

Chicago

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UNION TEACHER

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POWER

IN THE

RANK & FILE

**TEACHER
EVALUATION**

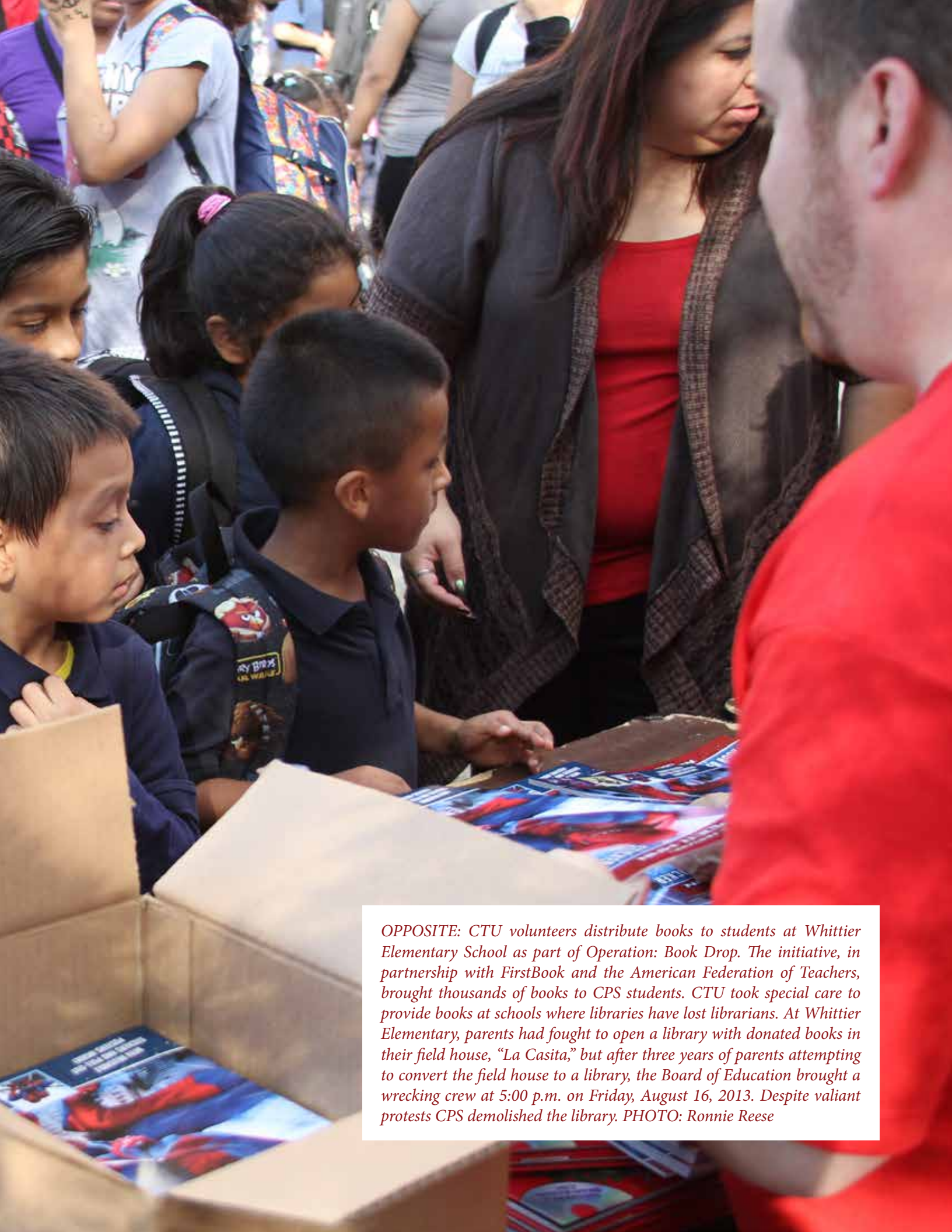
SHARE.
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MENTOR.

**COMMUNITY
& UNIONS**

THE PRINCIPLES
THAT UNITE US

**CHILDREN'S
HEALTH**

ADHD AND
OBSTRUCTED
BREATHING



OPPOSITE: CTU volunteers distribute books to students at Whittier Elementary School as part of Operation: Book Drop. The initiative, in partnership with FirstBook and the American Federation of Teachers, brought thousands of books to CPS students. CTU took special care to provide books at schools where libraries have lost librarians. At Whittier Elementary, parents had fought to open a library with donated books in their field house, "La Casita," but after three years of parents attempting to convert the field house to a library, the Board of Education brought a wrecking crew at 5:00 p.m. on Friday, August 16, 2013. Despite valiant protests CPS demolished the library. PHOTO: Ronnie Reese

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CTU members, artists and activists came together for the opening of a gallery exhibit featuring artwork from the 2012 strike on Friday, September 13th at the URI-EICHEN gallery. The gallery, located at 2101 S. Halsted St., featured labor-oriented exhibits all summer in a series called "8 Hours for Work, 8 Hours for Rest, 8 Hours for What We Will." Panelists included CTU Organizing Director Norine Gutekanst, Erica Clark of Parents 4 Teachers, Roosevelt University professor Stephanie Farmer and author and historian Rick Perlstein. Art teacher Lourdes Guerrero, fired by the Chicago Board of Education, shared testimony about how she successfully fought the district to reclaim her job. PHOTO: Ronnie Reese

Brothers and Sisters,

Thanks to you, the power of our Union is known around the world. This global acclaim, however, belies the reality of our work here at home, where school funding is cut at will and the mayor's office does little to call for increased and dedicated revenue streams other than kicking the can for pension reform down the road toward the Illinois State Capitol in Springfield. From balancing budgets on the backs of children to sacrificing the hard-earned life savings of our retirees, our school district is attempting to dictate the future of public education in Chicago. But they are not the authorities on education. We are.

So we must reclaim our rightful place as the experts on matters of education, which is why we took part in the Take Back Chicago forum earlier this week, joining thousands of Chicagoans in helping define a vision for the city—and not just the schools—that we deserve. It is why we spent much of this month engaged in reading recovery and a crusade for libraries and librarians in every Chicago public school, and why we consistently call for an elected school board, equitable use of tax increment financing, Fair Tax, the closure of corporate loopholes and an end to Illinois' regressive school funding formula.




The CTU is committed to strengthening the power of our union, which this month continues with our 2013 LEAD (Legislators and Educators Appreciation Dinner) on Friday, October 25th. At LEAD, we engage with lawmakers and let them know first-hand—from us, the experts—the conditions in our schools and the reasons why we fight so hard for the education our students deserve. As you will read in this edition of *Chicago Union Teacher*, we have a five-point plan for re-shaping the political landscape through the power of our membership just as we have re-shaped local, national and international discussions about education.

