of the CTU by contributing to its PAC fund.

The LEAD celebration is the only PAC fundraiser with monies used to sponsor the following:

- » Voter registration
- » Voter education
- » Candidate screenings and endorsements
- » Candidate cultivation
- » Sample ballots
- » Get-Out-the-Vote activities

Our PAC is organized to elect candidates who support authentic education reform and stand strong with labor. For more information on the CTU PAC, visit <http://www.ctunet.com/pac> or email [stacydavisgates@ctulocal1.com](mailto:stacydavisgates@ctulocal1.com). **CTU**

*Stacy Davis Gates is the CTU legislative and political director.*

# The Intersection of Politics and Teacher Evaluation

BY **CAROL CAREF, JEN JOHNSON**  
AND **KURT HILGENDORF**

The creation of new teacher evaluation mandates at the federal, state and district levels was a political act, not an educational one. Were lawmakers guided by educational research, they would have passed legislation to lower class size, provide needed wrap-around services, modernize facilities and guarantee that every school had arts instruction, enriched curriculum opportunities and professionally staffed libraries. Instead of allotting funds to develop teacher evaluation systems, lawmakers could have made research-based decisions and grappled with how to address the out-of-school social issues that account for at least two-thirds of the variation in student achievement. They also could have devoted resources to support teacher preparation, including programs like Grow Your Own Teachers, which prepare community residents to teach the children in their neighborhoods.

Teacher evaluation mandates were not developed to improve education. They were developed by corporate reformers, such as

the Gates Foundation, who view education as a business—a business from which they hope to profit. The New Teacher Project (now named only by its acronym, TNTP) published “The Widget Effect” in 2009, which claimed that the main problem in education was the fact that teachers were almost all evaluated as “good or great.” The well-publicized movie “Waiting for Superman” promoted the idea that ineffective teachers were never fired but moved from school to school inflicting their poor teaching practices on new groups of students. The Obama administration developed a funding policy (Race to the Top) which demanded that states implement evaluation plans tied to student achievement growth.

The result of the teacher evaluation mandates in Illinois was the January 2010 Performance Evaluation Reform Act (PERA). The current CTU leadership was not yet in office, and there is no record of any fight against PERA by the previous CTU leadership. PERA did require, however, that every school district meet with bargaining unit representatives to

## The CTU Call for an Elected School Board

BY **BRANDON JOHNSON**

For two decades now, Chicagoans have had a front-row seat as powerful interests played games with our city’s public schools. Out of their playbook of privatization and disinvestment, 42,000 Chicago students experienced school closings and “turnarounds” (i.e. firing of an entire school staff) between 2001 and 2013. As expected, the playing field was not level. Eighty-eight percent of affected students were African-American. And last year, Mayor Rahm Emanuel’s reckless decision to close 50 schools impacted a similar number of students—this time all at once.

Though Chicago’s parents and communities have decried these destructive school policies for years—most famously during last year’s mass school closings—we have consistently been sidelined in the decision-making process by a hand-picked school board beholden to profit-seeking interests. The only way to reverse this destructive trend is to implement an elected, representative school board like the rest of Illinois.

Not only is this just policy, but it is also highly popular.

To prove it, Chicagoans are collecting signatures to put the matter of an elected, representative school board on the ballot in every ward. Unsurprisingly, the mayor has resisted our policy demands for more investment in neighborhood schools and our calls for democracy. Beyond his bald self-interest, the mayor’s cynicism is rooted in the paternalistic (and absurd) belief that the rich and the powerful care more about our children than their own parents and communities. Though a self-proclaimed progressive, the mayor’s anti-democratic attitude is more consistent with Tea Party proclivities for voter suppression and disenfranchisement. **CTU**

*Brandon Johnson is a CTU organizer and deputy political director.*

develop their teacher evaluation plan. Whereas most Illinois districts did not have to implement a new evaluation plan until 2016, CPS had to begin implementation in September of 2012.

CPS and CTU had already begun a pilot project around the Charlotte Danielson Framework and had conducted talks on changes to the existing evaluation process. CPS would not agree to allow PATs with high ratings to be exempt from non-renewal, however, and the talks broke down. CTU later won this PAT right during the 2012 strike. The unelected Chicago Board of Education's appointment of Ron Huberman as Chief Executive Officer created another barrier to implementing a new evaluation system. His administration scrapped the Danielson Framework and bought in a new evaluation tool, based on the D.C. Impact system. When Huberman was replaced with Jean-Claude Brizard, CPS swung back to using a Danielson-based system, but, in the meantime, the pilot project had been discontinued and the September 2012 implementation deadline was quickly approaching.


PERA was not the only change to evaluation, however. Ed reformers wanted to "up" the stakes and remove teacher tenure provisions. The anti-union group Stand "for" Children poured millions of dollars into Illinois political races, contributing \$2.8 million to legislative candidates running in the November, 2010, election and filling a funding vacuum created when the Illinois Federation of Teachers (IFT) and Illinois Education Association (IEA) chose to withhold political campaign contributions. Ed reform-friendly legislators, buoyed by Stand's new money and influence, introduced Senate Bill 7 (SB7) in January, 2011, which proposed to change tenure (and other) provisions of the Illinois School Code. CTU, IFT, and IEA negotiated changes in the bill, but the controversial bill and its provisions of tenure tied to teacher evaluation passed. Attacks on tenure continue throughout the country, headlined by the Vergara decision in California, which declared key aspects of teacher tenure and due process protections unconstitutional.

In the wake of PERA and SB7, CTU representatives on the statewide Performance Evaluation Advisory Council (PEAC) worked with IFT and IEA to promote as many reasonable policies as possible. For example, PEAC was charged with defining

a percentage for what was "significant" in PERA's requirement that student growth be a significant part of evaluation. The unions had argued for 10 percent of a teacher's rating based on student achievement but others wanted 50 percent; PEAC established a compromise of 25 percent as a minimum for the first two years of the evaluation system and 30 percent in subsequent years. This move helped CTU keep CPS from implementing a system with 60 percent student growth, which they included in earlier evaluation proposals. However, prior to the 2012 strike, CPS still insisted on making student growth 45 percent of a teacher's evaluation. The strike knocked the student growth percentile down to the state minimum.

In spite of lawmakers' intent to increase the number of teachers identified as "Unsatisfactory," the increase has been small. This is further proof that legislators need to look elsewhere for fixes to the education system. The problem is not "bad teachers"!

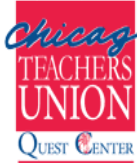
The current CTU leadership monitors new bills that might negatively impact members or students. CTU sounds the alarm, as it has with proposed pension legislation. The union also advocates for pro-education bills, such as the ones recently passed to enhance charter school oversight. Finally, at every opportunity, CTU works for the repeal of 4.5, the 1995 law that curbed our bargaining rights.

Evaluation is just one of the many issues which makes plain the need for the CTU and its members to tackle political work. Paired with bringing the "Share. Advocate. Mentor." evaluation mantra to life within our schools, actively advocating for sound, research-based evaluation practices in bargaining and the political arena will ultimately yield the greatest rewards. 

*Carol Caref, Ph.D., is director of the CTU Research Department; Jen Johnson is the CTU Quest Center special projects facilitator for teacher evaluation; and Kurt Hilgenford is the CTU policy researcher and lobbyist.*







# Selecting Common Core-Aligned Texts For the Elementary Classroom

3 ISBE Professional Development Hours

**Tuesday  
November 18<sup>th</sup>  
5:00 PM- 8:00PM**

**Bring at least one text you  
plan to use in an upcoming  
lesson or unit plan.**

**Register online at  
[www.ctunet.com/pd](http://www.ctunet.com/pd)  
There is a \$15.00 fee.**

**This workshop is aligned to  
CPS Framework for  
Teaching Component 1a,  
1b, 1d, 3c, 3e, & 4d.**

**Are you a K-8 teacher struggling to find  
appropriate texts for your units and lessons?  
Feeling lost with a library of old books that  
you are not sure how to use with the new  
standards? Then this workshop is for you!**

This workshop focuses on how teachers can strategically choose rigorous and complex texts to use in their instruction. Through the use of multiple tools to evaluate text complexity, participants deepen their understanding of the instructional shifts in the English Language Arts Common Core State Standards (CCSS).

