

CHICAGO

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UNION TEACHER

OUR CONTRACT

WHAT WE'VE WON,
WHAT WE WANT

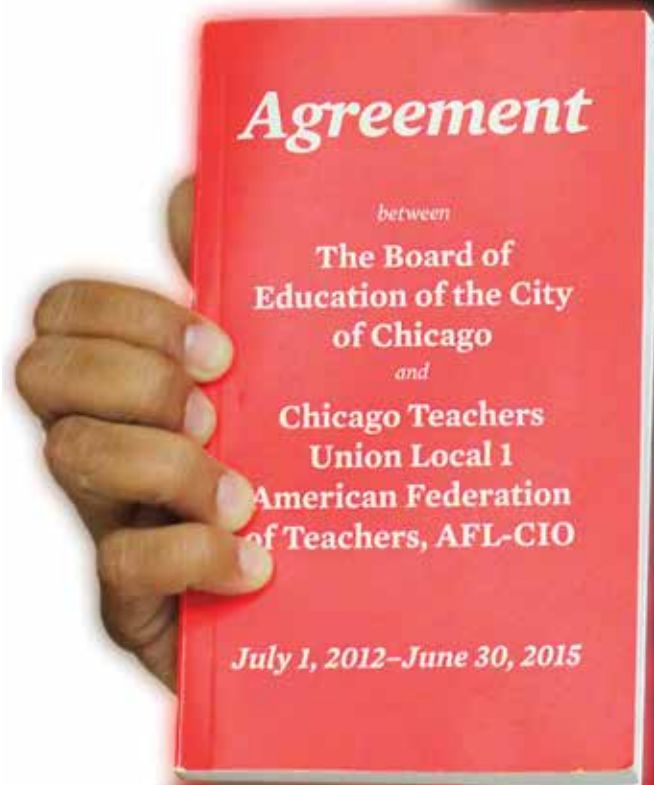
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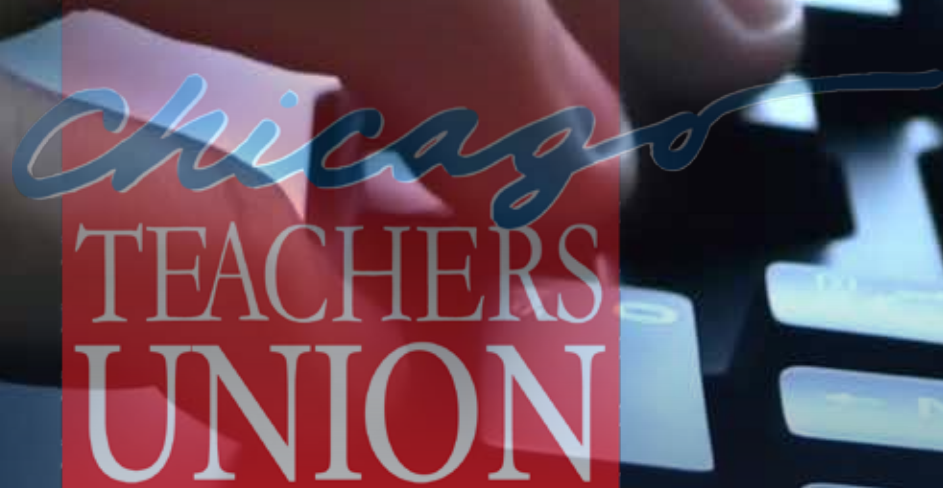
In Memoriam 30

COVER: Angela Davis, technology specialist at Hibbard Elementary, prepares to start the school year right with her contract at hand.

PHOTO: Nathan Goldbaum



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PRESIDENT'S MESSAGE

Sisters and Brothers,

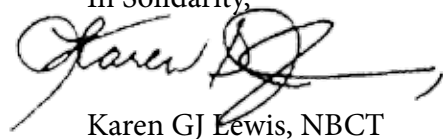
Welcome back to a new year, with fresh faces looking to you for a year's worth of great teaching—and also guidance and personal help. Every child in every building needs to feel safe, nurtured and cherished. Our students must have their Maslow's needs met before we can move on to Bloom's taxonomy. There are many challenges facing us this year. Student-based budgeting continues to be a nightmare, forcing "choices" among art, music, library and other equally important programs. We expect to see class sizes swell due to the incomprehensible classroom configurations. Please, please do not suffer in silence. Class size referral forms are on the website and can easily be downloaded.



Our contract ends in June. We want you to be involved with your local Contract Action Committees. You know best what works and what doesn't. Let's shore up the parts that work and let's rework the articles that need our attention. It is imperative that your voice be loud and clear when it comes to our contract. Please make contact now with students' parents, because they can also help to inform our decisions. We know that parents want reasonable class sizes for their children. We know parents support us and our work, so let's involve them from the very beginning.

This year, we must keep the lines of communication open. It is an evaluation year, so it is important to: Share, Advocate and Mentor! (S.A.M.) Together we can all improve our practice—we are the experts and we can and should help each other. If you haven't heard, our traditional public schools performed better than the charter and contract schools on the district's "holy grail" MAP tests. We do not believe this is the only measure by which our work is judged, but since the district and those calling for our demise decided to use this as shorthand, we are pleased to report that our schools outclass all of the alternatives. That is because of all the hard work you do each and every day.

Thank you so much for your dedication to our students, our craft and our city. Let's have a great year.

In Solidarity,
 , NBCCT
 Karen GJ Lewis, NBCCT

RETIREE CORNER



Bea Lumpkin, file photo

Lessons Learned

By Beatrice Lumpkin

Teaching was my third career. I can't really call

my first jobs in factories a career. But it was all a female Hunter College graduate could hope for during the Great Depression. Some graduates worked at Macy's but families on welfare could not afford the required wardrobe.

My second career, technician and technical writer in electronics, blossomed with the start of World War II. "What a rotten system. It takes a world war to provide full employment," I thought. My last technical writing job came to an abrupt end when the company president told me "For what I am paying you, I could hire a man!" And he did hire a man—one I had trained.

So I collected my unemployment compensation—a New Deal benefit that I had fought for in the 1930s—and completed my night courses for education credits. In September of 1965, at the age of 47, I walked into Crane High School to teach mathematics. Teaching proved, by far, to be the hardest, most interesting and useful job I ever had.

For new teachers, I have words of encouragement. Many of today's jobs will be eliminated by technology and new methods of production not even thought of yet. Today's manual labor jobs as we know them will be eliminated. This could be a good thing. With new careers to train for, there could be a huge expansion of STEM jobs, as well as more teaching opportunities. I've seen attempts to use computer programs to eliminate public school teachers. It didn't work.

Do we have to solve problems of climate change and nuclear annihilation and save public education? Yes we do, and I am optimistic that these problems will be solved because there is no other way that the human species can survive.

And that is where we retirees can help by sharing our experiences. Two of my most vivid memories of the 1930s fight for social security, unemployment compensation, abolition of child labor, expansion of free, public education, fair labor standards (right to join a union), minimum wage and 40-hour week are:

1. Coalition building: My immigrant community united with people of different races and languages, not just people like ourselves. We overcame prejudice, looked beyond issues that divided us, and coalesced on issues that united us.
2. Working in election campaigns: Elections do count! In 1936, there was much in President Franklin D. Roosevelt's record that organized labor did not like, but if his Republican opponent won, all the gains of the New Deal would have been wiped out. The same choice faces us in today's Illinois governor's election. Bruce Rauner has declared war on public workers' unions. But we will overcome! ■

Beatrice Lumpkin, 96, is a 20-year veteran of Chicago Public Schools and the City Colleges of Chicago. In addition to the CTU, she has been active in the United Steelworkers. She retired from CPS in 1990.

RETIREES!

WE INVITE YOU TO CONTRIBUTE TO THE CHICAGO UNION TEACHER "RETIREE CORNER" COLUMN. SEND AN EMAIL AND YOUR COLUMN IDEAS TO LEADERSHIP@CTULOCAL1.COM.

LETTERS

INFORMATION FOR THE PRESIDENT OF THE CTU TO KNOW

Good day to you. A lot of us at the CTA really look up to you and your strong efforts in protecting the teachers' jobs and exposing unnecessary school closings and building (from the ground up) of charter schools. You may be interested to know that Rahm Emanuel is doing the same thing here—replacing qualified employees with people with no experience. That's at CTA headquarters.

As for drivers, he's bringing in new drivers and pushing out seasoned drivers with cases that could have been solved in-house. Why was this not brought to our union, you may ask? They know. Why am I bringing this to you? Let's just say these two agencies have similar issues. All of these so-called changes are to only impress outside people. I saw that myself, with both school and the CTA. [CTA President Forrest] Claypool is only in the seat to allow part-time drivers to exist here. We call it "quietly privatizing."

Claypool even went to the extreme and chastised management because they aren't relinquishing people of their jobs fast enough. Without putting my name out there, can you enlighten the city about this so the mayor can explain himself? There were too many people removed from jobs unjustly.

I have been paying close attention to you every time you speak. I do that when someone speaks truth and is not afraid to stand up for what's right. Sure wish we had you as our union president. Thank you.

South Side resident

THANKS FROM BRITISH COLUMBIA

Thanks so much for your support of the British Columbia Teachers' Federation. We are big fans of the CTU. Your support means a lot.

Solidarity,
BCTF member

MAYORAL BID

Dear Karen,

As you mull over your decision, I wanted to share a post I put up on Facebook today, in the wake of the Sun-Times article:

"Some [expletive] wrote a story about Karen Lewis today, trying to demonize her for the salary she makes and the luxuries she is able to afford as a result. Somehow, this is supposed to make her—a highly educated classroom teacher for decades, and someone who has worked to protect the interests of public school kids and their families since she left the classroom—as bad as Rahm. AS IF."

"I'm not linking to the story, but here's my comment in reply: 'As she mentioned, Karen has an Ivy League diploma and two masters degrees. She works ~12 hours a day at her two jobs. And I'm supposed to think badly of her because she makes good coin for her hard work and has interest in some vacation homes? Are you kidding? It makes me respect her even more. If I had kids, this is someone I'd hope they'd emulate.'"

"I will not hide my admiration for Karen Lewis. She is a fighter and she does not back down. She is a role model and a leader. If we are lucky enough to have her decide that she's willing to run, I truly hope you will join me in supporting her with everything you've got. I believe wholeheartedly that she'd be running because she's willing to do the same for you. #RunKarenRun"

It has only happened a few times in my civic life that I've been able to vote knowing my candidate was the absolute best person for the job. If you decide to run, it will be my privilege to do that in 2015, and my honor to be one of the many citizens working to get you into that office. If you choose not to run, I will continue to think you are the right person for the job, but I will work for the candidate who will best work with you and CTU to rebuild our public schools.

A decision with such high stakes can't be easy to make. I wish you, your family, and your team the best as you go through the process together.

Onwards,
Kathleen Duffy

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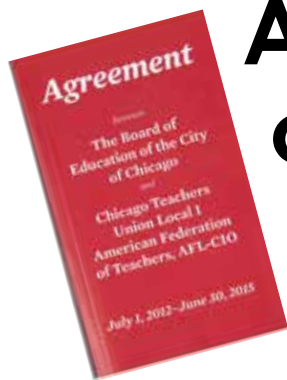
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Please note that articles may be edited and appear at the discretion of the editor.