At 125 S. Clark, the modus operandi is addition by subtraction, but our union is an entity of growth. We look to increase voter awareness, the number of voters in Chicago and membership participation in the political process. We also seek to nurture and grow our own candidates who are indigenous to our movement. Finally, we will increase monthly contributions to the CTU Political Action Committee because more resources are needed to support the lawmakers who have the power to turn our action into law, fund voter awareness programs and help our members lobby in Springfield.

So come to 2013 LEAD where you can tell legislators the ways you and your classroom are affected by teacher evaluation and excessive standardized testing. Share with them how mass school closings and other actions have created discord in our schools and communities. Let them know that we need an elected, representative school board, not a hand-picked collection of elites beholden to City Hall.

Tell them the ways in which the Chicago Teachers Union is a movement, just as we have shown the world.

In Solidarity,

 Karen GJ Lewis, NBCT



A PARENT'S OPEN LETTER ON BUDGETS

To: Dr. Byrd-Bennet and
CPS Communication Staff

As a parent of a CPS graduate and current CPS student, wife of a dedicated and successful teacher, and child advocate by profession, having watched what has happened in our education system over the past 20 years, I have to say how distressed I am about where the system is going. Your attempt to promote the new budgeting system as transparent and equitable triggers my dismay even more.

A few fancy high schools—my son went to one of them so I am not at all speaking out of personal anger—and newly emerging charters that do no better for our children are the Chicago Board of Education's focus. Here is what we have seen since Mayor Rahm Emanuel took office: school closures; attacks on educators and unions; budget cuts; the addition of school hours without substance or benefit; the addition of new school days without adequate facilities; crying poor while apparently using extra monies and tax increment financing revenue to fund specialty programs and new buildings for the gifted and middle class; the support of scandal-laden privatization; and, now, the use of a school funding structure that promotes the hiring of cheap, inexperienced teachers while washing away through closures and reprogramming, the experienced faculty who can help them develop.

One could go on and on. Though I try, I cannot think of one single positive thing that CPS has done since Mayor Emanuel took office.

I used to love our schools and promote Chicago city living. At this point, given the direction of change in the system, I could not morally recommend that anyone move here. It is a complete heartbreak what CPS is doing. And there seems to be nothing anyone can do to get CPS to listen to reason.

I have no doubt that this email will be tossed in the bin just like every parent's cry, every teacher's warning and every community's plea. Why don't you and the mayor be honest and tell the students, parents and teachers of Chicago we have no say and no importance, instead of lying to us and treating us like a parade of idiots? I, for one, am not too proud to tell you that on top of all of the pain you are causing through the dismantling of public education and the damage left in its wake for countless years to come, the indignity of the system's transparently false face of concern hurts us all so very much as well. ■

Stacy Platt
CPS Parent

STRIKE REFLECTION

I will never forget the first day of our strike. I was excited to hear that a feeder march from Pilsen—where I had taught—would join the throngs of red shirts already swelling Clark Street. My heart began to beat faster when I saw the chanting, drumming column of Pilsenites rounding the corner one long block away down Monroe. As the front of the march approached my corner, I realized that the procession was still rounding the far corner. Thousands were streaming in from Pilsen alone. Pride billowed up through my chest and tears began to well in my eyes. That's when the monumental nature of our strike hit me.

During the strike, educators began to view ourselves and our union sisters and brothers differently. We gained a sense of unity and began to understand the power that we can wield. Today, we no longer have to imagine how that power might look, now we can remember how it actually was and build on that memory. We also earned the trust of parents and community members. Corporate education hobbyists and their political stand-ins are no longer viewed uncritically as experts on education.

Today we are coming to grips with the fact that winning over the public is not the same

as winning power. In a city where democracy is distorted by unaccountable bodies like the Chicago Board of Education, we need to translate our wins with the public into real power. We need a grassroots and democratic version of the power that the mayor's hand-picked school board wields.

People around the city and the country now speak of those days as a touchstone and an inspiration. The other night I walked past the window of a Whole Foods and noticed a familiar face working at the cash register—a young man who campaigned in solidarity with our strike. As he waved to me I noticed that under his green apron he wore a bright red "Fight for 15" t-shirt, proving that the CTU strike is not just a memory, but a model for the future. ■

Nathan Goldbaum
CTU Staff

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.

CTU IN THE HOUSE!

Three Chicago Teachers Union retirees joined the Executive Board of the Illinois Alliance for Retired Americans at their 6th Constitutional Convention in Ottawa, Illinois, on September 4th 2013. CTU Recording Secretary Michael E. Brunson was present to help nominate them and witness the swearing in ceremony.

Congratulations to retiree members Drunita Steward, Leandres White and Mary Edmonds!

The mission of the Alliance for Retired Americans is to ensure social and economic justice and full civil rights for all citizens so that they may enjoy lives of dignity, personal and family fulfillment and security. The Alliance believes that all older and retired persons have a responsibility to strive to create a society that incorporates these goals and rights, and that retirement provides them with opportunities to pursue new and expanded activities with their unions, civic organizations and communities. ■



ARA President Barbara Esterling swears in the Executive Board of the Illinois Chapter of the Alliance for Retired Americans. Drunita Steward, Leandres White, and Mary Edmonds are among the participants.

Chicago Teachers Union retirees Drunita Steward (far left) and Leandres White (far right) with CTU Recording Secretary Michael Brunson and Barbara J. Easterling, national president of the Alliance for Retired Americans.



MEMBERS' CLASSIFIED ADVERTISEMENTS

ATTENTION ELEMENTARY SCHOOL TEACHERS IN CHICAGO

Do you work at a school serving at least 50 percent African-American students? Have you worked for your principal at least 10 months? If so, won't you consider participating in a study on teacher retention?

For more details visit:

[HTTP://SVV.MK/RETENTIONSTUDY](http://svv.mk/retentionstudy)

ADVERTISE IN THE CUT!

The Chicago Union Teacher accepts classified advertisements from CTU members at a substantial discount. For more information contact:

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CHICAGO PEACE: FAITH LEADERS AND EDUCATORS WORKING TOGETHER

By Audrey May

They come to work in spite of overwhelming schedules and daunting responsibilities; men and women of faith who represent a sundry of religious denominations—ministers, priest, rabbis, community organizers and parents. Chicago PEACE (Parents, Educators and Clergy for Education), chaired by the Rev. Alvin Love of Lilydale First Baptist Church, is in the fight for educational justice for the long haul.

Organized more than four years ago, PEACE has been a major participant in promoting social change. As advocates for neighborhood schools, clerics have embraced restorative justice and implemented programs that encourage principals to refer troubled youth to the church (with parental permission), where they are paired with mentors rather than face suspension. Recognizing the economic struggles of the community, other clerics counsel parents, helping them to battle personal issues ranging from drug addiction to attaining financial solvency. In addition, any good “sermon” writer is certainly worth his or her weight in gold when it comes to sending letters to the editors of major newspapers championing the rights of teachers, educational workers and students in Chicago.