You will learn how to:

- Consider quantitative, qualitative, and reader and task-related factors to select challenging, engaging, and developmentally-appropriate texts that support students in mastering CCSS for their grade level.
- Analyze texts noted as favorites among students.
- Review current CCSS exemplar texts to determine alignment with the CCSS ELA to make informed instructional decisions.
- Learn to use a graphic organizer to facilitate their analysis of various texts for use in their teaching.
- Collaborate with grade-band peers to select exemplar texts to include in their long-term plans.

### **Questions?**

**Please call or e-mail:**

**Theresa Insalaco-DeCicco  
Professional Development Facilitator  
[TheresaInsalaco-DeCicco@ctulocal1.com](mailto:TheresaInsalaco-DeCicco@ctulocal1.com)  
(312) 329-6270**

### **Location:**

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

### **Parking and Transportation:**

**After 3PM parking is \$10 at MartParc  
Orleans on the northeast corner of  
Orleans and Hubbard.  
The CTA Brown Line stops at the 2<sup>nd</sup>  
floor of the Merchandise Mart.**





PRESENTS

# CPS Framework Study Groups



## 5 First Semester Sessions!

All Sessions are 4:45 – 7:45 PM

Domains 1 & 3	Oct. 22	Counselors Clinicians
Domains 2 & 4	Oct. 29	Teachers Librarians
Component 1e	Nov. 19	Teachers Librarians
Component 3b	Dec. 3	Teachers Librarians
Component 3d	Dec. 10	Teachers Librarians



### Earn 3 ISBE Professional Development Hours

Share best practices, learn from colleagues, and collect evidence for your evaluation cycle

These events are free but you must register at <http://www.ctunet.com/pd>. For questions please contact [TheresaInsalaco-DeCicco@ctulocal1.com](mailto:TheresaInsalaco-DeCicco@ctulocal1.com)

#### Location

Chicago Teachers Union  
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*The Brown line comes into the Merchandise Mart.*

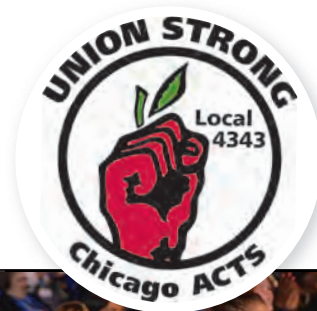
## Come Join Us!

### Prepare for the 2014-2015 Evaluation Cycle

- ❖ Unpack, review, and discuss the Frameworks
- ❖ Learn to use the Addenda and Critical Attributes
- ❖ Reflect on your practice
- ❖ Learn to use the language of the Frameworks to advocate for yourself
- ❖ Set a professional goal and learning plan

# Chicago ACTS Local 4343 Initiates New Policy for National Union

BY **CHRIS BAEHREND**



This past July, ChiACTS Local 4343 made a huge splash at the biannual convention of our national union, the American Federation of Teachers (AFT). We originated a resolution affirming our identity as, and our solidarity with, public school teachers and staff. This resolution is now adopted and official policy of our 1.6 million member national union. You can read the full text of the resolution at <http://www.chicagoacts.org>.

Just because we work in charters, does not mean we think all schools should be charters. ChiACTS Local 4343 members are concerned about the impact of mass neighborhood school closings upon the communities we serve and upon our profession. We are more alarmed than anyone about the lack of accountability and the union-busting that occurs in charter schools, because these things hurt the young people we care for.

Therefore, we decided to ask our national union to recognize that we, as teachers and staff, are not trying to privatize education. We serve public school children in public schools, just like our sisters and brothers who work in district schools. Specifically, we asked the AFT to adopt, as preferred language, the term “teacher at charter” instead of “charter teacher” in order to affirm our identity as teachers before all else.

Of course, there is a range of opinion within our Local about the value of having private organizations administer our public schools. However, we are united in our belief that, above all, we are dedicated to improving the lives of our students. Everything else is secondary. In this we are in total solidarity with our sisters and brothers who serve the very same population—district teachers.

Union sisters and brothers from around the country—especially those working in charters—have been



enthusiastically supportive of our resolution. We were joined by the only other two AFT Locals which represent teachers and staff at charters, Michigan ACTS and Philadelphia Alliance of Charter School Employees, both of which signed on as co-sponsors and gave impassioned speeches at the Convention. Our sisters and brothers in the Chicago Teachers Union gave us crucial support, without which we would never have negotiated our way in a 3,500 member meeting with a broad range of important issues to consider on a tight schedule.

We do understand it is often more elegant and sometimes grammatically necessary to say “charter teacher” instead of “teacher at charter,” and we expect that most people will usually say “charter teacher.” Our goal with this Resolution is to raise consciousness, not change the dictionary. **CTU**

*Chris Baehrend is vice president of Chicago ACTS Local 4343.*

▲ **Delegates from across the country applaud from a packed floor the 2014 AFT Convention.**

*Photo: American Federation of Teachers*

# Whose History? Our History!

BY **DEBBY POPE**

“Those who cannot remember the past are condemned to repeat it.” This quote, generally attributed to philosopher George Santayana, encapsulates the importance of studying history. Too often, as many of us experienced, the history taught is not *our* history but the history of our oppressors. The rise of Black and Chicano Studies and of women and gender studies programs at colleges and universities has been one response to this. Labor history, also known as working class studies, is another important way to fill in the gaps in our knowledge and analysis of the past.

In Illinois, we are fortunate to have one of the most established and active labor history societies in the United States. The Illinois Labor History Society (ILHS) was founded in 1969 by a group of amazing labor activists and pro-working class academics. The founding president was Les Orear who died this past spring at the age of 103.

Orear, a Missouri native who spent most of his life in Chicago’s Beverly and Hyde Park communities, began working in the stockyards during the Great Depression when he left college to help his family. He became active in

the Packinghouse Workers Union (made famous by Upton Sinclair in the novel *The Jungle*), in which he served for many years as the editor of the Union’s newspaper. That Union later merged with the Amalgamated Meatpackers for which Orear worked as an organizer and later as its newspaper editor.

Upon retirement he and a group of like-minded labor folks founded the ILHS. Among these were descendants of the Haymarket Martyrs—the brave men who sacrificed their lives in the struggle for the eight-hour work day. Orear served as ILHS president until 2006, then continued his service to the organization until he was 99, going to the office downtown on public transportation four days a week.

The mission of the ILHS is “to encourage the preservation and study of labor history materials of the Illinois Region, and to arouse public interest in the profound significance of the past to the present.” To this end, the ILHS is the custodian of one of the most significant labor landmarks—the Haymarket Martyrs Monument at Forest Home Cemetery which is visited every year by labor activists from around the world. It



▲ **Les Orear at Stockyard Gate.**

*Photo: Illinois Labor History Society Les Orear Memorial Collection, Roosevelt University Library*

also offers numerous programs such as one recently co-sponsored in Pullman for Labor Day, various group tours of labor sites in the Chicago area, and assistance to students who are researching labor-related topics for history fair presentations.