WRITE US!



Send your correspondence to **The CUT**, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654 or via email: leadership@ctulocal1.com. Letters may be edited for clarity and space purposes. We reserve the right to reject submissions.



A new and improved contract requires Y·O·U

by Andrea Parker

Welcome

back teachers, clinicians, and educational support staff to the 2014-2015 school year. Or should I ask, "Are you ready?" This school year will be a critical one. One that requires your advocacy, leadership, endurance and unity. If you were unaware, this is the last year of this contract as we know it.

The last day of the current contract expires June 30, 2015, with hopes of a new or extended improved one coming to life on July 1. You know what that means. Negotiations! Remember last time? It didn't go so well in the beginning, so much so that we held the first strike for a fair contract in 25 years. That means your involvement starts now. Just in case you forgot, this is what your hard work earned us in our current contract:

1. Books for our students on first day of school
2. The ability to appeal an unsatisfactory rating
3. No restrictions on when to take personal business days
4. No merit pay based on performance
5. Keeping an annual pay and step raise
6. Five preparation periods a week
7. Anti-bullying policy for principals

Not too shabby. However, benefits that were once enjoyed are no longer, such as:

1. Sick days will not accumulate past 40, to cash out upon retirement
2. Personal days do not roll over to sick day bank anymore. Use them or lose them.

3. No morning before-school planning times. We begin at the same time as our students.
4. \$50 non-participatory monthly penalty if you don't use Chicago Lives Healthy.

More losses occurred this summer when Chicago Public Schools unveiled their budget for the fiscal year. It wasn't pretty. Once again, budgets were slashed for neighborhood and district-run schools by \$72 million, with the main blame being our alleged high pension costs; money for private charter companies increased by \$76 million, with the excuse being "money follows the students." The district allowed more charters to open, including those of Concept Schools, a network that is being investigated by the FBI.

So what do we do now?

Because of changing CPS policies and an impending contract, we need our advocacy, leadership, endurance and unity to kick in. What does that look like in practice? We must demand that CPS practice what they preach in preparing students for college and career readiness by investing in quality teachers. The last Electric program in CPS at Simeon closed in June. After teachers, community members, Simeon students who are now electricians and the CTU tirelessly testified to the Chicago Board of Education of its need, the program was reinstated. This is the type of action and advocacy we need.

Here are a number of other areas where members are challenging the Board's harmful policies and some of the issues we may want to consider key fights to wage in our 2015 contract campaign:

1. Over-testing
2. Stronger language to combat oversized classrooms

3. More planning time for classroom teachers
4. Securing improved health and wellness language

We have to cry loud at the Board meetings by presenting data on what helps students learn. We must demand to sit at the table when budgets are being discussed. We must involve parents in our school to and work to become allies. Teach activism to your students. Be ready to work long hours helping draft the contract. Actively attend every school union meeting and frequent the monthly House of Delegates meetings as a guest. We have to stay in constant conversation with our alderman to explain why having an elected school board is a must. Don't be apologetic about what you deserve. Read your contract, know what's in it, know what's not, and abide.

Educators, we must relate with the private sector fast food workers and other service professionals who want to organize and earn a living wage. Their struggles of fairness and respect are similar to ours. We have to walk with them and talk with them to show we care. We have to empathize with nurses and other health care professionals. We must love the police officers and cheer the firefighters whose union won them an 11 percent raise.

Let's not forget why CTU organized in 1937. Teachers were underpaid, women earned less than men, elementary teachers were valued less than high school teachers, classes were overcrowded, there were no prep periods, and job security and medical benefits were at a minimum. We have come a long way. Let's not go back. Let's work to make this contract the best CTU has ever had. The union is y-o-u. ■

Andrea Parker is a delegate and middle school literacy and social studies teacher at George Curtis Elementary School.

Grievance Department

Sharing the Work and Securing the Victories

by Debby Pope

As every experienced educator knows, the beginning of the school year really sets the tone. This is true in your classroom and it's also true for our union. This is a critical year for all of us, with a mayoral election in February 2015, contract expiration in June and attacks continuing on our students and staff. We need to be strong and prepared.

If you don't have a functioning Professional Problems Committee (PPC), this surely is the time. For more info on how to set one up and what it can do, visit ctunet.com/ppc. PPC details in our contract are in Article 1-12 on page 9. You can also contact your field rep for advice and assistance.

The other key committee to make sure you have in place is the Professional Personnel Leadership Committee (PPLC). The purpose of the committee is to develop and formally present recommendations to the principal and the local school council on all matters of educational program, including but not limited to curriculum, school improvement plan development and implementation, and school budgeting. The legislated PPLC is a committee that many principals are trying to circumvent with their hand-picked Instructional Leadership Teams (ILTs). The website link to the state laws that govern the work of the PPLCs is ctunet.com/pplc.

The sooner you get your committees up and running, the stronger and more unified your school's members will be. Strength and confidence are key ingredients in our upcoming battles for quality education and a good contract.

GRIEVANCE AND ARBITRATION VICTORIES!

We've had some really significant wins in the recent past. Too often, only the person affected and his/her friends hear about the win,

so the Chicago Teachers Union (CTU) wants you to know of some key victories from the past season:

TAYLOR ELEMENTARY SCHOOL teacher Susan Zupan and her Union rep Karl Hubert filed a grievance because education was being compromised by a lack of substitutes. This is due to an insufficient pool of cadre subs.

The arbitration victory not only awarded a cadre sub to Taylor School but also has potential implications systemwide in the many schools that don't get enough sub-

stitute teachers. Furthermore, so it doesn't just remain a "paper victory," the Board was ordered to pay a fine of 120 days of substitute teacher pay which will be paid to the Taylor PPC for allocation.

AS MANY OF US KNOW, CPS has been hiring a lot of new PATs as many principals have not been selecting veteran teachers for open positions at their schools. The per-pupil school-based budgeting implemented last year has made this problem even worse. Thanks to our Collective Bargaining Agreement (Appendix H 5-A 6), 203 tenured displaced teachers have just been offered placement in the Reassigned Teacher Pool with full salary and benefits to address the fact that displaced veteran teachers aren't being offered new positions. This contract provision provides that if less than half of the new hires are not displaced teachers an equivalent number of displaced tenured teachers will be put in the yearlong Reassigned/Cadre Pool. This not only gives them pay and benefits but gives them another two years to find a position without incurring a break in service. We are hoping to have this provision extended to another 100 veteran educators before the start of school.

AT AMES MIDDLE SCHOOL, members, represented by John Kugler, filed grievances when they were laid off in 2010. The then-principal had unilaterally decided to implement the Middle School Endorsement requirement a year earlier than required and had also decided that Language Arts and Social Studies teachers had to hold dual endorsements. He gave no warning of these changes and therefore a group of teachers were laid off out of seniority order that year. The arbitrator decided that the principal's policies were implemented unfairly and that the Contract was violated by the layoffs. Details of the remedy are still being worked out. While it's taken a long time, the victory is sweet.

AT MICHELLE CLARK H.S., Principal Beulah McLoyd did not distribute ratings, including unsatisfactory ones, to the teachers in a timely manner. A number of teachers were laid off due to these ratings. CTU field rep Joseph McDermott grieved these layoffs and, when the case went to arbitration, the arbitrator determined that their rights had been violated. The grievants have been awarded full back pay and benefits and those who had not retired or found other positions have been returned to the school.

A TEACHER AT FAIRFIELD ACADEMY was laid off due to an unsatisfactory rating following the 2011-12 school year. Union rep Gregg Cox filed a grievance on her behalf. It was shown that she had not received copies of the formerly-used checklist rating form at her two observations. The arbitrator determined that this was a serious procedural violation and ordered a "no-rating" for the year. The no-rating meant that she would not have been laid off, so the award provided her with full back pay and benefits. ■

Debby Pope works in the CTU grievance department.

IF YOU DON'T HAVE A FUNCTIONING PROFESSIONAL PROBLEMS COMMITTEE (PPC), THIS SURELY IS THE TIME.

CAREER AND TECHNICAL EDUCATION

SAVING CTE FROM YET ANOTHER CPS “REINVENTION”

by Sarah Hains



High school students learn about unionized trade work at the August 11 Career Fair (see sidebar).

PHOTO: Construction Industry Service Corporation (CISCO.org)

The education “deformers” who are trying to dismantle public education and teachers unions love to criticize supporters of public, neighborhood schools as “protecting the status quo.” They claim that anyone who advocates for stability and strengthening and improving upon the great, hard-working efforts of our teachers and students is against change and in favor of maintaining a system that is failing to educate our students “for the 21st century.” In reality, our teachers and students are succeeding in many wonderful ways, despite seemingly insurmountable barriers caused by racism, poverty and a mayor who

seems to only care about the city’s wealthiest residents and business leaders who do not even live within the city boundaries. In reality, we are working extremely hard to save our programs, save our schools and to teach our children.

The mantra of “College for All” has been gaining steam over the last two decades. It started in the neo-conservative era of the 1970s when a lot of good, union jobs were starting to get exported overseas. Until then, a high school diploma was more than enough to qualify for many middle class jobs. Now, there are

two competing and contradictory paradigms facing our graduating youth: They’re being told that most jobs today require a college degree while they see many college graduates struggling in low-wage positions, yet countless reports—including a recent one from the White House and a fairly recent one from Harvard—are saying that most jobs require only some postsecondary education and/or industry certificates.

Where does Chicago Public Schools fit into this? The district is reinventing itself yet again. CPS wants to be the national leader in the

number of International Baccalaureate (IB) programs offered across the city and it wants 100 percent of high school graduates to apply to college. This does a huge disservice to the students who would be better served graduating high school with actual job training and industry certification. A strong Career and Technical Education (CTE) program is a fantastic way to prepare for college and career, not just college. Well-run and well-supported CTE programs also help reduce truancy and drop-out rates while successfully preparing students for work, college and/or other post-secondary training. CPS has been opening and closing CTE programs across the district and “reinventing” its CTE initiative every five-to-ten years. Right now, principals have the discretion to close programs – no matter how much time and money was spent building them, and regardless of how successful they have been.

Simeon High School’s electricity program taught by CTU delegate Latisa Kindred, who is also an IBEW 134 union electrician, was a recent victim of closing before strong community and CTU advocacy throughout the summer saved the program in August. Trained electricians make a lot of money—about \$75,000 per year—and students in the electricity program of study have gone on to study electrical engineering and construction management in college. Initially, there were several conflicting reasons given for the decision to close the program but in the end, it was supposedly due to under-enrollment by only a few students. This could have easily been remedied if the principal had reached out to the community to help with recruitment. Hopefully, a partnership CPS formed with the International Brotherhood of Electrical Workers, Local 134 to provide employment to every graduate of the program will aid in future recruitment.

Ultimately, the successful fight to keep and maintain CTE programming was not about maintaining the “status quo”—it is supporting and strengthening what has been proven to work for our students. Instead of experimenting on our students and chasing the latest fad, CPS would be much better off strengthening and promoting the CTE programs to improve student engagement and high school graduation rates, thereby preparing our students for success in any endeavor. ■

Sarah Hains is a CTU researcher.