A major contributor to the Chicago Teachers Union three-day march earlier this year in May, PEACE members offered the shelter of their churches and parishes as respites from the heat. More than addressing walkers' physical needs, however, they provided spiritual encouragement while they, too, walked the walk—shoulder-to-shoulder with CTU members, parents and students. In keeping with the doctrine of “by any means necessary,” PEACE clergy have even taken arrests at rallies and protests.

Having a cleric at a meeting or on the streets is nothing unusual, but these energetic faith leaders have “flipped the script” by inviting teachers and paraprofessionals into their pulpits, bimahs and minbars to share their own personal stories about union activism with congregants. Labor in the Pulpit, an activity that began as an annual event, has become a year-round exchange between the house of labor and the house of faith.

On a national level, PEACE has become a model to other urban cities that realize the importance of the corner stone and anchor of a community working together. As participants

in the American Federation of Teachers Annual Faith in Action conferences, Chicago PEACE has inspired cities like Detroit, Philadelphia, Cleveland and New York to develop honest, working relationships with faith leaders.

The 12-member PEACE steering committee consists of: the Rev. Alvin Love (Lilydale First Baptist Church), the Rev. Thomas Barclay (Progressive Beulah Pentecostal Church), Rev. the Robert Jones (Mt. Carmel M. B. Church), the Rev. Paul Jakes (New Tabernacle of Faith M. B. Church), the Rev. C. J. Hawking (Arise Chicago), the Rev. Larry Roberts (Trinity All Nations Church), the Rev. D. Darrell Griffin (Oakdale Covenant Church), Aris White (Trinity United Church of Christ), Jitu Brown, Kenwood Oakland Community Organization, Juan Soto (Gamaliel), Father Larry Dowling (St. Agatha Catholic Church); and Rabbi Joshua Salter (Beth Shalom B’Nai Zaken).

Representing the Chicago Teachers Union is Recording Secretary Michael Brunson, organizers Brandon Johnson and Christel Williams, and Faith Outreach Coordinator Audrey May. ■

Don't stop now...



**If we don't fight back,
he'll keep fighting us.**

Contribute to the CTU PAC for only \$5, \$10 or \$20 per month. We must build our capacity to fight misguided politicians, well-financed corporate school reformers and people who want to turn back the clock on workers' rights. Visit CTUNET.com/PAC.

THE CTU PAC

POWER IN THE RANK AND FILE

By Stacy Davis Gates

It seems we find ourselves facing a never-ending attack on publicly funded public education. We were successful in putting 30,000 of our members, parents and allies on the streets of Chicago to resist “education deform.” Shortly afterwards, however, the mayor and his handpicked Board of Education called for the largest number of school closings in the history of the United States, the slashing of traditional public school budgets, the implementation of a high stakes teacher evaluation system and the call to increase charter schools in the city.

Our classrooms are not our own because we have yet to open up a new front of resistance. We cannot sit by while our school district’s budget is continuously reduced, and City Hall does nothing to call for increased revenue except pontificate on cutting the retirement savings of seniors. We must reclaim our rightful place as experts in the policy discussions, because our silence has led to state laws that make the process of teaching and learning cumbersome. Under these laws:

- Charter schools are proliferating.
- We are under mayoral control with an unelected school board.
- We are subjected to the high stakes of REACH teacher evaluations.

This year, we will begin to add another layer to our work. We will marshal a multi-year legislative agenda that will refocus the education deform narrative. We will no longer submit our classrooms, students and professional lives to experimentation by corporate hedgehogs and their harebrained privatization schemes.

The pathway to reclaiming our classrooms and schools is through our empowerment. Our work is not just in our classrooms, but also in the Illinois General Assembly and at City Hall. In order to give Chicago’s children the schools they deserve, we must advance a legislative agenda that includes an end to

mayoral control of our schools; an elected, representative school board; smaller class sizes; defense of our pensions; and the promotion of a broad and rich curriculum that reduces the emphasis on high stakes testing.

How do we do this? By reshaping the political landscape in the same manner we have reshaped the discussion on education deform—through the power of our membership!

1) Raise PAC dues: We increase our monthly contributions to our Political Action fund. We need 100 percent of our colleagues to commit to contributing \$5, \$10, or \$20 monthly to the Union’s Political Action Committee (PAC). It takes resources to cultivate, support and elect lawmakers who believe in publicly funded public education, collective bargaining rights and public employee pensions.

2) Increase voter awareness: We engage our membership, parents, allies and all of Chicago on the broader political discussions in our city. We cannot allow discussions to proceed on urban education without also focusing on racism, affordable housing and a living wage. We will instigate a discussion that provides for a city all Chicagoans deserve.

3) Increase the number of voters in Chicago: We must work to capture the people who are most impacted by the wrong-headed policies of our mayor and his cronies. Our parents and allies deserve a living wage. The entire state of Illinois deserves a Fair Tax. Our 17- and 18-year-old students must be engaged in the process, too, because this is their city and school policies impact their lives just as intimately as ours.

4) Grow our own: We must have candidates that are indigenous to our movement. Without candidates that have struggled

with us, we lack a bloc of real champions in Springfield and City Hall.

5) Increase membership participation in the political process: Our membership has to engage its elected officials and hold them accountable in order to advance a legislative agenda that includes the end to mayoral control of our schools; an elected, representative school board; smaller class sizes; defense of our pensions; and the promotion of a broad and rich curriculum that reduces the emphasis on high-stakes testing. We have to ensure that every member of the Chicago delegation

in Springfield and every member of the Chicago City Council understand the necessity of authentic, democratically controlled, publicly funded public education. The Chicago Teachers Union supports a Fair Tax, the elimination of corporate loopholes, a common sense approach to TIFs and an elected representative school board. The

only way we move forward in making these issues into state law is to get active.

Our success or failure absolutely depends on us. We can turn the tide—even in a hostile climate for public school educators and labor. Together, we can stop the erosion of public education, collective bargaining rights and pensions.

Remember, we held the line against merit pay and preserved our salary schedule. It was our effort that ensured that we no longer have to wait for the 20th day of school to stabilize our classrooms. More schools now have air conditioning because we made that happen. We must continue to build power and reshape the political landscape—thereby reshaping public education in Chicago. ■

Stacy Davis Gates is the Chicago Teachers Union’s political and legislative director.





EVERY VOICE COUNTS

THE CTU PAC NEEDS YOU

By Miya Williams

Now in its 75th year, the CTU Political Action Committee (PAC) is more relevant than ever. While past accomplishments are certainly laudable, the group is not content with resting on its laurels. The committee has recently begun a campaign titled CTU PAC: Power in the Rank and File, which aims to bring more awareness to its work and ultimately double its membership.