The ILHS’ mandate is to tell the story of the labor movement and working people throughout Illinois. This

includes the story of some famous and courageous people like Mary Harris “Mother” Jones who defied the powerful coal bosses; A. Phillip Randolph who taught the railroad bosses how to respect their own employees; and the Haymarket Martyrs. Of equal importance, are the stories about unsung heroes and heroines whose names will never be known, but who improved the lives of their fellow workers through brave



▲ **Les Orear at Haymarket Martyrs' Monument.** Photo: Illinois Labor History Society Les Orear Memorial Collection, Roosevelt University Library

struggle and sacrifice. Some of this history has been deliberately hidden by those in power. Some of it has been lost because it was never told. Some perhaps will be rediscovered

through the efforts of those who participate in struggles now, and in the future, for the dignity of labor. **CTU**

*Debby Pope works in the CTU Grievance Department.*

## Book Review: Jose Luis Vilson's "This Is Not a Test"

BY **SARAH HAINDS**

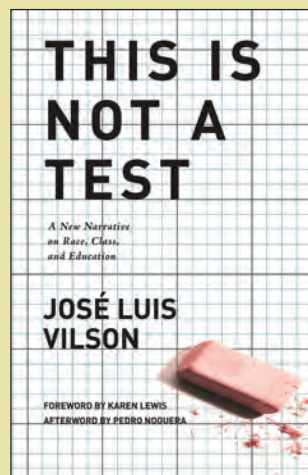
“The largest threat to any set of educational reforms is a well-informed and vocal set of teachers, parents, and students.”

This book provides a very clear and accessible critique of the current corporate ed reforms from NCLB to the Common Core and blended learning. One of the main reasons that schools are being subject to these wasteful initiatives is because of a huge lack of teacher voice at the policy and administrative levels. Other professions such as law and medicine always include professional experts in decision making but the field of education does not. Vilson partly blames this on misogyny, since teaching is predominantly female-dominated while medicine and law are male-dominated fields.

Told through an auto-biographical style, Vilson issues an urgent call for teachers to become more active and more

vocal in education policy, while also urging more racial consciousness and social justice in everyday teaching. Vilson strongly emphasizes the importance for teachers to have each other's support. New teachers need to know that they aren't total failures from one bad lesson or from one day of an incredibly disruptive classroom. His blog serves as his diary to reflect and work through issues and also to receive helpful feedback from his readers. Especially lacking in education writing are the voices of teachers of color.

As CTU President Lewis Karen



Lewis says in the foreword to “This Is Not a Test” (Haymarket Books, 2014), everyone should read this book. It is very motivational for aspiring teachers, very reflective for current teachers, and provides incredibly important insight for policy makers. Vilson draws the reader in through funny and at times heart-wrenching descriptions of his upbringing and the lives of his students who he relates to on so many levels. Activism drew him into teaching and now he's calling on all teachers

to become more active and “...to ask for—even demand—a fundamental redistribution of power: from a top-down approach to one in which teachers, collectively and individually, take ownership of their roles in reforming education.” **CTU**

*Sarah Hains is a CTU researcher.*



# S.T.E.M.ulating Scientific Thinking in the Early Grades

**Workshop for all K – 3 teachers!**

**December 9<sup>th</sup>, 2014**

**5 – 8 PM**

**(3 ISBE Professional Learning Hours)**

This workshop, designed to aid primary grade (K-3) classroom teachers in stimulating the scientific thinking of their students, focuses on the Next Generation Science Standards (NGSS) and the Framework for K-12 Science Education (emphasizing science and engineering practices). Participants learn what 3-dimensional teaching and learning is. In this workshop, teachers learn engaging activities that will pique their young learners’ interest while learning science, technology, engineering and math (STEM) content. Primary grade teachers come away with techniques for designing coherent instruction and strategies for questioning and discussion. Participants take part in STEM activities they can use in their classrooms immediately. Resources (i.e., websites, articles, lists of books, and names of stores) are provided to help attendees build and sustain STEM instruction in their classrooms.

**This offering is aligned to the CPS Framework for Teaching - Components 1a, 1d, 3b, and 3c.**

**Register online now!**

[www.ctunet.com/pd](http://www.ctunet.com/pd)

**ONLY \$15.00**

<p><b>LOCATION:</b> Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654</p>	<p><b>PARKING/TRANSPORTATION:</b> After 3 PM, parking is \$10 at MartParc Orleans on the NE corner of Orleans and Hubbard. The CTA Brown Line stops on the second floor of the Merchandise Mart.</p>	<p><b>QUESTIONS?</b> Call or email Walter Taylor, NBCT CTU Quest Center Professional Development Facilitator walmartaylor@ctulocal1.com (312) 329 - 6273</p>
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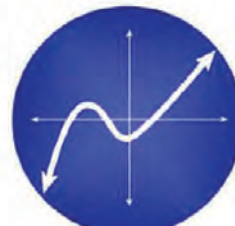
**Science**



**Technology**



**Engineering**



**Mathematics**

# Lesson Study: A Collaborative Model of Professional Development

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BY **JEFF NAUMANN**

Most Chicago Public Schools (CPS) professional development sessions (PDs) can best be defined as “info dumps.” Every educator has attended PDs in which the facilitator monotonously plods through dozens of PowerPoint slides. The educator is left desperately trying to stay awake. The most ambitious educators will strive, albeit unsuccessfully, to glean some small morsel of information that will advance their teaching. Lesson Study provides a refreshing alternative to the “info dump.”

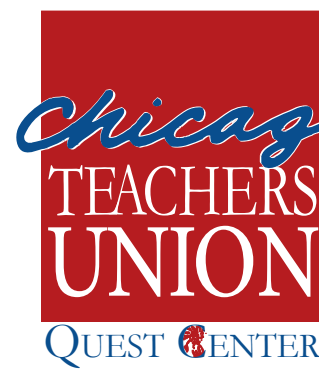
Lesson Study originated in Japan several decades ago. This model can improve any kind of teaching in any subject area, even though it is currently focused on improving math instruction. A Lesson Study cycle begins when a small group of educators identify an area of concern (i.e., a specific skill or standard that teachers have difficulty teaching and, consequently, students have difficulty learning). After identifying the problem, the Lesson Study team will then conduct several hours of research relevant to their area of concern (known as *Kyozaikenkyu* in Japanese). The Lesson Study team works in collaboration with an “expert” such as a professor. This “expert” often suggests texts that the team should consult during *Kyozaikenkyu* and he/she provides periodic feedback as the team writes its research lesson plan. After completing their research, the team starts writing a brief unit plan. Unit plans usually consist of five to ten lessons. Next, the team selects one lesson from the unit to be a “research lesson,” a lesson studied in depth as a model for other lessons. The team determines which member will teach the unit and “research lesson,” and writes a very detailed lesson plan for this one lesson.

Finally, the team consults with their “expert” and makes any necessary revisions to their unit plan and research lesson.

Now the team selects an appropriate time in the school year to teach their unit and lesson and invites

twenty or so fellow teachers and administrators to observe their research lesson. These additional educators are responsible for taking notes during the lesson and contributing to the post-lesson discussion. Following the lesson, the team and the visiting educators analyze the lesson to determine what went well and what could be improved. More importantly, they discuss why certain parts of the lesson were successful and why other parts were less successful. Therefore, Lesson Study participants develop their pedagogical knowledge by researching and collaborating with their peers during the lesson creation phase and they further refine their understanding during the post-lesson discussion. The last and, arguably, the most important part of Lesson Study is known as *Kompai* in Japanese. During the *Kompai* phase, the team spends an evening celebrating their hard work at their favorite bar or restaurant.


Lesson Study emphasizes a constructivist approach to learning and respects all educators as professionals. Far from being ignored, teachers’





knowledge and expertise is integral to Lesson Study. Teachers, administrators, and professors work collaboratively to produce the best possible unit and research lesson. Lesson Study is “hands-on,” says Tarsia Rhyne, National Board Certification candidate and kindergarten teacher at South Shore Fine Arts Academy (SSFAA). “You get to prepare your lesson and then receive feedback.” SSFAA’s instructional coach, Kent Steiner, says Lesson Study embodies a “spirit of collective learning,” and goes on to describe how “this spirit simultaneously negates any sense of judgment or evaluation of the teacher who teaches the lesson and promotes a sense of constructive criticism among all present.”

Lesson Study is also effective because it is authentic. According to Quiaria Ray, a third grade teacher at SSFAA, this model allows you to “actually create something to take back to your classroom instead of just having ideas thrown at you.” In other words,

you have the opportunity to develop knowledge and a product that is relevant to your teaching.