Simeon’s Electrical Program Restored

CTE Career Fair: Making a Career Connection

by Michael Brunson

Thanks to a tremendous effort on the part of the Simeon Career Academy community, Career and Technical Education (CTE) advocates and the Chicago Teachers Union (CTU), it was announced that the electrical program at the school was restored on August 20. The announcement followed the elimination of the program—the only electrical program in Chicago Public Schools (CPS)—in June, which was emblematic of a shortsightedness that outraged and galvanized not only parents and community, but our local political leaders as well.

A big reason for the district’s change of course was an event where more than 70 youth from across the city put good use to their summer vacation time by attending a Career Fair organized by the CTU, Career Industry Service Corporation (CISCO) and St. Paul Church of God in Christ Community Development Ministries Inc.

It was a morning of valuable information and hands-on activities as youth from across the city gathered at St. Paul on 45th and South Wabash Avenue to make valuable career connections with representatives from the various building trades, state agencies and the Chicago Fire Department. After a rousing welcome from St. Paul elder Kevin Anthony Ford, words from CTU Faith Outreach Coordinator Audrey May and myself, a presentation by Johnetta Ryan of CISCO and the encouragement of Gary Ellinger from the U.S. Department of Labor, youth visited stations set up by electricians, carpenters,



Simeon Electrical Program graduates celebrate its impact at a July rally for teacher Latisa Kindred (first row, 2nd from left) PHOTO: J. Coyden Palmer

automobile mechanics, bricklayers, pipefitters, plumbers, operating engineers and more.

The American Society of Civil Engineers has estimated that \$3.6 trillion dollars must be invested to salvage our country’s infrastructure by year 2020. Governor Pat Quinn just signed a bill for more than \$2 billion dollars for work on Illinois roads. There are at least 25,000 living units that must be built in the city of Chicago. Communities on the South and West sides of the city are littered with abandoned buildings, foreclosed homes and vacant lots. There is much construction work to be done in our city, county and state. Our public school system not only must prepare students for college, but also help them develop skills for careers that align with the economic development of the region and the physical improvement of our communities. At a time when the apprenticeship programs are opening (there are seven in electricity alone) our public schools should be preparing students to embark on this path, as well as college. ■

Michael E. Brunson is the CTU recording secretary.

Reclaiming Chicago

By Jackson Potter



April Verrett, executive vice president of Service Employees International Union-Health Care Illinois-Indiana speaks at the July 26 launch event for the United Working Families Independent Political Organization. PHOTO: Nathan Goldbaum

As the power elite in Chicago strive to promote the city as a sleek, tech savvy, hipster saturated paradise, the gap between rich and poor, black and white, and downtown and the periphery, is growing at a record pace. Many working class neighborhoods are grappling with record population loss, unemployment, homicides and foreclosures.¹

In contrast, there have been visible improvements in job growth, rising income, growing residential property values and increased retail sales in the downtown area, which has outpaced any other area in the metro region. However, if we only listened to Rahm Emanuel, you would be led to believe that the rising tide has lifted all boats.

Recently, Chicagoans have been subjected to a heightened form of grandstanding in

our local politics. The mayor makes big announcements seemingly every day such as; City Hall has a new partnership to eliminate food deserts, provide universal pre-K, enact the privatization of mental health clinics to improve services, deploy red light cameras to protect children, close schools in order to save them or that the homicide rate is plummeting. Weeks—and sometimes days—after the congratulatory press conferences, a media exposé reveals that the promises have not been kept, the progress is minimal and the purported intentions are far from the reality.

As it turns out, the Rahm Emanuel's caravan has sped past the red light cameras without consequence, while others in many low-income neighborhoods are disproportionately fleeced. We find that food deserts are still languishing, with Walgreen's woefully below targets for fresh produce, while its stockholders

contemplate how to get out of town and use inversion to pay lower taxes into the city services that residents desperately need. A record number of schools are closed while a new selective enrollment school on the North Side is cynically named after President Barack Obama to serve the most privileged students. Rahm caters to what *Tribune* columnist John Kass calls his "little bike people" while shutting down the CTA Red Line on the black South Side or imposing fare hikes on public transit commuters. The mayor also shuttered mental health clinics across the city while patients perish from depression and lack of access. And the list goes on.

Then there are Emanuel's "friends with benefits." The downtown area is adding residents faster than any other urban core in the country, and the mayor loves being a new breed of corporate Democrat who doesn't come from

a city neighborhood, the working class, or pay homage to either. He is a creature of finance that complements the new array of global forces seeking to reshape the metropolis on behalf of Wall Street. In a recent issue of *Crain's Chicago Business*, Emanuel asserted that the rise of downtown Chicago presents a rare opportunity. "We're not just riding the wave—we're trying to accelerate ahead of it," he said.² This "acceleration" portends disaster for countless Chicagoans struggling in an economy that has left them behind—burdened a city government that continues to cut critical services. The devastation of low income black and Latino communities in Chicago, and their subsequent exodus, is good for business and has been publicly celebrated.

According to William Testa, vice president of the Federal Reserve Bank of Chicago, the departure of lower-income minorities for the suburbs is a good thing. Chicago lost 200,000 African-Americans between 2000 and 2010, and Testa claims that this means they are no longer trapped by racial barriers and commuting time has been reduced because their jobs have shifted to the suburbs. "African-Americans migrated in the same way that prior immigrant groups did, along the same byways," he says.³ What he fails to mention is that many of these families have left Cook County and the state of Illinois altogether because of a lack of economic opportunities and affordable housing. These developments are not accidental, but rather part and parcel of a larger strategy by the city's wealthy to reclaim and reshape the city.

Geographer and urban theorist David Harvey asserts that "since the mid-1980s, neoliberal urban policy concluded that redistributing wealth to less advantaged neighborhoods, cities and regions was futile and that resources should instead be channeled to the dynamic 'entrepreneurial' growth pole." This process is most clearly reflected in the application of the Tax Increment Financing (TIF) program, which claims to help "blighted" areas but in

actuality provides most benefits to the Gold Coast and downtown. We see this same dynamic with the bike share program in which the city has invested more than \$22 million in "seed" money from taxpayers to a service that is concentrated in the affluent and predominantly white areas of the city. This approach is also evidenced in efforts to siphon money into a George Lucas Museum, Navy Pier and tax breaks for corporate headquarters located downtown. Concentrating city resources downtown has only exacerbated existing racial and economic disparities.

"SINCE THE MID-1980S, NEOLIBERAL URBAN POLICY CONCLUDED THAT REDISTRIBUTING WEALTH TO LESS ADVANTAGED NEIGHBORHOODS, CITIES AND REGIONS WAS FUTILE AND THAT RESOURCES SHOULD INSTEAD BE CHanneled TO THE DYNAMIC 'ENTREPRENEURIAL' GROWTH POLE."

~DAVID HARVEY

A recent report by the Grassroots Collaborative shows that from 2002 to 2011, people living in the black and Latino community suffered the greatest loss of jobs in the downtown area, largely supplanted by white suburbanites.⁴

The ethnic cleansing of Chicago and disproportionate attention upon the wealthiest urban corridors is a function of former Chicago mayor Richard M. Daley and now Rahm's neoliberal program. The plan has been well in place for over a quarter century, and the removal of record levels of public housing, starting in 1999, was a prerequisite in laying the foundation for the greatest number of school closures in the city's (and U.S) history. In order to right this ship, we'll have to go beyond the Chicago Teachers Union's traditional issue of education and address the vast areas of need in Chicago's 77 community areas.

There is a growing recognition that ours is a tale of two cities, and in order to reclaim Chicago, we will need to engage in a range of new projects. This means the creation of broader and deeper organizations, the launch of popular campaigns to address inequality, and a greater emphasis upon community involvement in the political process. The good news is that the progressive community is showing clear vital signs that it is up for the challenge.

Take Back Chicago is a constellation of community and labor organizations that is working on a city-wide platform that challenges Rahm's corporate agenda and seeks to substantively address gaps in health-care, housing, jobs and education. The United Working Families independent political organization has begun to cultivate campaigns and candidates that will stand up for working people in Chicago. The Chicago Teachers Union and our president, Karen Lewis, continue our clarion call for educational, economic and social justice in a town that has for far too long been the capital of racial segregation and income inequality.

It is critical to support our independent political organization with complementary campaigns to formalize the shared decision-making of a diverse and like-minded people to both defend against the ongoing assault upon working families, and aggressively promote an alternative vision for Chicago. If we are up to the task, it will enable us to set the stage and become a "rebel city" that fights to restore the compassion, equality and justice we have lost under the previous two mayoral administrations. It will require what Henry Giroux recommends—a re-imagining of "policies, values, opportunities and social relations that invoke adult responsibility and reinforce the ethical imperative to provide young people, especially those marginalized by race and class, with the economic, social, and educational conditions that make life livable and the future sustainable."⁵

Are you Ready? ■

Jackson Potter is CTU staff coordinator.

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“I Know What You Did Last Summer”

CTU Summer Organizing

By Norine Gutekanst

This summer, 50 CTU members (plus one parent and one community supporter) participated in the Chicago Teachers Union’s (CTU) Summer Organizing Institute. The goal of the internship was to help mobilize our membership to build the movement for good schools for all. Over five weeks, interns learned organizing skills, visited CTU members at home, registered voters, organized meetings and public events, and participated in neighborhood canvasses.

Through intensive house visits, interns talked to a broad range of CTU members in more than fifteen communities about the issues they face every day in their schools. They discussed the challenges they face under Mayor 1% and talked about what it was going to take to protect our profession; fight the continued assault on our neighborhood schools students and communities; stop the attacks on veteran teachers, librarians, clinicians and paraprofessionals; and win the schools that our students deserve.

Participants testified at all three CPS Budget Hearings on July 17 and motivated members to speak the truth about the devastating effects of budget cuts and student-based budgeting on our neighborhood schools. The interns and members built the fight to reimagine—and reopen—Dyett High School as a Global Leadership and Green Technology High School; successfully worked to support the efforts to save the Simeon High School Electrical and Auto Shops which were closed by CPS in June; got local members to jam aldermanic offices to protest their support of corrupt Concept charter schools on the South Side; supported U.S. Postal Service union brothers and sisters in the American Postal Workers Union who face privatization of their jobs at Staples; and supported the Gresham parents who have continued to fight the turnaround of their neighborhood school.

Several interns spent the entire five-week period working with community-based



The CTU Summer Organizing Internship’s 21st Ward canvassing team was instrumental in gathering community support against the expansion of the corrupt Concept Schools charter network on the city’s South Side. PHOTO: Shoneice Reynolds

organizations in their voter registration drives, in particular on the South and West sides. These voter registration efforts will intensify through the fall and help to build up an educated and motivated electorate to vote in both the November and February elections.

The interns helped to establish the groundwork for the very important political organizing that will be needed this fall and winter, as the Pat Quinn vs. Bruce Rauner gubernatorial race occurs on November 4, and following that, the 50 aldermanic elections and the mayoral election on February 24, 2015. As we know, Bruce Rauner and Rahm Emanuel command millions of dollars of their own and of their rich allies for their election efforts. Another major outcome of the interns’ work this summer was the establishment of ward organizing committees in multiple wards. Our power is in our membership and our communities, and that is where the interns worked.

Through intensive organizing work, the CTU Organizing interns developed the communication and leadership skills, as well as expertise in union and community education issues, that will enable them to be strong school and community leaders when they return to work in the fall. This will enable them to take a leading role in the campaign to promote our members’ rights and fight for educational justice this fall, winter and beyond.