With 20 active members leading more than 9,000 contributors, the PAC has been making an impact that is seen in the state’s capital and in the classroom. The group has been instrumental in fights over issues such as charter schools, school closings and teacher pensions. “Every issue that we have been battling has been enhanced and codified by legislation,” says Stacy Davis Gates, CTU political director. The purpose of the CTU PAC is not to just acknowledge the obstacles facing public education in Chicago, but also to effect change by getting involved politically.

CTU members train as deputy registrars at a CTU PAC-sponsored voter registration training held last May.

“There is no way that we should have a stronger hand and fight back in every arena possible,” Davis says.

The committee does this in multiple ways, including offering political education classes, assisting with voter registration as well as screening, cultivating and endorsing candidates. “We take that role very seriously and work diligently in order to effectively participate in this democratic process,” says Reggie O’Connor, who currently serves as chair of the CTU legislative committee.

In addition to identifying the best candidates, the CTU PAC also works to establish relationships with policy makers and influencers. “As a committee and individually, we reach out to legislators to make them aware of the

potential impact their legislation has on public education in Illinois,” O’Connor says.

THE PATHWAY TO RECLAIM OUR CLASSROOMS AS WELL AS OUR SCHOOLS IS VIA RANK-AND-FILE EMPOWERMENT.

Senator William Delgado (D-2nd) has been involved with some of these efforts first-hand. Recently, he became the chairman of the Senate education committee and the chief sponsor of the legislation that the CTU initiated for the moratorium on school closings. “Now more than ever your PAC is necessary and vital in developing a new and committed leadership in government so that teachers’ issues are not sitting in the back of the classroom,” Delgado says.

The current Power in the Rank and File campaign endeavors to increase the reach of the committee exponentially. It recognizes the importance of educator support in order to strengthen its political power and further advance the CTU PAC’s legislative agenda.

There are multiple ways teachers can get involved. Since most of the PAC funding comes directly from members, donations are an essential component to continuing the work that the committee is already doing and hoping to do in the future. While the annual Legislators Educators Appreciation Dinner (LEAD) is a large fundraiser for the group, the money raised is intended to supplement, not supplant, the donations of members.

Teachers can contribute easily by completing a donation card available in both paper and online formats. The option to give automatically out of your paycheck is also available to those interested in giving regularly. Simply allocating \$5 to the PAC every month can make a noticeable impact.

In addition to monetary support, the PAC also seeks “sweat equity,” says Davis Gates, who began as a Union rank-and-file member and later served as the CTU PAC chair. “The power of the rank and file through canvassing and get-out-the-vote activities is über-important,” Davis adds.

O’Connor’s past experience as an elected CTU delegate for her school proved to be both important and effective. After contacting legislators, she discovered that most of them were not aware of the negative effect of initiatives such as tax increment financing and teacher evaluations based on student test scores. “I also found that they were generally appreciative of hearing the voice of an experienced working teacher and were very receptive to becoming more informed on such critical issues,” O’Connor says.

The CTU PAC is powerful because it offers members the opportunity to engage politically and also gives them an audible voice. “The pathway to reclaiming our classrooms and schools is through rank-and-file empowerment,” Davis Gates says. “Our work is not just in our classrooms but also in the state legislature and City Hall.”

The correlation between the efforts of the PAC and the legislative advances that are made in favor of educators is undeniable. “Teachers are in the driver’s seat as a serious work force that can and will impose change,” Sen. Delgado says. “We in the legislature owe it to you to now begin to see a pattern of change down in Springfield in bills filed that will help level the uneven playing field.” ■

PENSION DEBATE

This year the Chicago Teachers Union polled its members about how best to address the pension fund shortfall. Here are the findings:

- Chicago Teachers Union members express little faith that the guarantee of their pensions will be honored. Fully two-thirds say they are either not very confident (36 percent) or not at all confident (31 percent) that they will receive their full pension when they retire.

This represents a serious breach of faith for members, as fully 94 percent believe that “the state has a responsibility to provide adequate funding to the Chicago Teachers’ Pension Fund to ensure its ability to provide the pensions promised to teachers” (including 82 percent who feel that way strongly).

- CTU members are also in agreement about how best to fix this problem. Seventy percent of members think the better way to fix the shortfall in teachers’ pensions is to “find new sources of revenue even if it means raising taxes,” including a 55 percent majority who feel that way strongly. Only 5 percent of members would prefer to “reduce pension benefits for current and future retirees.” A scant 16 percent are unsure.
- The most popular options for additional revenue are “requiring that the state fund Chicago teacher pensions at the same level the state funds teacher pensions in the suburbs and downstate” (77 percent support) and “a new 0.5 percent tax on financial trading transactions such as stocks, bonds, currency, futures and credit default swaps” (71 percent support).
- In sum, members are demanding action to strengthen the pension fund, not weaken it. The intensity of their opinions suggest real galvanization on this issue—a warning sign for elected officials who think this is a matter that could fly under the radar without much scrutiny from Chicago public school teachers.

THE PRINCIPLES THAT UNITE US

COMMUNITY AND LABOR ORGANIZING TOGETHER FOR EDUCATIONAL AND SOCIAL JUSTICE

From the American Federation of Teachers

*This past summer, CTU Recording Secretary Michael E. Brunson joined representatives from across the country to plan the AFT Civil, Human and Women's Rights Conference held in Los Angeles on October 3 and 4, 2013. The conference brought union members together with representatives from community, parent, and youth groups to further shared goals. In preparation for the conference, the working group produced the document *The Principles That Unite Us*, which we reprint on the next three pages. The document was unanimously endorsed by the CTU's House of Delegates on October 2, 2013.*

We are parents and caregivers, students and community members. We are educators and school staff. We have come together around a common commitment to public education. We believe that the only way to give every child the opportunity to pursue a rich and productive life, both individually and as a member of society, is through a system of publicly funded, equitable and democratically controlled public schools.

We have not reached this goal as a nation—particularly for poor children and communities of color. We are not satisfied with an institution that finds the resources to provide some students with the most experienced and well-trained teachers, advanced technologies, expansive course options and state-of-the-art facilities, while other students languish in substandard buildings, taught in over-crowded classrooms by teachers lacking the basic supports they need to do their jobs.

We are not satisfied. But we believe in strengthening—not dismantling—public education in the face of these challenges.

The divide between rich and poor in the United States is vast and growing. Millions of children grow up in oppressive poverty while the super-rich advocate for policies that increase *their* wealth at others' expense. For the past 20 years, we have watched as corporate interests attempted to dismantle public education and create a new, market-based system of schooling. Their strategies include ever-expanding regimes of high-stakes tests, attacks on the collective bargaining rights of educators and aggressive school closures that pave the way for privately managed schools. The first targets for this approach have been urban African-American and immigrant communities. Yet despite dismal educational results, those advocating a corporate agenda are now also targeting rural and suburban school districts with their disruptive interventions.