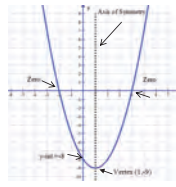
The administrators at SSFAA learned about Lesson Study two years ago and they began sending teachers to the four-day Lesson Study Summer Institute during the summer of 2013. A couple of teams of teachers then began their own Lesson Study cycles during the 2013-2014 school year. One way that teachers can advocate for Lesson Study PD is through their school’s Professional Personnel Leadership Committee (PPLC). If you are tired of the CPS “info dump” and you want more control over your professional development, consider Lesson Study. You can learn more about Lesson Study on the Lesson Study Alliance’s webpage at <http://www.lsalliance.org/>, or by calling the CTU Quest Center at 312-329-6271. 

*Jeff Naumann is a special education teacher at South Shore Fine Arts Academy.*

Reasoning with Shapes and their Attributes		Lesson 12
Fractions of Shapes (1/2 and 1/4)		
<p><b>Steps and Learning Activities</b></p> <p>This column shows the major events and flow of the lesson</p> <p><b>Posing the Problem/ Independent Work Time (15 min)</b></p> <p>Hold up a paper square and ask students to consider what half of the square might look like. Then ask the students:</p> <p><i>How many different ways can you show two equal pieces of the whole square?</i></p> <p><i>How many different ways can you show four equal pieces of the whole square?</i></p> <p>Remind the students that they can use as many paper squares as they need to show their solutions. They should keep in mind: all of the squares are the same size whole.</p> <p>Give students access to same-sized paper squares, which they can fold to create fractional parts.</p> <p>Students should outline their folds with a marker to make their solutions visible.</p>	<p><b>Anticipated Student Responses and Teacher Support</b></p> <p>This column shows additional moves, questions, or statements that the teacher may need to make to help students. Anticipated student responses are in regular font; teacher support suggestions are in italics.</p> <p>S1 (Two Equal Pieces):</p>  <p>T1: Great. Are there more possibilities? How do you know?</p> <p>S2 (Four Equal Pieces):</p> <p>Student thinks fourths means the square has to be folded four times (creating eight equal parts).</p> <p>T2: Does this create four equal pieces? Does the number of folds always equal the number of equal pieces?</p> <p>S3 (Four Equal Pieces):</p>  <p>T3: Great. Are there more possibilities? Do all four parts have to be the same shape?</p>	<p><b>Analysis of Common Core State Standards Implementation</b></p> <p>This column contains questions that can be used to determine if the lesson is effectively addressing the stated objectives, and information on how this part of the lesson addresses CCSS content standards and Standards for Mathematical Practice.</p> <p>This is the first lesson in the unit that addresses 2.G.3. Students have already composed squares into a composite rectangle, as well as partitioned a rectangle into same-size squares. A crucial aspect of this lesson is recognizing that equal shares of identical wholes do not need to have the same shape. Bridging from the previous lessons, in this lesson students can break apart and recombine shapes in order to prove that two different shapes are equal shares of the same whole.</p>
Reasoning with Shapes and their Attributes – 2 <sup>nd</sup> Grade <a href="http://www.sharymylesson.com/ctu">www.sharymylesson.com/ctu</a>		
Lesson 12 - 2		

Excerpt from the 2<sup>nd</sup> grade math unit, “Reasoning with Shapes and their Attributes.”

Excerpt from the 9<sup>th</sup> grade math unit, “Quadratic Functions.”

Quadratic Functions		Lesson 4
Interpreting Key Components of Quadratic Functions		
<p><b>Steps and Learning Activities</b></p> <p>Day 2 - Whole Class Discussion (20 minutes)</p> <p>Present the graph below and the following terms on the board: <b>parabola, vertex, zeros, and the axis of symmetry.</b></p> <p>Have the students label these terms in the graph.</p>  <p>Select four students at random to come to the front to label the previous vocabulary on the graph.</p> <p>Next, present the graph on the right. Have the students observe it and talk about the meaning of each term. Encourage them to make corrections to their original drawing.</p> <p>Go back to the original graph presented at the beginning of the class and ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the axis of symmetry?</li> <li>2. What is the vertex?</li> <li>3. Is it a maximum or a minimum?</li> <li>4. What are the zeros?</li> </ol> <p>Have a discussion with the students to help them recognize that the axis of symmetry should be written as an equation of a vertical line, <math>x=h</math>. In addition, make sure that they understand the difference between the vertex and the maximum / minimum value of the parabola.</p> <p>Next ask the students to label on the <b>Quadratic Functions Key Components Worksheet</b> from the previous day: the axis of symmetry, the coordinates of the vertex and the zeros, and to find the maximum or minimum value of each parabola.</p>	<p><b>Anticipated Student Responses and Teacher Support</b></p> <p>Possible hints you can give the students before they complete the vocabulary words on the graph: Think about objects that have symmetry in real life. How do they look like? Think about vertex as a max (highest) or minimum (lowest) point of the graph. Would a graph have both a max and a minimum point? Think about the x- and y- intercepts of the graph with the axis. Which ones are the zeros?</p> 	
Have Ess Google translation of the key components of the parabola.		
Quadratic Functions – 9 <sup>th</sup> Grade <a href="http://www.sharymylesson.com/ctu">www.sharymylesson.com/ctu</a>		
Lesson 1 - 4		



# CTU Members Publish Standards-Driven Units

BY **MICHAEL P. MORIARTY**

The CTU Quest Center is proud to announce the publication of teacher created model instructional units. Five Common Core State Standards-driven units were written by 30 CPS teachers and field tested in 12 Chicago Public Schools. Following the field test the exemplar units were further revised by 20 CPS teachers and externally reviewed by reading expert Timothy Shanahan, and mathematics expert John T. Baldwin, of University of Illinois at Chicago.

Each unit of instruction includes lessons spanning between 15 and 22 days and include detailed instructions, anticipated student responses and teacher supports, EL adaptations, learning progressions, instructional activities, and a culminating task and assessment rubric. There are also selected videos from the classrooms of the CPS field test teachers available on YouTube's CTU Quest Center channel. Every student task/activity is available on the Share My Lesson website and is print ready. The PDF is easily navigable using embedded links for

efficient and easy use. The units are “teacher friendly” and ready to implement in your classroom instruction.

Download the complete units, or each individual lesson at [www.sharemylesson.com/ctu](http://www.sharemylesson.com/ctu).

- » 1<sup>st</sup> grade CCSS ELA: “All About Living Things: Learning to Navigate and Create Informational Texts” unit integrates science with informational texts for students to use in creating their own “All About” book.
- » 2<sup>nd</sup> grade CCSS Math: “Reasoning with Shapes and their Attributes” unit cultivates the students’ conceptual understanding of area and fractions. They analyze the properties of basic geometric shapes and design a playground.
- » 4<sup>th</sup> grade CCSS ELA: “Endangered: A Study of Animal Population Change” is an inquiry unit in which students ‘close read’ informational texts, create their own research questions, and learn to think like scientific investigators. They learn about an

endangered species and present their findings to the class.

- » 9<sup>th</sup> grade CCSS ELA: “Immigration” An Ethical Dilemma” unit incorporates poetry, fiction, and non-fiction texts from which students develop convincing arguments supported by evidence, in a debate in which they put various immigration issues “on trial.”
- » 9<sup>th</sup> grade CCSS Math: “Quadratic Functions” unit develops the students’ conceptual understanding and procedural fluency of quadratic functions so that they can apply and solve real life mathematical problems.