CTU members are committed to the fight for school funding, an elected school board, an increase in the minimum wage; to oppose educational cuts and closings; and to engage in other struggles to improve our schools and our jobs. The new leaders that emerged this summer will be helping to champion those fights, and to bring their co-workers and neighbors along too.

Norine Gutekanst is the CTU organizing coordinator.

Deferred Pay

By Kevin Hough and Lois Jones



For many of our fellow Chicago Teachers Union (CTU) members, this past summer provided a hardship as members struggled to make it through almost 10 weeks without regular pay. While every individual's financial situation is different, those who were able to regularly save a portion of their salary throughout the school year were able to use these savings during the summer break.

As you unpack your boxes and ready your classrooms or offices, also consider doing the same to your finances. New CPS employees should research and enroll in available 403(b) retirement investment options. Returning employees are advised to review their investments and select the options which match their investing goals.

For those who enrolled in an automatic savings plan like those offered by the United Credit Union, it is recommended that all employees readjust their plans to reflect annual contractual raises and lane adjustments. Automatic transfers are offered by most financial institutions and are easy to establish from any account funded by a direct deposit.

In order to fully replace salaries throughout the ten weeks of summer break, the one week of unpaid winter vacation and one unpaid holiday before Thanksgiving, the CTU recommends members set aside at least 23 percent of each paycheck for their personal "deferred" pay fund.

While difficult, setting aside 23 percent of each paycheck is the best way to ensure you have a steady stream of income throughout the year. ■

Kevin Hough and Lois Jones are CTU teacher field representatives.

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CTU SUMMER IMAGES

The summer of 2014 was active for CTU staff, officers, delegates to the American Federation of Teachers (AFT) Convention and the hundreds of rank-and-file members and supporters who participated with us in parades, marches and social events. In addition, hundreds have turned out to hear and ask questions of President Karen Lewis regarding the issues facing Chicago, including broadcast legend Walter Jacobson. The launch of the United Working Families Independent Political Organization highlighted CTU's commitment to work with other unions and community groups for a broad change in the political direction of the city.

Visit ctunet.com/pics for more photos.

CTU staff and members collaborate during the Summer Organizing Institute. PHOTOS: Ronnie Reese



Puerto Rican Day Parade 2014.
PHOTOS: Rousemary Vega



LGBT Pride Parade 2014. PHOTOS: Howard Heath



AFT Convention 2014.
Los Angeles, CA

Bud Billiken Parade. PHOTOS: Nathan Goldbaum



Conversations with Karen in the 19th Ward. PHOTOS: Nathan Goldbaum



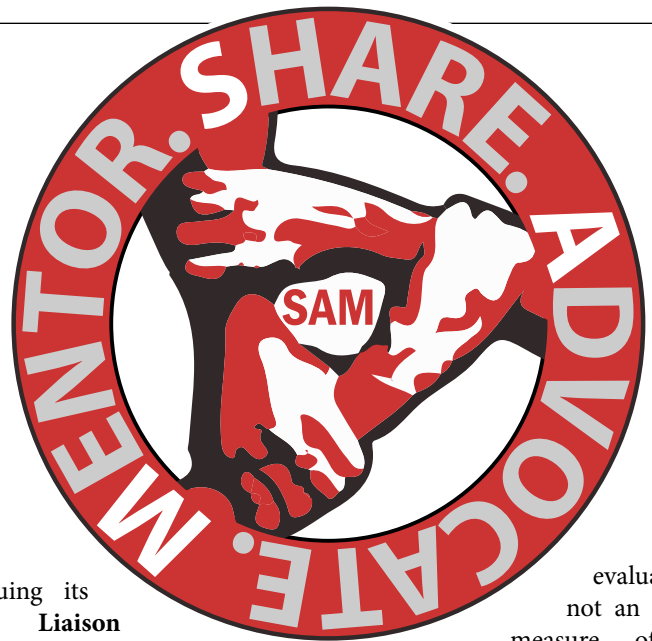
Launch Event July 26 for the United Working Families Independent Political Organization. PHOTOS: Nathan Goldbaum



From left: Karen Lewis, Asean Johnson and Jitu Brown address delegates (Valerie Braman via Twitter); Some CTU speakers from the floor (Sarah Chambers via Twitter); A special panel on Social Justice Unionism (PHOTO: Randi Weingarten via Twitter #AFT14)

Starting the Year Right: Being Real about Teacher Evaluation

By Jennifer Johnson



For most of us, summer break is never long enough, but hopefully, you've had a chance to rest and rejuvenate and you're ready to tackle the new school year. It's always exciting to start a new year with a bunch of energetic young students. One of the many challenges educators will face in the new year is the continuing implementation of the new CPS teacher evaluation system, "REACH." In order to prepare for the new school year, we encourage educators to be realistic about the work meeting proficiency entails as well as what opportunities teacher evaluation provides.

We must continue to work together and enact our "Share. Advocate. Mentor." (S.A.M.) mantra. We have to think of teacher evaluation as a **collaborative campaign**. We cannot leave each other to work with our students in isolation. Teaching is not a competition and neither is teacher evaluation. We must **share** best lessons and teaching strategies as well our observation scores with colleagues to help one another improve practice. We must **advocate** for ourselves and our practices in pre/post observation conferences and in other arenas (like PPC, PPLC, etc). We must **mentor** each other whether we are new, novice or veteran educators.

Because there are serious impediments to the evaluation system being objective and efficient, educators need to be armed with accurate information and strategies to defend their practice and help their colleagues as well. The Chicago Teachers Union (CTU) is dedicated to providing timely, high quality resources, support, information and professional development to help our members understand the Chicago Public Schools evaluation process and what support tools are available to get the best possible outcomes.

THE CTU IS continuing its **Teacher Evaluation Liaison** program in which members and union delegates volunteer to participate in extra training on the evaluation procedures and learn "S.A.M." strategies to foster collaboration and advocacy in their schools. *To volunteer to become a liaison or to find out if there is a liaison in your school, please email Jennifer Johnson (JenniferJohnson@ctulocal1.com).* There will be additional training on evaluation at the fall CTU delegate and school leaders' workshop. More information about upcoming liaison training will be provided at House of Delegates meetings and in forthcoming CTU communications.

ONCE "REACH" FINAL summative ratings for SY 13-14 are released in mid-September, educators may have a right to file a grievance if they experienced procedural errors by their evaluators. To that end, the **CTU Field Staff** is ready to assist members in filing grievances once ratings are released. If there were procedural errors in their evaluation process, educators should prepare to file grievance by collecting relevant documentation of the error(s), writing up a timeline of your evaluation experience and referring to the **Grievance Checklist** on the CTU website to assess the procedural errors you experienced at ctunet.com/blog/pat-checklist. *If you don't know who your school CTU Field Representative is, please visit the CTU website at ctunet.com/rep.*

TENURED EDUCATORS WHO receive a final "Unsatisfactory" rating will participate in a remediation process. Additionally, **all** educators (both tenured and untenured) who receive a final summative rating of "Unsatisfactory" for SY 13-14 have the right to file an appeal. The CTU will be holding an **Appeals Workshop** in September to help members who feel their

evaluation is not an accurate measure of their teaching proficiency begin the appeals process and connect with CTU staff who can further assist them. Look for details about the appeals workshop in the CTU monthly evaluation emails. Tenured educators who receive a SY 13-14 final summative rating of "Developing" will be required to complete a Professional Development plan with their evaluator in order to improve during SY 14-15 and avoid beginning the remediation process starting in SY 15-16.

The CTU will provide information and support on the remediation appeals and professional development plan processes at the September Appeals workshop, fall delegate and leadership training and to our Teacher Evaluation Liaisons. CTU staff has also been working closely with CPS to help facilitate training for the Consulting Teachers, who will work with our brothers and sisters who receive an "Unsatisfactory" during SY 14-15, so that they complete the remediation process successfully. *You can read about the appeals process in contract Article 39-9 and the remediation process in contract Article 39-8 on the CTU website at contract.ctunet.com.*

TO KEEP UP with the latest updates about the evaluation process, please read and refer back to the **Monthly Evaluation Emails** which are archived on the CTU website at ctunet.com/evaluation. *In order to receive the monthly evaluation emails, CTU needs to have your up to date personal email address. Members can fax their updated contact information, including their personal email address, to (312) 329-6200, or call the CTU office at (312) 329-9100 and ask to speak to a staff member in the CTU Financial Office.*

PSRP EVALUATION

By Jackson Potter

The Chicago Teachers Union (CTU) has been meeting regularly with our counterparts in the Chicago Public Schools to influence the changes they are making to the PSRP evaluation process.

Largely in response to lack of clarity and a tendency for principals to subjectively decide how to rate paraprofessionals and school-related personnel (PSRPs) every year, the district is attempting to make the evaluation process more transparent and fair.

During the course of these discussions, the CTU proposed making it easier for members to become "excellent" and "proficient," ensure that there is a requirement to inform PSRPs if they need to make improvements at the mid-point

of the year to prevent them from being caught off guard with low ratings, prohibit layoffs if a PSRP has not been given a mid-point evaluation, provide additional resources to principals to encourage the rehiring of our displaced members, and limiting the influence of the "professionalism" category in the weight of evaluation, to prevent bias in the rating.

We successfully influenced changes to the PSRP evaluation process in a number of areas, but the Board rejected some of our other proposals. Please monitor the new system carefully and let the CTU know of any problems or discrepancies that we might address during the next contract negotiations.

Some of the key aspects of the new PSRP evaluation system are:

EFFECTIVENESS is now 50 percent of the evaluation; dependability is 30 percent; and professionalism is 20 percent.

THE USE of benefit (sick and PB) days or the use of FMLA and short-term disability cannot be counted against you.

THE PRINCIPAL or supervisor must provide a mid-point evaluation projection from December 1 to February 15 to give you a clear sense of where you stand in the evaluation process. You cannot receive an unsatisfactory evaluation score or be laid off outside of seniority, if you have not been provided with this evaluation. You may also submit a voluntary mid-year self-assessment between (November 1 and November 30) which will require the principal to give you written feedback if their score you as less than proficient.

THE ADMINISTRATION must provide you with an orientation of the new evaluation system within 30 days of the start of the work year or in July for 52-week employees.

YOUR SUMMATIVE RATING will be issued between May 1 and June 30.

LAYOFFS will be conducted by performance rating, and then by seniority.

Jackson Potter is the CTU staff coordinator.

There are also real opportunities in the evaluation process to grow as a professional and to build solidarity with your colleagues. While CTU staff and members must continue to push back against inconsistent and unfair implementation of CPS evaluation process, there is also room to learn, reflect and share in order to improve your practice. The more we can do this together with our colleagues, the more united we are and the more likely it is that everyone can improve their practice and advocate for fairness in the evaluation process.