Members of the CTU and other unions gather with community activists at "Imagine Englewood If..." last May to unite against school closures. PHOTO: Nathan Goldbaum

They insist that poverty doesn't matter, as if hunger, unemployment, substandard housing and epidemic violence have no impact on young bodies and minds. In our work in schools and communities, we confront these

shameful challenges daily. Meanwhile, some of those who claim to be "saving" public education by tearing it down also oppose health care reform and increases in the minimum wage. Deep-pocketed entrepreneurs who created the home mortgage crisis and advocacy groups that support barriers to voting are not interested in public education because they understand and want to nurture young minds. Their interests are their own.

**PARENTS, STUDENTS
AND EDUCATORS HAVE
ALL COME TOGETHER
TO FIGHT FOR OUR
SCHOOLS. NO LONGER
WILL WE BE DIVIDED.**

Our interest is in public schools that serve *all* children. We need schools that are rooted in communities that provide a rich and equitable academic experience and model democratic practices. We want schools where those closest to the classroom share in decision- and policy-making at all levels. We need schools that provide an alternative to the prison pipeline that too many of our children are caught in—where students feel safe, nurtured and empowered to become productive adults. We believe that the only way to achieve these schools is by *strengthening* the institution of public education. We are not there yet, but we can imagine no other path.

We are parents, students and educators who have come together to fight for our schools. No longer will we allow ourselves to be divided. Now, more than ever, access to good public schools is a critical civil and human right. We are committed to working together to reclaim the promise of public education as our nation's gateway to democracy and racial and economic justice. ■

THE PRINCIPLES THAT UNITE US, ADOPTED OCTOBER 2013

PUBLIC SCHOOLS ARE PUBLIC INSTITUTIONS.

Our school districts should be committed to providing all children with the opportunity to attend a quality public school in their community. The corporate model of school reform seeks to turn public schools over to private managers and encourages *competition*—as opposed to *collaboration*—between schools and teachers. These strategies take away the public's right to have a voice in its schools and inherently create winners and losers among both schools and students. Our most vulnerable children become collateral damage in these reforms. We will not accept that.

- A public school system serves all students—those with special needs or disabilities, English Language Learners, homeless kids and troubled children. Creating schools that keep or push these students out in the name of efficiency or higher achievement for a few others is not education reform but a return to segregation and inequality;
- We oppose the creation of charter schools for the purpose of privatization. Charter schools can serve as incubators of innovation, but must be fully accountable to the public, part of a unified educational system and regulated and funded for equity and accessibility;
- School closures have become a strategy to transfer students from public to privately operated schools. No research has shown that the switch from public to private management of schools improves student learning;
- Public education should not be a source of profit.

OUR VOICES MATTER.

Those closest to the education process—teachers, administrators, school staff, students and their parents and communities—must have a voice in education policy and practice. Our schools and districts should be guided by *them*, not by corporate executives, entrepreneurs or philanthropists. Top-down intervention rarely addresses the real needs of schools or students.

- We oppose mayoral control and state takeover of our school districts. Experience has taught us that these takeovers, usually justified with words like “urgent” and “crisis,” too often simply spell the end of democratic ownership of our schools;
- Our districts and our schools should be governed with multiple structures for genuine input and decision-making by parents, educators and students;
- We reject disingenuous strategies—“parent trigger” laws and community hearings offered only after decisions have been made by others—that put profits before students and alienate communities from their neighborhood schools.

STRONG PUBLIC SCHOOLS CREATE STRONG COMMUNITIES.

Schools are community institutions as well as centers of learning. While education alone cannot eradicate poverty, schools can help to coordinate the supports and services their students and families need to thrive. Corporate reform strategies ignore the challenges that students bring with them to school each day and view schools as separate and autonomous from the communities in which they sit.

- “Community Schools” that provide supports and services for students and their families such as basic health and dental care, mentoring programs, English language classes and more, help strengthen whole communities as well as individual students;
- Expanded learning time can offer students additional opportunities for academic and social enrichment, and teachers’ additional time to collaborate and plan. It should always be implemented as part of whole school reform, and with all stakeholders at the table;
- We support high quality early childhood programs that nurture learning and social development. These programs have been shown to improve student outcomes;
- School closures should be a last resort. Closing a school harms both students and the surrounding neighborhood. Closing schools is not an education strategy and should not be used as such.

ASSESSMENTS SHOULD BE USED TO IMPROVE INSTRUCTION.

Assessments are critical tools to guide teachers in improving their lesson plans and framing their instruction to meet the needs of individual students. We support accountability, but standardized assessments are *misused* when teachers are fired, schools are closed and students are penalized based on a single set of scores. Excessive high-stakes testing takes away valuable instructional time and narrows the curriculum—with the greatest impact on our most vulnerable students.

- All children deserve a well-rounded and rich educational experience, with a culturally relevant and comprehensive curriculum that includes the arts, world languages, sciences, social studies and physical education;
- Excessive testing has narrowed the content and skills our students are taught. In some states, teachers may spend as many as 100 school days on testing or preparing for tests. We must end excessive testing and teaching to the test and focus instead on a rich and rigorous curriculum that helps our children be more engaged in school to succeed in college, careers and civil society;
- Teachers need to have the training, the time and the tools to evaluate their students’ progress through multiple measures. Appropriate student assessment information includes documentation and evaluation of ongoing work, observations and discussions with students themselves;
- Assessments used for public reporting and accountability should include these multiple types of assessment information, gathered over time, and reflecting clear standards and learning goals;
- Assessments must be administered and reported in a timely manner, and both students and teachers should have access to individualized results so that the assessments can inform and guide instruction;
- No single exam should be used as a stand-alone hurdle to determine course placement, grade, promotion, course credit, graduation or classroom funding;

continued on the following page

- Assessment results alone should not be used to rate and rank teachers, administrators or schools, or be linked to financial rewards, bonuses or penalties.

QUALITY TEACHING MUST BE DELIVERED BY COMMITTED, RESPECTED AND SUPPORTED EDUCATORS.

Today’s corporate reformers have launched a war on teachers. We believe that teachers should be honored. Teaching is a career, not a temporary stop on the way to another. Our teachers should be well-trained and supported. They should be given the opportunity to assume leadership roles in their schools. Highly qualified teachers and school staff are our schools’ greatest assets. Let’s treat them that way.

- Teacher preparation should be comprehensive and include significant student teaching time in the classroom under the supervision of a highly skilled experienced educator;
- Districts *must* address disparities in the distribution of experienced teachers. All of our students deserve access to high quality teaching, as well as a teaching staff that reflects their culture;
- Alternative teacher credentialing programs should not be targeted exclusively at low-income schools or our most vulnerable students;
- Professional development should be school-based and tailored to the individual needs of the teachers and school staff in the building. It should include opportunities for teachers and community partners and parents to work and learn together to strengthen the quality of student academic experiences;
- Collective bargaining must be defended to assure that educators feel free to advocate for their students and for fair working conditions and compensation;
- Class size matters. Class size must be kept low enough—particularly in the most struggling schools—that teachers are able to differentiate their instruction and provide individualized support to their students.