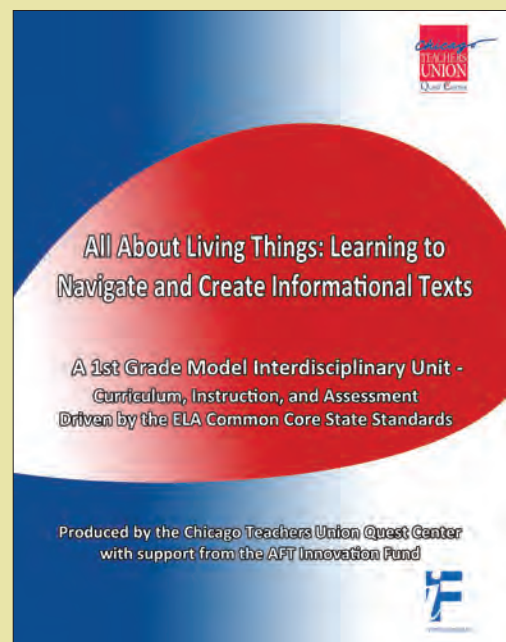
This project was supported by the American Federation of Teachers Innovation Fund. **CTU**

*Michael P. Moriarty, NBCT, is the CTU Quest Center professional development facilitator.*

Teacher Edition of CLDSE Reading Questions for Lesson 1	
As you progress through the lesson use the close reading questions at your discretion based on your knowledge of the students in your class. Please remember that these questions focus on different levels of thinking. The questions are intended to draw students' attention to the nuances of the text.	
Text	Questions
<p>pg. 6</p> <p>A message from ARKive's patron, Sir David Attenborough</p> <p>We live on a very special planet, one we are lucky to share with many millions of amazing animals. Like us, animals have made their homes all over the world in forests, deserts, oceans, grasslands, and mountains. These places are known as "habitats" and each one provides the animals that live there with everything they need: food, water, shelter, and the chance to meet a mate.</p> <p>Although the world is a big place, it is becoming very crowded. There are more people than ever before and they too all need food, water, and somewhere to live. The world's habitats are being changed or destroyed as more and more people make their homes in these wild places. Animals are finding it harder to survive. They are being crowded out, driven from their homes, captured for trade, and killed for food or sport. As a result, many are now seriously threatened with extinction. This means they may soon disappear completely and forever, unless we do something to save them.</p> <p>Pg. 7</p> <p>The more we know about these animals, the more we can do to help them. ARKive is collecting films and photographs of the world's threatened animals in a giant digital library and building a huge wildlife Web site, so that everyone can learn more about these animals and the urgent need to protect them and their habitats.</p>	<p>Why do animals have different habitats? (1)</p> <p>How do habitats provide what an animal needs to survive? (1)</p> <p>In what ways are human beings competing with animals? (1)</p> <p>What does the author want people to do? (1)</p> <p>What does the author mean by "wild place"? Why would someone build their home in a wild place? (1)</p> <p>What does the author mean by "crowded out"? (1)</p> <p>How is "killing for sport" different than "killing for food"? Why would someone kill for sport? (1)</p> <p>What is the purpose/mission of ARKive? (1)</p> <p>Why do scientists study animals that are endangered? (1)</p> <p>Why does the author say the need to protect the endangered animals is urgent? (1)</p> <p>Why do you think the author writes this message the way he does</p>

Close reading questions from the 4<sup>th</sup> grade ELA unit, “Endangered: A Study of Animal Population Change.”

Front cover for the 1st Grade ELA unit of instruction, “All About Living Things.”



# NOTICE OF DELEGATES ELECTIONS

In accordance with Article VI, Section 3 of the Chicago Teachers Union Constitution and By-Laws, the terms of office of current delegates will end on January 31, 2015. New delegates in all functional categories will be seated at the February House of Delegates meeting on February 4, 2015. Below are the nomination and election procedures established by the Rules-Elections Committee for the 2015 Delegate Elections. The numbers of delegate vacancies will be determined based on the formulas provided in Article VI, Sections 2b and 2c of the CTU Constitution and By-Laws using the numbers of members on November 30, 2014:

“Regular Members—(1) One Delegate shall be elected for the first twenty regular members. (2) An additional Associate Delegate shall be elected for every forty regular members thereafter in a particular school. (3) Schools with less than twenty members shall be combined to form representational units. A non-voting Delegate shall be elected in each school with less than twenty members. Following their election, an election shall be conducted within the combined unit to determine which Delegate shall be entitled to a vote in the House.

Retired Members—One Delegate shall be elected for each one hundred members.”

## Teacher Delegates

Election packets with instructions for conducting elections will be mailed to current school delegates on Monday, December 8, 2014. CTU staff will make every effort to find a contact person in buildings without delegates. In schools that are entitled to both Delegates and Associate Delegates, Delegates should be elected first, then the newly elected delegate should conduct the elections for the remaining Associate positions.

Schools may conduct elections upon receipt of the packet or whenever is most convenient for the staff of the particular school. If possible, delegates should bring completed election materials to the January 2015 House of Delegates meeting on Wednesday, January 7, 2015. If this is not possible, packets may be mailed to the CTU. In order to be

seated in time for the February House of Delegates meeting, election packets must be postmarked no later than Friday, January 9, 2015 or dropped off in person by 5:00 p.m. on that date. Packets not received by this date will be processed, but we cannot guarantee seating at the February meeting.

## Citywide/PSRP/Clinician Delegates

Citywide teacher, PSRP and Clinician delegate nomination forms will be mailed on Monday, November 24, 2014. The nomination form will also be available at [www.ctunet.com](http://www.ctunet.com) beginning the same date.



Paper nominations will be taken to ensure accuracy and to move nominations in a timely manner. Each nominator will be required to fully complete a nomination form in order to nominate a candidate.

Members who nominate delegates must be a member of the functional group of the delegate they nominated. Those who second nominations may only do so for members of their own functional group. Members may nominate themselves, but must get a second from another member in good-standing from their functional group. Elections will only be held when there are more candidates than vacancies.

Citywide Delegate ballots will be mailed to members' homes on Friday, December 19, 2014.

Returning ballots must be postmarked by Tuesday, January 13, 2015 or dropped off in person to the CTU office by 5:00 p.m. on Thursday, January 22, 2015. Citywide ballots will be counted at the CTU office on Saturday, January 24, 2015.


Citywide Delegate candidates wishing to mail campaign literature to citywide members may provide stamped and stuffed literature to CTU no later than Friday, December 19, 2014 at 5:00 p.m. in order for it to be labeled, processed and mailed to members.

### Retiree Delegates

Nominations for Retiree Delegates will be taken at the Retiree Luncheon at Harry Caray's Restaurant on Monday, December 8, 2014 at 1:30 p.m. Paper nominations will be taken to ensure accuracy and to move nominations in a timely manner. Members who cannot attend the luncheon may have someone else in the Retiree group make a nomination for them. Nominees need not be present to be nominated. Each nominator will be required to complete a nomination form in order to nominate a candidate. Forms will be available at the nomination meeting and at [www.ctunet.com](http://www.ctunet.com). Nominators must be a member of the functional group for which they are nominating. Those who second nominations may only do so for members of their own functional group.

Retiree Delegate ballots will be mailed on Tuesday, December 16, 2014 to members' home addresses. Completed ballots must be returned to CTU with a postmark date no later than Tuesday, January 13, 2015 or dropped off in person to the CTU office by 5:00 p.m. on Thursday, January 22, 2015. Retiree Delegate ballots will be counted at the CTU offices on Saturday, January 24, 2015.

Retiree Delegate candidates wishing to mail campaign literature to retiree members may provide stamped and stuffed literature to CTU no later than Friday, December 19, 2014 in order for it to be labeled, processed and mailed to members.

2015 Delegate Election Vacancies will be posted at [www.ctunet.com](http://www.ctunet.com) on Monday, December 1, 2014 once they are calculated based on the November 30th numbers. 

## Please call if you've been injured

If you've been hurt at work or in a car accident, I can help.

I have worked with hundreds of people, just like you, and together we can ensure that things are made right and you receive everything you deserve.

My name is David Iammartino, I am a former attorney for the City of Chicago Board of Education and my wife is a CTU member.

There's no cost to explore your options and you owe it to yourself—and your family—to learn your rights.

Attorney David A. Iammartino  
875 N Dearborn St. | Chicago, IL 60610

**Call Today 773-653-6202**

This is attorney advertising material.