THE CPS FRAMEWORKS do not and cannot take into account all of the important and unique factors in an educator's classroom or practice, but with study, the Frameworks can help an educator identify areas in which to improve and provide some ideas about how to go about doing so. The CTU Quest Center began offering facilitated **Framework Study Groups** this summer and will be offering more FFT Study Group sessions for teachers, librarians, counselors and clinicians throughout first semester (see pages 26-27 for more information). Members will examine the expectations of the Frameworks to use them more efficiently as tools for self-improvement. By going in-depth with Quest Center staff to learn the Framework practices, educators will also be better able to advocate for themselves in the

evaluation process. *To view dates and register for upcoming Framework Study Groups, please visit the Quest Center pages on the CTU website at ctunet.com/pd. To see our suggestions on forming study groups in your school, go to the November 2013 monthly evaluation email on the CTU website at ctunet.com/november.*

THOUGH THERE IS never enough time for member-driven professional learning during the school day and year, educators (and students) still benefit when you find or make time to **work together**. When educators share lesson plan ideas and teaching strategies as well as observation scores and evaluation experiences with one another, everyone benefits. Not only does the sharing of teaching strategies and evaluation experiences help new and veteran educators add more tools to their teaching tool kit, but sharing regularly can also help staff members identify inconsistencies or needs in the evaluation process that should be brought to the attention of the school's union delegate, the PPC, and/or the PPLC. *To read ideas for collaboration, click on the CTU's archived November 2013, December 2013, January 2014, April 2014, May 2014 monthly evaluation emails and read the section called "Tips to Help Your Students & Your Rating" on our website at ctunet.com/evaluation.*

FYI: Evaluative "REACH" observations may begin on **Monday, September 29, 2014** and must be completed by or on **Friday, May 22, 2015**.

Finally, don't forget that the beginning of year window to give "REACH" **Performance Tasks** is **September 15 to October 17** and that you need to order your tasks prior to the window (between August 25 and August 29). Although we have to continue to combat the over-testing of our students, educators have more control over the fidelity and fairness of their student growth score on the Performance Tasks than their VAM score from standardized tests because the Performance Tasks better and more directly relate to the skills and content you teach. *Look for more reminders like this in the CTU's monthly evaluation emails! (ctunet.com/evaluation)*

This will be a challenging year, but if we always share, advocate, and mentor, we will get through the year stronger and more united than ever. If we help one another, we can grow professionally, stay positive and focus on the joy of our work with young people. ■

Jennifer Johnson is the CTU Quest Center special projects facilitator for teacher evaluation. She can be reached at JenniferJohnson@ctulocal1.com.

CTU ANALYSIS OF THE FY 2015 BUDGET

CPS Fails to Plan for Schools Chicago's Students Deserve

By Pavlyn Jankov

The mayor and the school district have refused to take a lead on advocating for new sources of revenue for Chicago Public Schools (CPS), skipping required pension payments for years and opting instead for one-time fixes. CPS continues to place the blame on educators and retirees for its budget woes, but the problem lies with the priorities set by City Hall and the unelected Chicago Board of Education.

Decision-makers have imposed financial stress on public schools by continuing to expand charters and by adding to the district's debt burden with expensive capital projects. In the 2015 budget, our schools are facing a \$65 million reduction in district funding, while charters get a \$76 million increase. CPS has no plan in place to address the annual budget shortfalls at neighborhood high schools—there are only plans for further charter expansion. The budgetary calendar maneuvers aren't even a temporary financial "fix" since the 2015 budget still continues to under-fund neighborhood schools, cut essential programs and create a winner vs. loser situation between charter expansion and public school contraction.

The mayor and CPS are depending on unconstitutional cuts to retirees to right the fiscal ship, but the real solutions lie in re-prioritizing our public schools and changing how they and other public services are funded. The CTU continues to advocate for a revenue-based fix for our public schools: the re-appropriation of TIF tax dollars for public purposes, a progressive income tax for the state, and a LaSalle Street Tax on wealth traders.

FUNDING INCREASES TO CHARTER SCHOOLS

CHARTERS ARE NOT ONLY getting more funding due to expansion, but are also getting more per student. CPS cites an increase of \$41.6 million in payments to charters, an increase of 10 percent. Charters and contract schools are budgeted \$666 million for 2015, an increase of \$76 million, or 13 percent over their 2014 budget. The increase was even steeper last year, when charter funding increased by \$82 million over 2013, an increase of 16 percent. Over two years, their total increase is more than 30 percent. Charter enrollment has increased over this time by 25 percent, lower than the increase in funding. The proposed budget underestimates the increase to charters. In each of the last two years charter funding surpassed the initial adopted budget, by \$24 million in 2013 and \$19 million in 2014.

IN THE VERY YEAR CPS closed 49 schools claiming that the financial burden of administering so many schools was too great,¹ CPS opened 11 new charters and allocated a total \$5.1 million across the FY13 and FY14 budgets for their start-up. This fall another 9 charter and contract schools are opening, but the proposed budget does not reveal how much in start-up CPS is allocating for them, neither from the FY14 nor for the FY15 budget. The FY15 budget being diverted for charter start-ups will not only increase for the charters opening this fall, but also for the charters opening next year, which have yet to be approved and will get their start-up funding next summer.

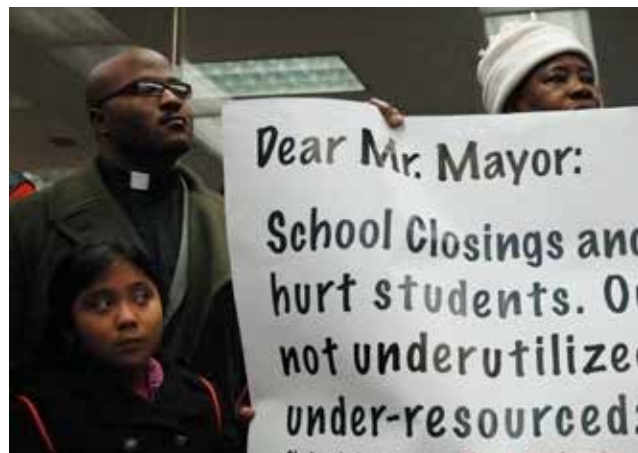


PHOTO: Ronnie Reese

CHARTERS ARE GETTING more funding at the expense of neighborhood schools at the very time their misuse of public dollars has come to light. In the wake of the UNO scandal, Concept Charter schools are now under investigation by the Federal Bureau of Investigation regarding white-collar criminality. Due to the federal investigation, their new school in Chatham—a neighborhood just recently devastated by numerous school closings—is postponing its opening. The CPS administration and the Board own the destabilization and fiscal uncertainty that is part and parcel in charter expansion—they closed down neighborhood schools, supported and voted in the expansion of charters in the same neighborhoods, and have now, with both UNO and Concept, repeatedly chosen to increase public funding to private operators that are being investigated and accused of white-collar criminality.

MORE CUTS TO LIBRARY AND COMMUNITY SCHOOLS

BUDGETING FOR library-related programming has been slashed another 11 percent, down to \$28 million. Last year's cuts were even steeper, with a reduction of \$11.7 million. The two years of cuts means CPS is dedicating 35 percent less to library resources than it did in 2012-2013.

FUNDING FOR community school relations at schools is down 32 percent over the last two years, cut by \$5.4 million. However, CPS found money to add more central office community relations managers, at a cost of \$1.3

million this year—part of the annual central office hiring that occurs despite claims of slashing their central operations.

BUDGET CUTS TO RECEIVING SCHOOLS

SCHOOLS THAT took in students from closed schools last year received some additional support, but this year most are getting their school-based budgets slashed. Most of the cuts total well-beyond the ‘transition supports’ they received. On net, a total of \$13 million is being cut from the budgets of the 73 schools that received ‘transition’ funding for taking in students from closing schools last year. Only 16 of these receiving schools are maintaining or increasing their budgets. Across the receiving schools facing budget cuts, the average cut is more than \$325,000. Cuts to receiving schools amount to a 5 percent decline, a loss greater than for other neighborhood schools which are losing 2.3 percent.² In response to the budget cuts for receiving schools, the principal of Mollison Elementary said, “It’s going to take them more than a year to heal from these wounds.”³ The only response by CPS officials is that principals knew their support would last just a year.⁴ In

the aftermath of the closings, CPS shows that they only know how to set the stage for budget cuts, not for sustaining and, more importantly, improving schools.⁵

SCHOOLS WITH the steepest cuts of more than \$1 million are yet again our neighborhood high schools.⁶ Catalyst Chicago reports that neighborhood high schools were hit with an average 10 percent decrease in funding and that virtually all neighborhood high schools in the South and Far South side networks had large declines.⁷

DESPITE successive years of steep cuts to neighborhood high schools CPS has yet to plan for stabilizing funding and programming at these community anchors. Instead, as noted in their facility master plan, they have committed to unchecked charter expansion that will only further destabilize existing schools. Just this year CPS approved a Noble Street charter high school across the street from Prosser Career Academy. Prosser is one of the few district high schools with an increase in its 2014 budget, however the 2015 budget still reflects a decline of \$170,000 over their 2013 funding.

A YEAR AFTER closings devastated elementary schools on the South and West sides, their neighborhood schools are again taking a big hit. In fact, only South and West side areas have cuts to their elementary school budgets totaling more than \$1 million across their geographic areas.⁸ ■

Pavlyn Jankov is a CTU researcher.

GEOGRAPHIC AREAS WHERE ELEMENTARY SCHOOL BUDGET CUTS TOTAL MORE THAN \$1 MILLION

Chatham	\$ (2,752,207)
Auburn Gresham	\$ (2,424,334)
Bronzeville	\$ (2,287,191)
Garfield - West Humboldt	\$ (2,155,864)
Far South Side	\$ (2,155,647)
Humboldt Park	\$ (2,002,490)
Chicago Lawn	\$ (1,868,612)
Woodlawn	\$ (1,674,546)
Englewood	\$ (1,634,651)
Austin	\$ (1,430,905)
South Shore	\$ (1,370,534)
Bridgeport - Chinatown	\$ (1,262,777)

Budget cuts hurt neighborhood high schools, communities hit hardest mostly on the South and West sides.

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- Geographic areas as defined by CPS. See table this page.

Best Practices for In-School Discipline and Restorative Justice

By Joseph McDermott

The issues of school discipline, suspensions and “restorative justice” have been hotly debated during the past year. The U.S. Department of Justice weighed in on the issue of out-of-school suspensions and the racial disparity in their applications. The Chicago Board of Education changed its student code of conduct to allow for more alternative approaches to correct student behavior. The Chicago Teachers Union (CTU) has raised awareness about the need for more clinicians and true wraparound services to meet the needs of our students.

Teachers want to work in an environment where they feel safe and respected. Many CPS educators express frustration that student behavior issues don’t ever get addressed. The complaint most often expressed is that “nothing ever happens” and that there are “no consequences for the students.” This leads many teachers to feel as though they have to put up with abuse or handle issues entirely on their own.

Most educators would also agree that we can’t substitute for suspensions by ignoring and tolerating negative student behavior. We as educators want programs that meet the social and emotional needs of our students, and address the root causes of negative behavior. The answer cannot be applying harsh punishments in isolation to effectively change student behavior.

The district has, through piecemeal efforts, attempted peer jury, peace circles, in-school suspensions, detentions and various aspects of restorative justice. These efforts are done in a handful of schools. Sometimes they are done for one year, and then funding is cut for the next year. There has been an overall lack of sustained and system-wide support to implement these types of programs at every school.

The district claims to support peace circles and restorative justice. They will celebrate

the success and benefits to students and staff. They will mandate the implementation of these practices, and then provide little in the form of resources and funding. One glaring problem is the Board does not have an official position that it can staff at schools called “Dean of Students” or “Disciplinarian.” These titles don’t exist, yet this work always has been done in our schools, and historically by CTU bargaining unit members.