SCHOOLS MUST BE WELCOMING AND RESPECTFUL PLACES FOR ALL.

Schools should be welcoming and inclusive. Students, parents, educators and community residents should feel that their cultures and contributions are respected and valued. Schools that push out the most vulnerable students and treat parents as intruders cannot succeed in creating a strong learning environment. Respectful schools are better places to both work and learn.

- School offices should be accessible to families whose primary language is not English. School enrollment forms and other materials should be available in languages that are significantly represented in the community;
- All schools should strive to provide the services and supports needed by students to succeed in a diverse classroom. Practices that deny services, segregate or disproportionately punish or dismiss students with disabilities or other high-needs students have no place in our public schools;

- Respect between administration and staff is a crucial component of a strong and healthy school climate;
- Respect for students includes the elimination of zero-tolerance and other policies that push students out of school. Students should play a role in creating and enforcing discipline policies that are grounded in restorative practices;
- As workplaces, schools must be safe, secure and resourced for the purposes of teaching and learning.

OUR SCHOOLS MUST BE FULLY FUNDED FOR SUCCESS AND EQUITY.

Over 50 years ago, in *Brown vs. Board of Education*, the U.S. Supreme Court acknowledged that African American students were being denied their constitutional right to an integrated and equitable public education. We have not come far enough. Today our schools remain segregated and unequal. When we short-change some students, we short-change our nation as a whole. It is time to fund public schools for success and equity, for we are destined to hand off the future of our nation to all of our young people.

- We must end the practice of funding our schools based on local property wealth. Only when we take responsibility for *all* of our schools, and *all* of our children, will schools succeed for *all* of our society;
- School and district budgets should be developed through a transparent and democratic process that is guided by a commitment to equity;
- Corporations, Wall Street and the wealthy must pay their fair share of taxes at the local, state and national levels so that our schools have the resources they need to succeed. Wealthy corporations and individuals should not be allowed to “privatize” their contributions to public education through the use of tax write-offs or credits in lieu of payments that support all schools;
- Education funding should reflect the real costs of supporting and nurturing our young people, rather than budgetary convenience or economic circumstances. The devastating state and local budget cuts to our schools must stop. If we can find the money to support new stadiums and offer tax breaks to the wealthy, we can find the money to educate our children.

A CALL TO ACTION

Our schools belong to all of us—the students who learn in them, the parents who support them, the educators and staff who work in them and the communities that they anchor. No longer will we allow ourselves to be divided. We have developed these principles and are committed to working together to achieve the policies and practices that they represent. Corporate-style interventions that disregard our voices and attempt to impose a system of winners and losers must end. None of our children deserve to be collateral damage.

We call on our communities and commit the power of the organizations that we represent to pursue these principles in our schools, districts and states. Together, we will work nationally to make this vision of public education a reality. ■

SPECIAL EDUCATION CLASS SIZE: A TESTIMONY

By Michael E. Brunson

Editor's Note: Chicago Teachers Union Recording Secretary Michael E. Brunson offered these remarks before the Illinois State Board of Education, September 19, 2013, regarding proposed changes to Part 226 and the removal of special education class size limits.

My name is Michael E. Brunson. I am a parent of two public school students and I am an elementary grades teacher. I am currently the Recording Secretary of the Chicago Teachers Union. I act as officer liaison to the Chicago Teachers Union Human Rights Committee and I am a member of the Illinois Federation of Teachers and American Federation of Teachers Human Rights Committees. I mention that to state my firm belief that education is a human right and that we have not just a legal, but also an ethical and moral obligation to protect and administer to those who are the most vulnerable and “the least among us.”

I come before this Board, just as my colleague, Kristine Mayle, a special education teacher who is currently the Financial Secretary of the Chicago Teachers Union, came before this Board on February 20, 2013, to also say that I too adamantly oppose proposals to change the rules regarding special education class size limits. And I repeat what she stated at the earlier meeting: “These proposed changes would have a devastating effect on both the members I represent and the students they serve.”

To be specific, ISBE proposes to repeal administrative code 226. I oppose the repeal of 23 Illinois Administrative Code #226.730. I propose that we maintain the 70/30 class size ratio and that we maintain the current class size rules regarding self-contained special education classrooms.

As I proceed, I would like to reference my statements by commenting on citations (below) and the analysis of the argument laid out in the document: ILLINOIS STATE BOARD OF EDUCATION MEETING, June 19-20, 2013, Summary and Analysis of Public Comment.

To begin, I want to shine some light on this issue and say what needs to be said. Someone has proposed the elimination of state requirements specific to class size and composition in regards to special education. Behind the statements of effectiveness and noble intent; behind

the compassionate language used to express them; and behind the questionable arguments used to support the claims, there stands a 300-pound gorilla lurking in the shadows, menacing everyone and everything. His name is “budget cut.” This issue is about money:

“General. Overall, many of the commenters questioned the agency’s rationale for proposing the repeal of the class size and class composition rules. Some stated their belief that the agency proposed the repealer as a way for school districts to address budget shortfalls rather than in an effort to ensure that each student with disabilities is placed in the least restrictive environment (LRE). It is evident in most of the remarks that the commenters do not trust school districts to provide services based on the needs of individual students. Nearly all the comments mentioned that without class size and class composition limits, school districts would trim their budgets by increasing self-contained special education class sizes and the proportion of students with disabilities in general education classes. The rule’s repeal will ‘place the financial burden of the state on the backs of our neediest students,’ one person said. Current class sizes, another person opined, are a ‘reasonable compromise between providing services to students and being able to afford to do so,’ and should be retained.”

So I disagree with the line on the report that says there will be no budget implications. I don’t think anyone takes that seriously. But let us go back in this document to the first line of the section titled Summary and Analysis of Public Comment 23 Ill. Adm. Code 226 (Special Education):

“The State Board of Education received an unprecedented number (5,523) of comments on this rulemaking,” which I summarized:

- 5,158 comments opposing repeal
- 365 letters in support of repeal
- 5,523 total comments from the public

If this were a democratic vote, we would call it a landslide! Then it goes on further to say:

“The agency received 5,158 comments opposing the proposed repeal of class size and class composition limits, of which about quarter were submitted by individuals in Chicago.”

I am here representing the Chicago Teachers Union. Bear in mind that the proposed change will not directly and immediately affect Chicago, which is still under the Cory H. consent decree. And bear in mind that it was the dismissal of ISBE from the Corey H. lawsuit in October 2012 that started the train rolling into this tunnel. That begs the question of why there is so much input from Chicago? Why? Because we hear a loud siren, that directs us to a red flag waving over a dead canary. This is a warning sign! We in Chicago are concerned about stopping this train before it reaches its perilous destination because we care about students. We care about all students, we care about our craft, we care about public education, and we care about providing the proper learning conditions and instruction for diverse learners. We support our fellow practitioners in the state of Illinois and share their concern that this proposal is “disingenuous and ill-conceived,” that it will be “detrimental” and “catastrophic,” and that it will cause “significant harm” and “tremendous hardship” for students, parents and teachers.