**AL1 AUSTIN-NORTH LAWDALE ELEMENTARY** Anderson, Grace A.; Horton, Kenyatta M.; Lopatka, Marcia J.; Sanchez, Jackie Y.; Smith, Lisa L. / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Egwuekwe Maxey, Kelechi S.; Hildreth, Iris E.; Munoz, Cielo M.; Thrash, Rasheeda M.; Young, Joanne / **BP1 BURNHAM PARK ELEMENTARY** Butler-Mitchell, Paulette B.; Crawley, Dorothy Q.; Laidler, Autumn M. / **BP2 BURNHAM PARK ELEMENTARY** Harper, Janelle I.; Hegwood, Catherine; Horton, Kawana T.; Olson, Genni L.; Paranjape, Janka S.; Ringhand, Allison B.; Weems, Pricilla W.; Williams, Danita / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Smith, Vera I.; Threlkeld, Selena M. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Crist, Joanne P.; Dixon, Edmund; Mangum, Marcus L.; Middleton, Gladys C.; Smith, Kelly L.; Ward, Jacquelyn / **FR1 FULLERTON ELEMENTARY** Berry, Tamica L.; Chavez, Lisa B.; Haritos, Penelope; James, Ramses D.; Morris, Leanne D.; Muhlberger, Mireya; Murphy, Michael S.; Padilla, Maria; Santacruz, Erica P.; Vacco, Angela L. / **FR2 FULLERTON ELEMENTARY** Aucutt, David; Bruehl, Steven C.; Carlson, Anne E.; Fister, Mary N.; Haga, Jonathan P.; Harkness, Ned A.; Jacobson, Johanna T.; Kearns, Donald E.; Llanes, Cynthia; Lossin, Leah L.; Meenaghan, Christopher J. / **FL1 FULTON ELEMENTARY** All Present / **FL2 FULTON ELEMENTARY** Falzone, Lindsay N.; Reese-Clark, Vanessa B. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Balsam, Loretta C.; Doyle, Michael T.; Guterz-Kwaaning, Tanisha R.; Rountree, Eric F. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Greco-Serwa, Sandra M.; Metzger, Suzanne M.; Wendorf, Lori S. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Kruger, Christopher R.; Oneal, Chelita L.; Patel, Monika K.; Trentham, April L.; Turner-Stanton, Hadiya I.; Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Coleman, Angela K.; Garner, Darnell J.; Jackson, Ashley M.; Mallory, Latasha I.; Melton, Wilene M.; Reddick, Rosemary; Spearman, Nicole N.; Stork, Judith A. / **LC2 LAKE CALUMET ELEMENTARY** Coronel, Dorina; Craig, Sharion D.; Curtin, Carolyn E.; McKinney, LaConya; Oliva, Melissa M. / **ME1 MIDWAY ELEMENTARY** Gazdziak, Graham R.; Hester, Kamau L.; McMahon, Mary L.; Molaro Diaz, Miranda M.; Outlaw, Cassandra; Preciado, Diana / **ME2 MIDWAY ELEMENTARY** Bonds, Joyner E.; Dantes, Mauricia E.; Linehan, Joseph A.; Marquez, Maria L.; Medellin, Leticia N.; Shine, Latoya N. / **NW1 NORTH-NORTHWEST SIDE H.S.** Hurtado, Erin M.; Incandela, Rosa R.; Maeda, Ann T.; Olson, Audrey R.; Searcy, Anna L.; Walsh, Matthew J. / **NW2 NORTH-NORTHWEST SIDE H.S.** Arter, Amy B.; Bach, Barbara A.; Coleman, April P.; Hungerford, Robert; Pedersen, Christian E.; Stephani, Joanne T. / **OH1 O'HARE ELEMENTARY** Galligan, Mary V.; Green, Laurie J.; Irwin, Melissa L. / **OH2 O'HARE ELEMENTARY** Block, Caryn T.; Davidson, Susan K.; Dillon, Barbara K.; Jason, Lisa L.; Medina-Correa, Naomi C.; Reyes, Julia A. / **PE1 PERSHING ELEMENTARY** Dunn, Joseph M.; Martinez, Mario M. / **PE2 PERSHING ELEMENTARY** Parker, Kathleen C.; Porter, Shay;

Robertson, John S. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Johnson, Philomena M.; Martinez, Rutilio; Rentz, Kathleen M.; Sanchez, Juan F.; Stephens, Stephanie L. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Ma, Amy; Olazaba, Phillip J. / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Argueta, Gerardo; Arnold, Ruth M.; Bucasas, Lorraine; Duffy, Jonathan D.; Goff, Linda S.; Lancaster, Elizabeth R.; Mays, Alison G.; McLaurine, Cody P.; Pulliam, Davina M.; Rodrigues, Patrick; Sawchuk, Michael J.; Thomas, Katherine G. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Birden, Darren A.; Bruno, Elda; Clancy, Patrick A.; Ebstein, Jody; Fitzsimons, Cathleen A.; Lang, Albert J.; McGrath, Clare; Skweres, Steven; Wray, Mollie H. / **RI1 ROCK ISLAND ELEMENTARY** Carroll, Margaret L.; Collins, Linda S.; Fenner, Soreida M.; Hicks, David L.; Mahoney, Rosemary F.; Martin, Donna M.; McAllister, Tradonna M.; Phillips-Mitchell, Caprice A.; Smith, Miisha O.; Sparks, Jeri L. / **RI2 ROCK ISLAND ELEMENTARY** Calandriello, Joanna; Herron, Lori A.; Mason, James J.; Scott, Shereen E.; Tyson, Nadine V. / **SK1 SKYWAY ELEMENTARY** Blue, Elaine M.; Johnson, William R.; Kile, Carmen L.; Reed, Cynthia M.; Rudin, Lisa H.; Simpson, Allyson L. / **SK2 SKYWAY ELEMENTARY** Allen, Sekinah A.; Baker, Daniel J.; Ball, Tamika; Jancaric, Lucille A.; Ramirez, Jacqueline M.; Wilford, Terri / **SSH SOUTH SIDE H.S.** Moore, Norman M.; Ramirez Garcia, Elisabet R.; Reid, Kimberly M.; Wolfinger, Randal P. / **SW1 SOUTHWEST SIDE H.S.** Benedetto, Sandra Y.; Brode, Amanda A.; Burke, Heide L.; Dohert, Kenneth G.; Kelly, Jason D.; Kelly, Timothy J.; Nguyen, Quang V. / **SW2 SOUTHWEST SIDE H.S.** Ginyard, Randi S.; Hershey, Edward F.; McGill, Dion T. / **WS1 WEST SIDE H.S.** Clemons, Marcus T.; Gibbons, Bartholomew D.; Johnson, John C. / **WS2 WEST SIDE H.S.** Butler, Tonya L.; Horton, Bennie H.; Konieczko, Gregory J.; Kulas, Andrea; Rau, Jay P.; Waters, Cynthia R. / **CITY-WIDE CAREER SERVICE** Bonet, Damaris; Brown, Barbara J.; Butler, Lynne M.; Collazo-Robinson, Carmen V.; Daly, Cleta R.; Flowers, Wylene; Gonzalez, Maria A.; Guilty, Lillie M.; Henry, Kimberly; Johnson, Kareem J.; Lampley-Davis, Faye A.; Lancaster, Symantha; Malyj-Lendel, Eileen H.; McCoy, Anthony; Miller, Carmella M.; Munoz, Guadalupe; Myron, Deanna L.; Parker-Taylor, Karmen L.; Quinones, Susie; Shaw, Sharlene; Stewart, Gloria J.; Swanson-Lagesse, Nancy A.; Thompson, Lucille; Watson, Kimberly A.; Williams, Linda F. / **CITY-WIDE** Ahmad, Huma A.; Breckenridge, Patricia A.; Dandales, Debra J.; Keegan, Arthur E.; Korach, Albert; Livingston, Stephen D.; Matthews, Sheresa L.; McCormick, Mary T.; Morgan, Monroe; O'Connell, Jennifer L.; Ramirez Odell, Helen M.; Schwab, Jean R.; Scott, Willie E.; Simmons, Jenean D.; Slavitt, Marlene; Tuite, Jacquelyn L.; Tulley, Thomas E.; Vezina, Heather