PRINCIPALS: BY THE NUMBERS

The mandate to reduce out-of-school punishments coincided with the switch to school-based budgets last summer. School-based budgets allow principals to select the job title of the person they want to hire to perform certain duties in a school. The principal has discretion to select a job title often based upon the corresponding salary for that title. In the case of student discipline, one school might hire a Youth Intervention Specialist—a non-Union educational support personnel (ESP) position—at \$45,000 per year. Another school might staff a full-time teacher; another school, a Union PSRP; and another school, an assistant principal. One school actually assigned the duty to a resource allocation manager, non-Union ESP, at a rate of \$85,000.

These practices by principals raise a fundamental question to our union: Should workers that do the same work get paid such drastically different amounts of money? Should the principal be allowed to use any job title to perform the work of a dean? Should the work of a dean be done only by credentialed and certified staff? The answers to these questions are not simple. We do know that the system as it is presently structured allows for a lack of transparency—it

* The term “educational support personnel (ESP)” 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).

is completely haphazard and allows for work to be done by non-union workers.

NON-UNION ESPS

In the case of non-Union ESPs, principals have the power to create “at will” employees who must be rehired every year. This allows for principals to engage in direct bargaining over salaries, which means that staffing levels can fluctuate every year at the whim of the principal. It also means the principal has the choice of hiring someone who is not in the Union and doesn’t have job protection, which means the principal can basically bypass the Union and not be held accountable for honoring rights that we negotiate as part of our collective bargaining agreement.

The Union has started a process of recruiting non-bargaining unit ESPs through organizing and the filing of grievances on their behalf. When we are successful at bringing these workers into the bargaining unit, the CTU and the Board must negotiate the salary and benefits for these potential members. It’s an important effort to grow our power, bring fairness and transparency into the workplace and ensure workplace protection for a valuable group of our colleagues in the schools.

CONCLUSION

Our long-term hope is that the Board will provide resources for all schools to address the behavior issues of our students, as well as the social and emotional issues that often lead to behavior issues. This means that the Board needs to hire people to do this important work, and these people deserve the security, respect and dignity that a Union contract can offer them. Ultimately, when the adults who do this work have workplace rights, they will be able to better serve the student needs. ■

Joseph McDermott is a CTU field representative.

Where There's a Will, There's a Way: Reducing Truancy in CPS

By Sarah Hains

The Truancy in Chicago Public Schools Task Force just wrapped up its seven-months' work and published its recommendations on the ISBE website (available at isbe.net/tcpcf). This task force was created by the Illinois General Assembly after the *Chicago Tribune's* exposé in 2012 on chronic absenteeism and truancy in Illinois, "An Empty Desk Epidemic."

While CPS staff were among those appointed to this task force (on which the Chicago Teachers Union also served), they were on the defense the entire time and even came up with their own "plan" prior to the publication of the task force's recommendations. In fact, nearly everything that was suggested during task force meetings was supposedly already being done or in development, according to CPS.

In CPS' draft plan "A Systems Strategy for Attendance Improvement and Truancy Prevention," we are left with more questions than solutions. CPS admits that unengaging curriculum and instruction are one of the five school-based factors leading to student truancy, but provides no solutions to improve those factors. Comments on the *Catalyst Chicago* website blame excessive testing for the problem. CPS admits that transportation is a barrier to attendance but provides no solution and the Chicago Transit Authority isn't listed as an external partner. CPS says targeted funds helped 184 schools last year, but what did \$16,304 per school fund? The examples provided in the plan aren't the same as the examples in the FY15 budget. CPS plans to work with community-based organizations and churches but doesn't

explain how this will be accomplished. When will the public see the evaluation report from the Engage Student Attendance Grant? Who, ultimately, is responsible for this? Right now, schools are punitively evaluated on attendance, and CPS has yet to convincingly show us that schools have sufficient supports. Instead, we're punishing schools for the poverty-related factors that prevent our students from coming to school.

CPS was told repeatedly during the task force meetings to bring back truancy officers, but kept stating that the district decided to eliminate those positions back in the early 1990s because they were "ineffective." No one ever

explained why this was the case and why better oversight of the initiative was never attempted. A report published in 2010 provided a detailed plan to reduce truancy and called for bringing back the truancy officers, calculating \$111 lost per student per day and a potential increase in revenue of \$11.5m with only a 1 percent increase in attendance.

The aborted 2010 initiative, outlined in a series of confidential reports obtained by the *Tribune*, is emblematic of Chicago's historic lack of will and follow-through on the fundamental issue at the heart of every school system: ensuring that every youngster is in their seat in every classroom.

"This project was a victim of incessant reorganizing and not being a priority," said former CPS Office of Student Support and Engagement

leader Paige Ponder, whose division helped oversee the effort before she left the district in frustration. "It never went anywhere."

Truancy and absenteeism are "such an enormous, complex issue," Ponder added. "But the money, the will, [and] the leadership just wasn't there to tackle it in a sustained way."

The committee recommended:

- A permanent commission to oversee how CPS deals with truancy and chronic absenteeism
- Truancy officers/attendance coordinators
- Real-time attendance data, accessible to all school staff
- Better coordination and partnerships with community-based organizations and sister agencies
- Assistance for families – e.g. health services and transportation
- Reduction of barriers to enrollment for Students in Temporary Living Situations
- Revision of the student code of conduct to further expand the role of restorative justice
- Professional Development on identifying red flags, using the attendance data system, analyzing attendance data, working with families and making schools more welcoming

It will be interesting to see which, if any, of these recommendations CPS implements. ■

Sarah Hains is a CTU researcher

A 2010 REPORT PROVIDED A DETAILED PLAN TO REDUCE TRUANCY AND CALLED FOR CPS TO BRING BACK TRUANCY OFFICERS

CTU Quest Center's REACH Framework Study Groups Are a Big Hit

By Theresa Insalaco-DeCicco, M. Ed. NBCT



High School teachers analyze component 1b and list practices that meet distinguished level teaching. PHOTO: Theresa Insalaco-DeCicco



Ben Rogers, NBCT facilitates a group of librarians who are reviewing their Framework. PHOTO: Theresa Insalaco-DeCicco

“Excellent study group! I learned how to use the elements of the Framework to focus my instruction!” and “Meeting with other librarians and discussing what we do and need to do is always helpful!” were among the comments from teachers, librarians, counselors, and clinicians who attended the CPS Framework Study Group sessions offered by the CTU Quest Center which began this summer. Over 200 participants attended six separate sessions in July and August, a time we normally expect everyone to be winding down and relaxing in preparation for the upcoming year.

The Framework Study Groups are part of the Quest Center’s ongoing support of CTU members as they learn the fundamentals of the CPS evaluation system; how to integrate the descriptive elements, suggestions in the Critical Attributes, and best practices found in related Addenda in their practice; and apply the language found in the Frameworks to advocate for their practice during pre and post conferences. One of the biggest challenges for members is determining pieces of evidence to collect that can be used to support the less tangible parts of their practice. For example, a group of speech and language pathologists determined that collecting emails and letters was a great way to keep track of their communication with parents and students and represents rich pieces of evidence of communication and record keeping. They worked together at a Framework Study Group session to create a plan for sending personalized emails and letters to parents and students as a follow-up to in person meetings.

To encourage in-depth collaboration and exploration, each Framework Study Group session focuses on particular sections of the CPS Frameworks, the critical attributes, and addenda. Through analysis of the language used in the Frameworks to describe instructional and clinical practice at the Distinguished level, participants collectively work to frame their own plans for improvement during the upcoming school year, sharing powerful practices, and networking with one another to create long-term learning communities. “I really liked collaborating with other teachers and determining which skills and practices align to Proficient and Distinguished levels versus Unsatisfactory and Basic levels,” said one participant, “I discovered that I could improve upon some of the everyday things that I do to meet the criteria at the Proficient level, if not Distinguished, like making sure my lesson plans include connections among various disciplines. I already incorporate that into my teaching, but sometimes I don’t take the time to write it in my lesson plans. That really makes a difference to evaluators who are looking at my lesson plans to see what I planned and what they should expect to be seeing before they observe. After attending this Framework Study Group I am now prepared to address areas of my practice that received lower scores during the last evaluation cycle. Next school year, I know I’ll do much better.”

To keep up with the ongoing requests for more Framework Study Group sessions, the Quest Center is offering additional sessions through December. ■

Theresa Insalaco-DeCicco, M. Ed. NBCT, is the CTU Quest Center professional development facilitator.

THE CHICAGO TEACHERS UNION QUEST CENTER



PRESENTS

CPS Framework Study Groups



11 First Semester Sessions!

All Sessions are 4:45 – 7:45 PM

Domains 1 & 3	Sept. 17	<i>Teachers Librarians</i>	Oct. 22	<i>Counselors Clinicians</i>
Domains 2 & 4	Oct. 1, 29	<i>Teachers Librarians</i>	Oct. 8	<i>Counselors Clinicians</i>
Component 1e	Sept. 24, Nov. 19	<i>Teachers Librarians</i>		
Component 3b	Dec. 3	<i>Teachers Librarians</i>		
Component 3c	Oct. 15	<i>Teachers Librarians</i>		
Component 3d	Dec. 10	<i>Teachers Librarians</i>		

Collaborate!

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

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 Theresalnsalaco-DeCicco@ctulocal1.com

Location

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

Transportation & Parking

After 3 PM parking is \$10 at Mart Parc Orleans, indoor self-park lot on the northeast corner of Orleans and Hubbard.

The Brown line comes into the Merchandise Mart.



First Semester 2014 Professional Learning Opportunities

All Quest Center courses are suitable to meet the ISBE 20% requirements for regular education teachers of students with specialized needs and are aligned to the CPS Framework for Teaching and the Common Core State Standards.

Registration required online at ctunet.com/pd

Close Reading: Implementation and Instruction Across the Curriculum - (1 CPS Lane Placement Credit/
18 ISBE Professional Development Credits)

This offering is designed to directly align with Common Core English Language Arts Anchor Standard 1 and its instructional implications in general education and content area classrooms. The course begins by setting a foundation of understanding around the definition of Close Reading, its origins, and its historical and current implications in the field of education. Additional topics address misconceptions about Close Reading and the expectations set forth by the Common Core State Standards, school districts, curriculum developers and administrators, and how to advocate for planning pedagogically sound instruction of and implementation of the Close Read. The course addresses instructional approaches such as scaffolding instruction to ensure students understand and know when to apply the process of Close Reading versus other processes for comprehending what they have read. Participants will be required to implement instructional strategies to teach students how to perform a Close Read, have students perform Close Reads of complex text, and then analyze and reflect upon student performance to determine the effectiveness of their Close Read instruction. Participants will also learn how to implement Close Talk and Close Listening to address students with diverse learning needs, English Learners, and students who are still learning to read. This course is appropriate for K-12 teachers of all content areas who incorporate literacy skills into their instruction. **The offering aligns to CPS Framework for Teaching Components 1a, 1b, 1c, 1d, 3a, 3b, 3c, & 3e.**

Instructor - Theresa Insalaco-DeCicco, M.Ed, NBCT

Dates: September 30, October 7, 14, 21, 28, November 4, 2014

Time: 4:45 - 7:45 p.m.