What is most telling about this policy report is that the persons opposing the repeals are those who work directly with the students:

Opponents represented teachers, school support personnel, parents and others with an interest in educating students with disabilities. Those supporting the repeal (365 letters), on the other hand, were predominantly school administrators, such as special education directors, district superintendents, and building principals;

This clearly gives weight to the argument that there are financial motives involved in this issue. Who do you think is more engaged with the direct welfare and interest of the student? The person who works directly in the classroom with them every day, or the person that sits down the hall, or across town, or in another city and manages the money going into programs?

This issue is not really about improving the service delivery or instruction for diverse learners. It is an attempt to save money by diminishing services to our students. This issue is really about revenue, which makes it a political issue. We should not mask or delay the crying need for more revenue by passing rules that diminish services and rationalize budget shortfalls. We should provide more revenue. ■

TEACHER EVALUATION

KNOW YOUR RIGHTS

By Jennifer Johnson

Among the many challenges we face this year is teacher evaluation. While we clearly want to be the best teachers possible, we know that we do not teach in ideal conditions and there are many obstacles in the way of doing everything we want to do for our students and to grow as professionals.

Now that Probationary Appointed Teachers (PATs) are receiving their ratings from last school year and tenured teachers can view their practice scores through the new Reflection and Learn System, the realities of the new teacher evaluation system are becoming clear. We have serious issues about some aspects of this new system, but the University of Chicago Consortium on School Research data released last month shows that our PATs are overall delivering high-quality instruction.

As you receive your ratings, keep in mind the following:

- Tenured teacher scores from school year 2012-2013 are practice only.
- PAT scores and ratings from school year 2012-2013 are for stakes and do count.
- PATs who receive an “unsatisfactory” rating may be eligible to appeal their rating.

Members are encouraged to start having professional conversations with their administrator about what supports the administrator will provide for members to improve their practice, including concrete professional development. Article 39-5 of the contract describes the guidelines for the support administrators should be providing.

Members should also start to think about how we can work together to both improve our practice and blunt the instrument of teacher



evaluation. We have to think of teacher evaluation as a **collaborative campaign**. Teachers, counselors, librarians, case managers and clinicians need to work together to help each other do well on their observations and build an overall climate of sharing. Chicago Teachers Union members evaluated by the new REACH system need to get used to sharing both our observation scores and our best strategies and teaching practices with one another so that everyone gets a “proficient” or better rating at the end of their evaluation cycle. We cannot leave each other to teach in isolation. Teaching is not a contest and neither is teacher evaluation. You will not get a better rating because your peer got a worse rating. In fact, we believe that helping your peer get a better rating will also help your rating. We must work together to be the best educators that we can under difficult circumstances. One way to start this collaboration is to study Article 39 of the CTU contract and the Framework for Teaching with your co-workers.

To help remind us of the collaborative nature of teaching and evaluation, we will be referring to our teacher evaluation mantra this year of:

Share. Advocate. Mentor. We must *share* best lessons and strategies as well our observation scores with one another. We must *advocate* for ourselves in pre/post observation conferences and for others (PPC, PPLC, etc.) in their arenas. We must *mentor* each other whether we are new educators or veterans. We all need help sometimes.

The CTU will be sending monthly emails about teacher evaluation specifically with tips and strategies to help members with this challenging process.

TEACHER EVALUATION RESOURCES

The CTU can offer you significant supports for teacher evaluation. The CTU Quest Center currently offers numerous pedagogy courses and workshops which have been aligned to the specific components of the teacher evaluation Framework. So if you need to work on a specific component, the CTU Quest Center can help. In addition to our course offerings, CTU Quest Center staff members are available to attend school union meetings, schedule special workshops and answer calls and emails that come up and need to be quickly addressed. We are also working on offering regular workshops and drop-in sessions specific to teacher evaluation and the Framework, so look for more communications with details. CPS also has Framework Specialists who are our fellow CPS teachers who have great ideas for specific instructional strategies that are aligned to the Framework for Teaching.

The CPS **Knowledge Center** is the most comprehensive place to go for specific information related to the REACH Students Framework. The updated Framework for teaching,

**SAM:
SHARE.
ADVOCATE.
MENTOR.**

THE GOOD, THE BAD, THE UGLY OF EVALUATION

By Deborah Pope

addendums for specific job categories, content specific guides, videos and other tips are available on the Knowledge Center. Go to the Knowledge Center and use your CPS username and password to sign in.

The **CPS Reflect and Learn System (RLS)** is where all school year 2012-2013 ratings and scores are housed and where ALL teachers will log all evidence for the Teacher Practice portion of their evaluation, as well as receive feedback from their principal/evaluator starting this 2013-2014 school year. Go to Reflect and Learn and use your CPS username and password to sign in. CPS has training information about RLS on the Knowledge Center. (Click on the REACH tab and then click on Reflect and Learn on the drop-down menu.) We encourage you to ask that your principal provide in-school training for you and your colleagues.

QUESTIONS

If you have any questions or concerns about the teacher evaluation process and/or CTU resources, please email questions to Jen Johnson, CTU Quest Center Facilitator, at JenniferJohnson@ctulocal1.com. You may also contact your CTU field representative with specific questions about your contractual rights related to teacher evaluation. ■

Jennifer Johnson is the CTU Quest Center's Special Projects Facilitator for Teacher Evaluation

Bad observation? Unsatisfactory rating? Principal constantly criticizing your classroom management, your bulletin boards or your lesson plans? We have only a limited amount of control over what administration does, but what we can control is our response. It's easy to get discouraged and hunker down in our rooms. It's easy to get angry and—especially if we are suspicious of the motives—discount the feedback. Another common response is embarrassment and shame over not wanting anyone to know we are having problems. We feel that we must be doing worse than our colleagues, and that if we're professionals, we should be able to “fix” the problems ourselves.

Are all the comments and feedback we receive fair and accurate? Quite possibly not. Is there some truth in some of it? Possibly so. Of course, if something is being done that violates the contract, we should file a grievance and assert our rights. If we don't do that, we may be foolishly throwing away protections that are the fruits of years of strike and struggle. Let's take a look at what else we can do, and, what we probably shouldn't do.

Too often, especially in schools with difficult or tyrannical principals, members fall prey to their administrator's “divide and conquer” strategies. When there are obvious victims of harassment or bullying, colleagues sometimes respond fearfully through “guilt by association” by avoiding the victimized colleague. Sometimes, they don't share the problems they themselves are facing for fear of such a response from others. This response will not help any of us. Once a problem principal or other administrator sees that we are not practicing teacher/staff solidarity, it's a signal that they can have a field day. We know this intellectually; many of us have helped our students deal with bullies in the classroom, but too often, we don't see it for what it really is when it's happening to us. Instead, we internalize it. We assume it's our own private problem.