## Delegates Not Present

### HOUSE OF DELEGATES MEETING

Wednesday,  
September 3, 2014

## Delegates Not Present

### HOUSE OF DELEGATES MEETING

Wednesday,  
October 1, 2014

**AL1 AUSTIN-NORTH LAWDALE ELEMENTARY** Anderson, Grace A.; Horton, Kenyatta M.; Poole, Alethea; Smith, Lisa L.; Tyson, Danielle / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Egwuekwe Maxey, Kelechi S.; Hildreth, Iris E.; Thrash, Rasheeda M. / **BP1 BURNHAM PARK ELEMENTARY** Butler-Mitchell, Paulette B.; Crawley, Dorothy Q.; Laidler, Autumn M.; Shaw, Janice D. / **BP2 BURNHAM PARK ELEMENTARY** Harper, Janelle I.; Horton, Kawana T.; Nze, Christian E.; Olson, Genni L.; Ringhand, Allison B.; Weems, Pricilla W.; Williams, Danita / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Ruff, Nadra C.; Ward, Lorna R. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Buie, Fayvelle V.; Davis, Victoria M.; Mangum, Marcus L.; Middleton, Gladys C.; Rogers, Joyce M.; Snyder, Christine B. / **FR1 FULLERTON ELEMENTARY** Berry, Tamica L.; Chavez, Lisa B.; Haritos, Penelope; Montgomery, Andrea H.; Morris, Leanne D.; Muhlberger, Mireya; Santacruz, Erica P.; Vacco, Angela L. / **FR2 FULLERTON ELEMENTARY** Aucutt, David; Bruehl, Steven C.; Carlson, Anne E.; Guzzo, Diane L.; Jacobson, Johanna T.; Kearns, Donald E.; Llanes, Cynthia; Maza, Eric M.; Weingarten, Wendy J. / **FL1 FULTON ELEMENTARY** Arzuaga, Carlos A. / **FL2 FULTON ELEMENTARY** Body, Jerline; Minter, Toni M.; Reese-Clark, Vanessa B. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Arredondo, David; Doyle, Michael T.; Holt, Sylvie; Rountree, Eric F.; Winston, Gerald O. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Debby, Heather A.; Greco-Serwa, Sandra M.; Johnson, Vernesser; Metzger, Suzanne M.; Wendorf, Lori S. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Oneal, Chelita L.; Trentham, April L.; Turner-Stanton, Hadiya I.; Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Grant, Lorrie A.; Mallory, Latasha I.; Reddick, Rosemary; Saunders-Wolffe, Tanya L.; Spearman, Nicole N. / **LC2 LAKE CALUMET ELEMENTARY** Craig, Sharion D.; Curtin, Carolyn E. / **ME1 MIDWAY ELEMENTARY** Davis, Sharon D.; McMahon, Mary L.; Molaro Diaz, Miranda M.; Preciado, Diana / **ME2 MIDWAY ELEMENTARY** Bonds, Joyner E.; Contreras-Espinoza, Jose A.; Creech, Matthew; Dantes, Mauricia E.; Hintz, Linda S.; Julian, Denise S.; Krzak, Jennifer L.; Morris, Valerie L.; Shine, Latoya N. / **NW1 NORTH-NORTHWEST SIDE H.S.** Hurtado, Erin M.; Incandela, Rosa R.; Lewis, Shereena D.; Maeda, Ann T.; Meegan, Timothy S.; Phelan, Audrey R.; Plum, Keith R.; Schmidt, Sharon M.; Smith, Laura; Walsh, Matthew J. / **NW2 NORTH-NORTHWEST SIDE H.S.** Arter, Amy B.; Bach, Barbara A.; Bravo-Gonzalez, Mayra; Hungerford, Robert; Maslanka, Robert C.; Mead, Thomas C.; Pedersen, Christian E.; Smith, Cynthia S.; Stephani, Joanne T. / **OH1 O'HARE ELEMENTARY** Habetler, Deidre; Irwin, Melissa L.; Quintero, Alicia L.; Tsatsos, Mary G. / **OH2 O'HARE ELEMENTARY** Bischoff, Scott J.;

Block, Caryn T.; Cantu, Lisa A.; Davidson, Susan K.; Dillon, Barbara K.; Gans, Howard L.; Jason, Lisa L.; Kurzydlo, Vicki L.; Medina-Correa, Naomi C.; Ortiz, Lorraine G.; Salas, Janet M. / **PE1 PERSHING ELEMENTARY** Martinez, Mario; Rodarte, Brenda L.; Villwock, Lauren / **PE2 PERSHING ELEMENTARY** Ferro, Victoria A.; Moulton, Allison M.; Porter, Shay / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Caballero, Silvia; Fragoso, Miguel; Gonzalez, Jennifer; Johnson, Philomena M.; Rentz, Kathleen M.; Sanchez, Juan F.; Stephens, Stephanie L. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Delgado, Albert D.; Hermanas, Roberta K.; Jochaniewicz, Kathryn F.; Olazaba, Phillip J. / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Arnold, Ruth M.; Bucasas, Lorraine; Duffy, Jonathan D.; Feeney, Charles L.; Lancaster, Elizabeth R.; Pulliam, Davina M.; Rodrigues, Patrick; Rowe, Julia R.; Sawchuk, Michael J.; Thomas, Katherine G.; Warren, Lynn / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Davis, Stephanie A.; Ebstein, Jody; Lang, Albert J.; Nash, Michelle J.; Skweres, Steven / **RI1 ROCK ISLAND ELEMENTARY** Carroll, Margaret L.; Collins, Linda S.; Fenner, Soreida M.; Licker, Kathleen A.; Martin, Donna M.; McAllister, Tradonna M.; Phillips-Mitchell, Caprice A.; Smith, Miisha O.; Sparks, Jeri L. / **RI2 ROCK ISLAND ELEMENTARY** Calandriello, Joanna; Davis, Joyce R.; Herron, Lori A.; Mason, James J.; Scott, Shereen E. / **SK1 SKYWAY ELEMENTARY** Bares, Kenneth W. Hall, Redina; Hatchett, Simone K.; Johnson, William R.; Kile, Carmen L.; Simpson, Allyson L. / **SK2 SKYWAY ELEMENTARY** Ball, Tamika; Brown-Murray, Adrienne J.; Coleman, Kathy L.; Ollie, Starr A.; Wilford, Terri / **SSH SOUTH SIDE H.S.** Collins, Valerie M.; McGee, Keva A.; Miller, Martin; Moore, Norman M.; Ramirez Garcia, Elisabet R.; Wolfinger, Randal P. / **SW1 SOUTHWEST SIDE H.S.** Benedetto, Sandra Y.; Brode, Amanda A.; Newcomb, Bernard C. / **SW2 SOUTHWEST SIDE H.S.** Gonzalez-Reyes, Efrain F.; Spee, Leah M.; Zehnder, John M. / **WS1 WEST SIDE H.S.** Burgess, W. Terrell; Clemons, Marcus T.; Gibbons, Bartholomew D.; Johnson, John C.; Jones, Jennifer D.; Stout, Alyson H. / **WS2 WEST SIDE H.S.** Dudley, John B.; Horton, Bennie H.; Rau, Jay P.; Waters, Cynthia R.; Zoldan, Sara R. / **CITY-WIDE CAREER SERVICE** Bonet, Damaris; Bullocks, Latonya N.; Daly, Cleta R.; Davis, Barbara J.; Flowers, Wylene; Higgins, Gloria E.; Hill, Delphine; Johnson, Kareem J.; Lampley-Davis, Faye A.; Malyj-Lendel, Eileen H.; McCoy, Anthony; Miller, Carmella M.; Munoz, Guadalupe; Myron, Deanna L.; Prince, Gloria J.; Quinones, Susie; Shaw, Sharlene; Stewart, Gloria J.; Trice, Jeanine; Wallace, Lashawn A.; Watson, Kimberly A.; Williams, Linda F. / **CITY-WIDE** Ahmad, Huma A.; Bashir, Gloria J.; Bell, Benna L.; Gruodis, Paul J.; Keegan, Arthur E.; Korach, Albert; Lofton, Saria C.; Lumpkin, Beatrice S.; Matthews, Sheresa L.; Nelson, Lois; Nevels, Leigh M.; Nisivaco, Julie C.; Qualls, Ernestene L.; Schechtman, Judith B.; Socoloff, Miriam A.; Swanson-Lagesse, Nancy A.; Vezina, Heather; Whitfield, Benita A.