Effective Classroom Management: How to Attain It - (2 CPS Lane Placement Credits/
35 ISBE Professional Development Hours)

This offering assists teachers in learning new ways to effectively manage a classroom through student engagement, motivation, collaboration and differentiation. There is an emphasis placed on teacher collaboration, leadership and reflection. The participants read articles, view videos, and engage in individual, small-group, and whole-class activities that showcase "best practices" associated with effective classroom management. Teachers enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Participants develop effective professional habits of mind: collaboration, leadership and reflection. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 2a, 2b, 2c, 2d, 4a and 4d.**

Instructor - Walter Taylor, NBCT

Dates: October 1, 8, 15, 22, 29, November 5, 19, December 3, 10, 17, 2014

Time: 5:00 - 8:30 p.m.

Encouraging the Discouraged Learner - (3 CPS Lane Placement Credits/
49 ISBE Professional Development Hours)

This offering is designed to help classroom teachers develop teaching strategies and materials that capture the students' individual interests. Issues as to why students become discouraged and how to engage and encourage them are explored. Participants develop teaching strategies that effectively address the academic, social, emotional, and behavioral needs of the 21st century student. This offering provides opportunities for teachers to reflect on their current instructional practice, refresh their use of "best practice" research to identify and diagnose the barriers that interfere with the discouraged student's productive engagement in the teaching and learning environment. Participants develop and apply an instructional action plan framework, using research-based assessments, methods and materials to support the discouraged, unmotivated and unproductive student. They analyze their assessment data to inform their instruction and motivate students to set goals for learning. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, and 4d.** *Motivating Students Who Don't Care: Successful Techniques for Educators* by: Allen N. Mendler, is required for this course.

Instructor - Michael Moriarty, NBCT

Dates: October 1, 8, 15, 22, 29, November 5, 19, December 3, 10, 17, 2014, January 7, 14, 21, 28, 2015

Time: 4:45 - 8:15 p.m.

CTU Quest Center's Vision

Strengthen the Chicago Teachers Union and teaching as a profession through professional development, research, and advocacy

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**Teaching English Learners (ELs) in Mainstream Academic Classes - (2 CPS Lane Placement Credits/
35 ISBE Professional Development Hours)**

Mainstream teachers who have English Learners (ELs) in their classrooms are often not aware of how to meet their EL students' needs. This offering supports teachers by focusing on adapting high-level teaching strategies to ensure ELs at varied levels of English ability have access to content, as well as learning language in the English-only classroom. This course begins with giving teachers a foundational understanding of bilingual education in the US and in CPS, and an overview of second language acquisition and its differences from first language acquisition. Teachers will collaborate with one another to produce quality standards-aligned lessons that address EL needs. In this course participants learn to recognize EL language proficiency levels and use that knowledge to plan instruction to meet the needs of individual students. They also learn to align learning objectives, text and task complexity and language for ELs; scaffold for EL access to text and/or tasks; and differentiate instruction, pacing and sequencing; and grouping of students for optimal impact on learning. Other topics include responsibilities of teachers towards ELs, the difference between everyday language and academic language, and strategies for teaching ELs. This offering is appropriate for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 1b, 1d, 1e, 3a, 3c, and 4d.** *Classroom Instruction That Works with English Language Learners, 2nd Edition*, by: Hill, Jane D. and Miller, Kirsten B is required for this course.

Instructor- Gloria Henllan-Jones, NBCT

Dates: September 30, October 7, 14, 21, 28, November 4, 18, 25, December 2, 9, 2014

Time: 4:45 - 8:15 p.m.

Location: All of the courses listed above will be held at:

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

**Engaging Students in Learning - (2 CPS Lane Placement Credits/
35 ISBE Professional Development Hours)**

This offering engages students in learning through topics such as alignment of learning objectives, text and task complexity, scaffolding and differentiating instruction, pacing and sequencing curriculum, and grouping of students. Student engagement stems from knowledge of the student, their learning styles and preferences, the implications of multiple intelligences on planning instruction and how student engagement looks in various settings. Participants will collaborate with one another to produce quality, standards aligned lessons. The offering addresses instructional methods, strategies, and approaches as well as how teacher reflection is used to engage learners in content classes. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 3c and 4d.**

Instructor - Theresa Insalaco-DeCicco, M.Ed, NBCT

Dates: October 2, 9, 16, 23, 30, November 6, 20, December 4, 11, 2014, January 8, 2015

Time: 5:00 - 8:30 p.m.

Location: Talcott School, 1840 W. Ohio St., Chicago, IL 60622

Course Tuition for Offerings

1 Lane Placement Credit - \$95

ISBE Professional Development hours only - \$50

1 Lane Placement Credit (non-member) - \$120

ISBE Professional Development hours only - (non-member) - \$65

2 Lane Placement Credits - \$130

ISBE Professional Development hours only - \$100

2 Lane Placement Credits - (non-member) - \$160

ISBE Professional Development hours only - (non-member) - \$135

3 Lane Placement Credits - \$195

ISBE Professional Development hours only - \$150

3 Lane Placement Credits - (non-member) - \$225

ISBE Professional Development hours only - (non-member) - \$200

Refunds for participant cancellation will be issued up to one week before the course begins.

The CTU Quest Center reserves the right to cancel courses due to low enrollment.

LCD: oteg-743-dp

CTU Quest Center's Vision

Strengthen the Chicago Teachers Union and teaching as a profession through professional development, research, and advocacy

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New Teacher Institute

for teachers with 5 or fewer years of teaching



Register online at: ctunet.com/pd

Dates for both courses:

Mondays:

Sept. 29, Oct. 6, 20, 27, Nov. 3, 10, 17, 24,
Dec. 1, 8, 2014 -- 4:30-7:30 p.m.

and

Saturdays:

Oct. 25, Nov. 22, Dec. 13, 2014 -- 9 a.m.- 3:30
p.m.

Tuition

**3 Lane Placement Credits and
48 ISBE Professional Development Hours
\$195**

**48 ISBE Professional Development Hours
only
\$150**

**3 Lane Placement Credits and
48 ISBE Professional Development Hours
(non-member) \$225**

**48 ISBE Professional Development Hours
only
(non-member) - \$200**

Refunds for participant cancellation will be
issued prior to the first day of class only.

All Quest Center courses are suitable to meet the ISBE 20% requirement for regular education teachers of students with specialized needs

Both of the offerings are tailored to the needs of teachers in their first five years and who are currently teaching.

**Organizing The Elementary Classroom
For Teaching And Learning**

This offering encompasses the fundamental professional responsibilities required of all elementary teachers: classroom management, community building, establishing routines, participating in the professional community, managing and monitoring student learning, communicating with families, and motivating students. Participants study theories and methods related to these aspects of teaching and will bridge theory and practice by exploring their practical applications in the classroom. This offering is aligned to the CPS Framework for Teaching – Components 1c, 2a, 2b, 2c, 2d, 3c, 4c, 4d, and 4e. - Michelle Greenfield, NBCT, instructor. Required book for the course - *Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8*, by Regie Routman ISBN # 9780325010816.

**Organizing The High School Classroom
For Teaching And Learning**

This offering encompasses the fundamental professional responsibilities required of all high school teachers: classroom management, planning and preparation, establishing routines, delivering instruction, and communicating with parents, colleagues and students. Participants also explore methods and resources for developing and maintaining their own professional growth and development. This offering is aligned to the CPS Framework for Teaching - Components 1c, 2a, 2b, 2c, 2d, 3c, 4c, 4d, and 4e. Michael Moriarty, NBCT, instructor.

Location of Institute:

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

Parking/Transportation:

MartParc Orleans, on the northeast corner of Orleans and Hubbard (one block north of the Merchandise Mart Plaza)- \$10 after 3 p.m. or the Brown Line comes into the Merchandise Mart.

The CTU Quest Center reserves the right to cancel a course(s) due to low enrollment.

LCD: oteg-743-dp

DELEGATES NOT PRESENT AT THE JUNE 4, 2014 HOUSE MEETING

AL1 AUSTIN-NORTH LAWNSDALE ELEMENTARY

Anderson, Grace A.
Horton, Kenyatta M.
Lopatka, Marcia J.
Miller, Tommy
Smith, Lisa L.
Tyson, Danielle

AL2 AUSTIN-NORTH LAWNSDALE ELEMENTARY

Egwuekwe Maxey, Kelechi S.
Fullerton, Katrina
McKee, Valerie L.
Thrash, Rasheeda M.

BP1 BURNHAM PARK ELEMENTARY

Blakey, Nina
Butler-Mitchell, Paulette B.
Ellis, Nina M.
Laidler, Autumn M.
Lynch, Erin A.
Washington, Darlene

BP2 BURNHAM PARK ELEMENTARY

Dawkins, Katherine P.
Garcia, Chandra D.
Hegwood, Catherine
Horton, Kawana T.
Laws, Antoinette D.
Lofton, Patricia A.
Nze, Christian E.
Olson, Genni L.
Paranjape, Janak S.
Ringhand, Allison B.
Weems, Pricilla W.

EG1 ENGLEWOOD-GRESHAM ELEMENTARY

Carrethers, Loreal S.
Sharp, Daisy L.
Smith, Vera I.

EG2 ENGLEWOOD-GRESHAM ELEMENTARY

Davis, Victoria
Gilmore, Jacqueline
Mangum, Marcus L.
Middleton, Gladys C.
Stephanos, Peter

FR1 FULLERTON ELEMENTARY

Argumedo, Rolando
Campbell, Deborah H.
Chavez, Lisa B.
Dixon, Karen E.
Haritos, Penelope
Jackson, Richard R.
Morris, Leanne D.
Muhlberger, Mireya
Murphy, Michael S.
Rivera, Anna M.
Santacruz, Erica P.
Vacco, Angela L.

FR2 FULLERTON ELEMENTARY

Brennan, Jennifer L.
Bruehl, Steven C.
Coughlan, Elizabeth M.
Fister, Mary N.
Haga, Jonathan P.
Harkness, Ned A.
Jacobson, Johanna T.
Kearns, Donald E.
Lena, Diane C.
Llanes, Cynthia
Lossin, Leah L.
Maza, Eric M.
Weingarten, Wendy J.

FL1 FULTON ELEMENTARY

Maurello, Rosemary S.
Monarrez, Diana M.
Pema, Vera

FL2 FULTON ELEMENTARY

Beaulieu, Allison K.
Falzone, Lindsay N.
Jackson, Victoria M.
Reese-Clark, Vanessa B.

FSS FAR SOUTH SIDE HIGH SCHOOL

Arredondo, David
Boughton, Patricia A.
Doyle, Michael T.
Guterz-Kwaaning, Tanisha R.
Holt, Sylvie
Pincham, Robert E.
Rountree, Eric F.

GH1 GARFIELD-HUMBOLDT ELEMENTARY

Debby, Heather A.
Farder, Dejernet M.
Greco-Serwa, Sandra M.
Josephs, Donyielle A.
Metzger, Suzanne M.
Wendorf, Lori S.

GH2 GARFIELD-HUMBOLDT ELEMENTARY

Gilson, Kathleen A.
Kruger, Christopher R.
Oneal, Chelita L.
Patel, Monika K.
Sidaway, Stephanie M.
Trentham, April L.
Watson, Joyce

LC1 LAKE CALUMET ELEMENTARY

Garner, Darnell J.
Grant, Lorrie A.
Jackson, Ashley M.
Mallory, Latasha I.
Melton, Wilene
Reddice, Rosemary
Spearman, Nicole N.

LC2 LAKE CALUMET ELEMENTARY

Craig, Sharon D.
Curtin, Carolyn E.
McKinney, LaConya
Oliva, Melissa M.

ME1 MIDWAY ELEMENTARY

Gazdziaik, Graham R.
Hester, Kamau L.
Manada, Shelley K.
Molaro Diaz, Miranda M.
Muir, Jeanine E.
Outlaw, Cassandra
Preciado, Diana

ME2 MIDWAY ELEMENTARY

Anderson, Eric E.
Bonds, Joyner E.
Contreras-Espinoza, Jose A.
Dantes, Mauricio E.
Jameson-Hardy, Jacqueline
Kos, Donna R.
Kosek, Suzanne D.
Krzak, Jennifer L.
Magallanes, Lucero
Marquez, Maria L.
Shields, Darlean
Shine, Latoya N.

NW1 NORTH-NORTHWEST SIDE H.S.

Hurtado, Erin M.
Incandela, Rosa R.
Lombardo, Martin R.
Maeda, Ann T.
Olson, Audrey R.
Palomino Villamonte, Walter
Plum, Keith R.
Searcy, Anna L.
Smith, Laura

NW2 NORTH-NORTHWEST SIDE H.S.

Arter, Amy B.
Bravo-Gonzalez, Mayra
Coleman, April P.
Grays, Angela M.
Hungerford, Robert
O'Shea, Mary Rose
Pedersen, Christian E.
Stephani, Joanne T.

OH1 O'HARE ELEMENTARY

Blaszczyk, Diane L.
Galligan, Mary V.
Green, Shane R.
Habetler, Deidre
Irwin, Melissa L.
Kasai, Meleia F.
Quintero, Alicia L.

OH2 O'HARE ELEMENTARY

Block, Caryn T.
Carroll, Jenell M.
Coleman, Pamela A.

Davidson, Susan K.
Dillon, Barbara K.
Gans, Howard L.
Hopkins, Jeronna
Jason, Lisa L.
Kurzydlo, Vicki L.
Medina-Correa, Naomi
Ortiz, Lorraine G.
Salas, Janet M.

PE1 PERSHING ELEMENTARY

Barragan, Eden
Broderick, Christine B.
Dunn, Joseph M.
Rodarte, Brenda L.
Torres, Leticia M.
Villwock, Lauren

PE2 PERSHING ELEMENTARY

Bochner, Michael G.
Koclanis, Susan K.
Parker, Kathleen C.
Robertson, John S.

PL1 PILSEN-LITTLE VILLAGE ELEMENTARY

Austin, Robert A.
Cosme, Maria T.
Dawson-Casper, Gwendolyn
Fragoso, Miguel
Johnson, Philomena M.
Martinez, Rutilio
Rentz, Kathleen M.
Sanchez, Juan F.

PL2 PILSEN-LITTLE VILLAGE ELEMENTARY

Lohitsa, Sushma S.
Ma, Amy
Olazaba, Phillip J.
Schiessl, Daniel M.

RR1 RAVENSWOOD-RIDGE ELEMENTARY

Argueta, Gerardo
Arnold, Ruth M.
Demeros, Aspasia A.
Duffy, Jonathan D.
Feeney, Charles L.
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

Benavides, Angela M.
Bruno, Elda
Clancy, Patrick A.
Ebstein, Jody
Lang, Albert J.
McGrath, Clare
Nash, Michelle J.
Perez, Ziomara D.
Skweres, Steven
Touras-Andrikopoulos, Pamela C.

RI1 ROCK ISLAND ELEMENTARY

Carroll, Margaret L.
Collins, Linda S.
Majka, Margaret A.
Martin, Donna M.
McAllister, Tradonna M.
Sparks, Jeri L.

RI2 ROCK ISLAND ELEMENTARY

Bryson, Michelle C.
Calandriello, Joanna
Davis, Joyce R.
Hardman, Brian T.
Herron, Lori A.
Mason, James J.
Parker, Andrea S.
Taylor Dewana T.
Tyson, Nadine V.

SK1 SKYWAY ELEMENTARY

Bares, Kenneth W.
Doyle, Kathleen N.
Kile, Carmen L.
Reed, Cynthia M.

SK2 SKYWAY ELEMENTARY

Alexander, Jacqueline
Allen, Sekinah A.
Ball, Tamika
Brown, Marlene
Brown-Murray, Adrienne J.
Jancaric, Lucille A.
Murphy, Katherine I.
Wilford, Terri

SSH SOUTH SIDE H.S.

Hall, David L.
Kelleher, Lucas
McGee, Keva A.
Menzies, Frank L.
Miller, Martin
Monroe, Sandra T.
Nichols-Sweat, Shari A.
Ramirez Garcia, Elisabet R.
Whitfield Taylor, Laronya
Wolfinger, Randal P.

SW1 SOUTHWEST SIDE H.S.

Benedetto, Sandra Y.
DeSantiago, Marco A.
Dobert, Kenneth G.
Martinek, Andrew M.
Newcomb, Bernard C.
Nguyen, Quang V.

SW2 SOUTHWEST SIDE H.S.

Ginyard, Randi S.
McGill, Dion T.
Spee, Leah M.

WS1 WEST SIDE H.S.

Banks, Ramona
Clemons, Marcus T.
Gibbons, Bartholomew D.
Johnson, John C.
Jones, Jennifer D.
Stout, Alyson H.

WS2 WEST SIDE H.S.

Bermudez, Manuel
Bokar, Michael J.
Butler, Tonya L.
Horton, Bennie H.
Konieczko, Gregory J.
Kulas, Andrea
Rau, Jay P.
Waters, Cynthia R.

CITY-WIDE CAREER SERVICE

Bonet, Damaris
Bullocks, Latonya N.
Butler, Lynne M.
Butler, Mary S.
Callahan, Sharon D.
Daly, Clea R.
Fells, Denise M.
Flowers, Wylene
Johnson, Kareem J.
Lampley-Davis, Faye A.
Lopez, James B.
Maldonado, Nellie M.
Malyj-Lendel, Eileen H.
McCoy, Anthony
Miller, Carmella M.
Myron, Deanna L.
Parker-Taylor, Karmen L.
Robinson, Patricia
Shaw, Sharlene
Stewart, Gloria J.
Watson, Kimberly A.
Williams, Linda F.

CITY-WIDE

Gruodis, Paul J.
Keegan, Arthur E.
Knudstrup, Karen A.
Korach, Albert
Livingston, Stephen D.
Morgan, Monroe
Nevels, Leigh M.
Qualls, Ernestene L.
Schwartz, Jennifer K.
Swanson-Lagesse, Nancy A.
Vezina, Heather
White, Leandres
Wildi, Brad



MARCH

Ruth E. Turner	6	Sheridan
Gloria Magness	13	Terrell
Barbara S. Madnick	19	Hope

APRIL

Yunchuan Luo	8	Whitney Young HS
Frank J. Tezky	20	Skinner
Linda G. Brookman	21	Hyde Park Acad HS
Charles Dahlgreen	21	Prosser HS
Mary Ann Carlisle	26	Harper HS
Frederick L. Rabun	27	Bass
Miriam Cammallarie	29	Spalding HS
Marilyn G. Aldinger	30	Hanson Park HS
Evalyn Schiff	30	Moos

MAY

Vertrelia F. Wells	1	Central Office
Glenda E. Griffin	3	Hughes
Shirley Dillard	6	Lincoln Elem
Ernest M. Grant	6	Central Office
Gladys B. Brown	8	Grime
Margot M. Michalec	8	Whitney Young HS
Armando A. Azusmendi	10	Whitney Elem
Stephen R. Carl	10	Hyde Park Acad HS
Marcia Elaine Davis	10	Powell
Clarice L. Johnson	10	Pulaski
Elaine J. Share	10	Jahn
Sheldon Williams	10	Dediego
Marvin J. Pitluk	13	Central Office
Gale Knott	14	Reilly
Leola M. Oploh	15	Murphy
Gerhard H. Goesmann	16	Manierre
Judith E. Chambers	17	Monroe
Joseph A. Donnella	19	Medill Inter
Cora L. Mayo	19	Coles
Patrick J. Butler	21	Kennedy HS
Bernice Perlman	21	Sabin
Douglas Webster	22	Spry
Ronald G. Borck	23	Lane Tech HS
Elinor I. Cole	24	Whitney
William B. O'Neill	27	Kelly HS
Wilford Bonner	28	Phillips Acad
Betty J. Howard	29	Brooks Coll Prep
Annie Y. Breckenridge-Crump	30	Field
Mary Loretta Shanahan	30	Henry
Harriett C. Moore	31	Pritzker

IN MEMORIAM

JUNE

Myrtle V. Holloway	2	Deneen
Sheldon Solovy	2	Prosser HS
Estelle B. Hawkins	4	Hilliard
Marion M. Lindsey	6	Skinner
Leroy C. Gamlin	9	Sullivan HS
Joan B. Montgomery	9	Delano
Patricia Medlin Lurks	12	Piccolo
Blaine A. Denye	13	Manley HS
Barbara R. Lucchese	13	Edwards
Donald G. Sherman	13	Lane Tech HS
James Anthony Kaiser	14	Roosevelt HS
James Albert Livingston	14	Gresham
Mary Jo Woolfolk	15	Ericson
Delbert A. Bowden	16	Crane HS
Eunice Singfeldt	16	Murphy
Vera I. Vaughns	16	Carver Middle
Patti J. Kushner	17	Chase
Lowell B. Williams	17	Parkside
John D. Gillespie	18	Roosevelt HS
Aaron Jackson	18	Beasley
Mary L. Matthews	20	Faraday
Gerda Ogletree	20	Darwin
Donna Roseanne Zagorski	21	Monroe
Kendall Hutchinson	23	Carver HS
Matlyn T. Lee	23	Cather
Gladys Moore	23	Coleman
Deborah E. Thigpen	23	Schiller
Mary M. Kies	24	Gary
Jeanette R. Durchslag	26	Arai
Vincent Intrivici	26	Morgan Park HS
Samuel Korman	26	Orr HS
Ethel S. Mills	26	Foster Park
Holly Schwab Dinkel	27	Von Steuben Metro
Idell Fieldman	27	Chase
Mildred B. Conley	28	Stagg
Kenneth P. Gill	29	Portage Park
Robert E. Reed	29	Taft HS
Robert L. Williams	29	Henson

JULY

Elaine M. Thigpen	2	Calumet Acad HS
Paul A. Shanyfelt	3	Dever
Bertha J. Hardison	4	Madison
Sylvia B. Ippolito	4	Byford
Iris L. Colar	6	Jefferson
Rita K. Larsen	6	Pritzker
Ernestine A. Ray	7	Doolittle West
Grace B. Schap	7	Near North HS
Evelyn Jefferson	10	Neil
Evangeline Nicholas	14	Dept. Early Child
Susan R. Schiavone	14	Jackson Acad
Mary M. Terada	18	Goudy
Lillian P. Tynes	19	Mccosh
Linnie D. Freeman	20	Hartigan
Rosa Jones	20	Graham Training C
Ronald O. Hillman	21	Juarez HS
Francis G. Rivers	21	Nightingale
Mary Chronos	26	Bogan Tech HS

EDITOR'S NOTE

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