# In memory of...

- March 9 **Margaret M. Fournier**, Oriole Park  
March 18 **Katherine Gardner**, Phillips HS  
June 2 **Herman Lypson**, Parker Comm Acad  
July 10 **Harold E. Harris**, Lafayette  
July 17 **Celia H. Castile**, Dulles  
July 18 **Hermione Burnett**, Dyett  
July 18 **Eleanor N. Simmons**, Armstrong  
July 19 **Margaret M. Woods**, Dept Acad/Voc  
Instrutor  
July 23 **Donald M. Baumgartner**, Curie HS  
July 23 **Carmen Bontemps**, Schurz HS  
July 23 **Molly L. Steuber**, Montefiore  
July 26 **Elizabeth R. Glasco**, Collins HS  
July 26 **Kathleen Moran**, Aldridge  
July 28 **Jeanne L. Dubose**, Johnson  
July 28 **Elaine O. Holquist**, Lowell  
July 28 **Suzanne Eleanor Minn**, Stowe  
July 30 **Tomiye Nakamura**, Arai  
July 30 **Veronica M. Deering**, Addams  
August 3 **Muriel R. Leisher**, Schubert  
August 4 **Aver G. Defell**, Wheatley  
August 5 **Marilyn L. Martin**, Woodson North  
August 5 **Lillian M. Dumas**, Revere  
August 5 **Nina F. Jones**, Board Of Examiners  
August 5 **Floria B. Serpico**, Hitch  
August 6 **John E. Dunn**, Central Service Center  
August 7 **Virginia H. Price**, Dunbar HS  
August 10 **George Rico**, Lane Tech HS  
August 10 **Mildred Snowwhite**, Montefiore  
August 11 **Panni J. Maslow**, Lane Tech HS  
August 11 **Elizabeth Mengel**, Disney  
August 11 **Paul B. Mitchell**, Willa Cather  
August 12 **James Milton Poindexter**, Chicago  
Voc HS  
August 13 **Vivian L. Kimble**, Caldwell  
August 14 **Mary A. Lenehan**, Barnard  
August 15 **Janice Marie Benson**, C-W Spec  
Svcs Sup  
August 15 **Nadine E. Headen**, Morgan  
August 17 **David J. Kuna**, Spaulding HS  
August 18 **Addie Marshall**, Truth Cpc  
August 18 **Maxine B. Stuttley**, Telsa  
August 19 **Vivian E. Gilliam**, Newton  
August 20 **Rita Bartlett-Poulos**, Whitney Young HS  
August 20 **Patricia Vabakos**, Goudy  
August 21 **Sharon J. Dickson**, Senn HS  
August 22 **Patricia McIntyre**, Goldblatt  
August 22 **Carole Parker Patton**, Office Of Reading  
August 22 **Daniel Van Zile**, Spry  
August 23 **Mildred Allen**, Farady  
August 25 **Rhennette Analeda Matthews Preston**,  
Orozco Academy  
August 27 **Mariclare Campbell**, Kellogg  
August 27 **Stephanye D. Coleman**, Everett  
August 28 **Geraldine R. Bartels**, Lincoln Park HS  
August 28 **Ross F. Fragale**, Lafayette  
August 29 **Joseph Kaczanowski**, Gompers  
August 31 **Jane M. Rasmus**, Curtis  
September 1 **Frank E. Delisa**, Lindbloom HS  
September 1 **Maggie F. Jackson**, Mason  
September 1 **Delphine Trembaczkiewicz**, Holmes  
September 2 **Cleophus Hogan**, Manley HS  
September 3 **Wardell Chandler**, Douglas  
September 3 **Mary R. Cullicott**, Young  
September 3 **Sharon L. Lancaster**, Young  
September 5 **Felice Anne Rosenzweig**, Dett  
September 6 **Lila P. McHerron**, Hinton  
September 7 **Antoinette T. Garofalo**, Edgebrook  
September 7 **James H. Wesen**, Bright  
September 8 **Richard B. Gibbons**, Foster Park  
September 8 **James Eddie Jones**, Ericson  
September 9 **Donald W. Boland**, Hubbard HS  
September 9 **Lela T. Jacques**, Curtis  
September 13 **Austella Colley**, McCosh  
September 14 **John M. Hogan**, Stagg  
September 16 **Mary F. McManus**, Alcott  
September 16 **Helen J. Robinson**, Fulton  
September 17 **Helen E. Bradford**, Terrell  
September 17 **Genevieve M. Russell**, Everett  
September 18 **Fred O. Lehman**, Lane Tech HS  
September 19 **Valvasti Williams**, Farrugut  
September 20 **Matteo J. Guarino**, Lane Tech HS  
September 21 **John West**, Chief Exec Office  
September 23 **Carole J. Hohmeier**, Scammon  
September 28 **Kathleen M. Fitzgerald**, Curie HS

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



## **National Board Certification Support for Chicago Public School Teachers**

The Chicago Teachers Union Quest Center manages all of the Chicago Public School district's National Board for Professional Teaching Standards initiatives, including professional development, pre-candidacy, candidate support, NBCT leadership opportunities, all contract language and NBCT stipend disbursement. Candidate support for National Board Certification is offered through the Quest Center's Nurturing Teacher Leadership (NTL), which is nationally acclaimed and a model for such programs across the country. Established in 1997, NTL has a 96% certification achievement rate. It supports candidates at the initial, retake, and renewal levels..

### **NTL National Board Certification Candidacy Support**

- Candidate support begins with attendance at an informational recruitment meeting (6 meetings during the school year).
- Support continues with pre-candidacy, which entails writing of a Profile of Professional Practice (PPP) from which the NTL staff develops a Professional Development (PD) plan for each candidate, places candidates in an appropriate cohort, and assigns mentors.
- Pre-candidacy is followed by Summer Institute, a rigorous 2-week PD experience, driven by the needs of the candidates as expressed in the PPP responses. All PD is aligned to the NBPTS Standards and the CPS Framework for Teaching.
- Ongoing PD continues throughout the year. It is informed by candidate needs as determined in Summer Institute, by the candidates themselves, and by their mentors. PD topics include inquiry, formative assessment, design and use of rubrics, feedback, setting objectives, differentiation, student engagement, parent and community involvement, and more.
- Over the course of the school year, PD sessions and certificate-alike cohort meetings continue, taking place twice a month after school and one Saturday a month. candidates work collaboratively to read, study and discuss the NBPTS standards and their application to the teachers' practice and National Board Components. Candidates also research and discuss current issues and topics in education, integrating their newly refined insights into their content and pedagogical knowledge and practice.
- All certificate-alike cohorts are facilitated by NBCTs who achieved National Board Certification through NTL.
- All candidates receive cognitive coaching and virtual mentoring between sessions.
- NTL provides cohort and one-on-one support for retake candidates.
- NTL also provides NBCTs who are renewing certificates with group and individual support.

### **Benefits**

- 12 CPS Lane Placement credits and 39 graduate credits
- Optional programs for Masters Degrees in Teaching and Learning in conjunction with local universities
- Meeting ISBE professional development recertification requirements
- Illinois Master Teacher designation on ISBE licensure
- CPS and CTU Teacher Leadership roles
- \$1875+ annual stipend

# HEAR US



**Voices of the Rank & File  
The Podcast  
[ctunet.com/voices](http://ctunet.com/voices)**