What's the best strategy? While it may be counterintuitive to many, going public and talking about what's happening, asking colleagues for help and support is almost always the best thing we can do. This is especially true given the uncharted territory we are in regarding

classroom observations and evaluations. The REACH system is new and it's complicated and demanding. We are all going through this together. There is no quota on proficiency, and the more we can help all of our colleagues be proficient, the better our schools will be. This will be reflected in better scores.

So, if you are struggling or if the principal isn't satisfied with your lesson plans, reach out. Talk to a colleague—if possible from your grade level or subject—and ask if they'd look them over or share their approach.

If you find that many people are getting the same criticisms, be it lesson plans, classroom management or higher order questioning skills, have your Professional Personnel Leadership Committee request professional development help targeted at your needs. If you are having a specific problem with your observations, a disciplinary issue or with harassment, please contact your Chicago Teachers Union field representative to discuss the issue and learn about your rights. It won't go away if you ignore it. Find out what you can do and take prompt action to protect yourself and your job.

Does it seem like the demands are beyond what you and your colleagues can do? Perhaps it's time to place concerns about paperwork or other burdens on the agenda of the Professional Problems Committee for a discussion of priorities. Another tactic is to take turns doing certain tasks. Perhaps one person can work on a unit plan while someone else prepares lesson plans for specific projects? Let's not be proprietary about our work. Let's share the wealth and support each other. The more we can cooperate rather than compete, the stronger our faculty will be and the more united our voice will be. With a strong and united voice, we can make the workplace a better place for both teaching and learning.

If you are having a specific problem with your observations, with a disciplinary issue or with harassment, please don't hesitate to contact your CTU field representative to discuss the issue and learn about your rights. It won't go away if you ignore it. Find out what you can do and take prompt action to protect yourself and your job. ■

COMMUNITY POWER WILL TRIUMPH

RESISTING THE CPS FACILITIES MASTER PLAN

By Sarah Hains

The Chicago Public Schools Facilities Master Plan (FMP) reduces Chicago's 77 community areas—75 of which were defined in the 1920s—to 30. The plan lumps together and splits apart schools and communities with no apparent justification. The new “geographic areas” don't even line

up with the current networks. This is part of a plan by the carpetbaggers running our school district to destroy a Chicago institution: community organizing. By closing schools, moving schools into other school buildings, reconfiguring community areas and supporting astroturf organizations like Stand for Children...(STAND) and Democrats for Education Reform (DFER), these overpaid out-of-towners are trying to reverse the results of the tremendous citywide coalition building which former CPS CEO Jean-Claude Brizard rightfully stated had been underestimated by the mayor.

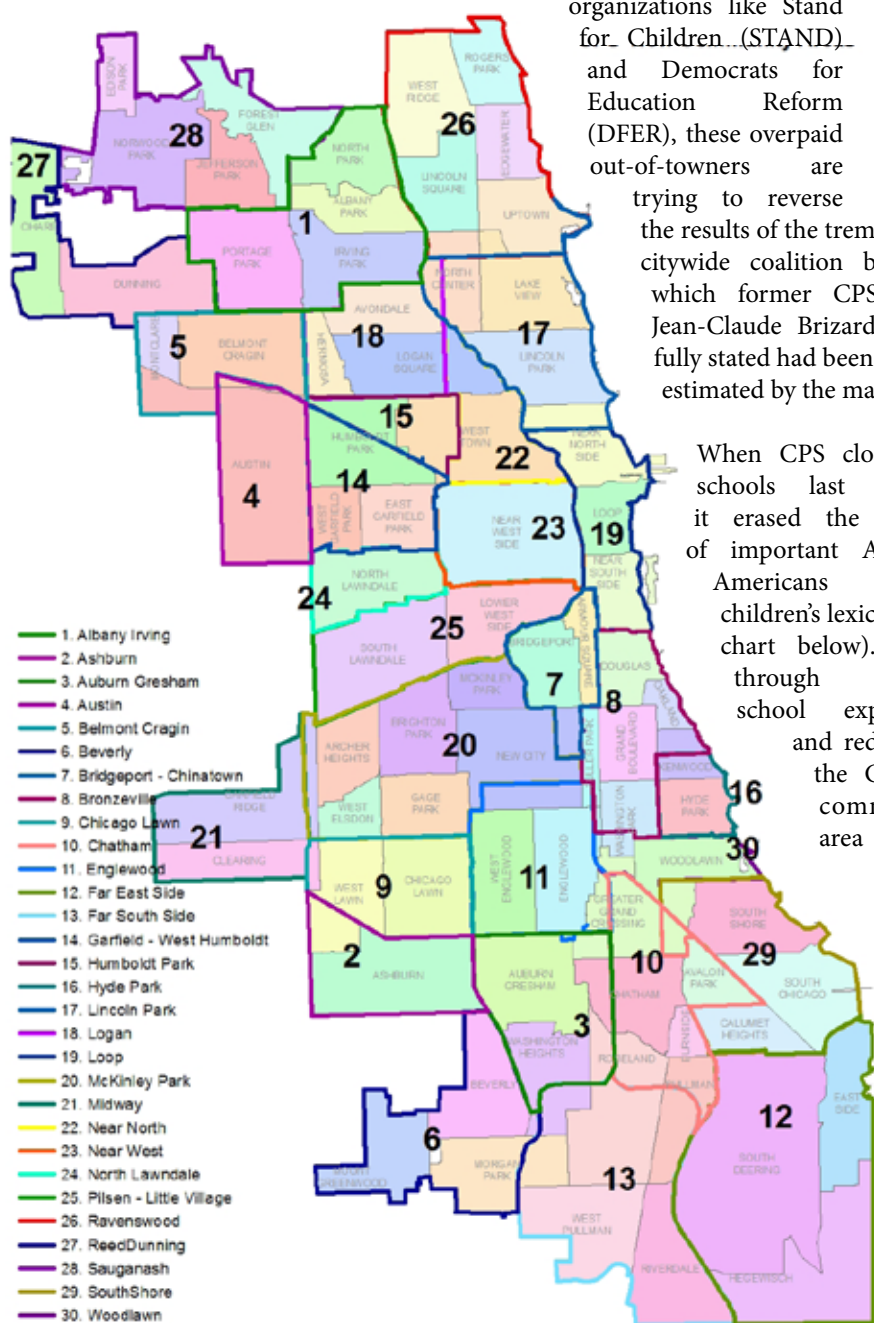
CPS is trying to eliminate what Jane Addams and Saul Alinsky ignited a century ago: community power.

BY CLOSING SCHOOLS IN 2013 CPS ERASED THE NAMES OF MANY IMPORTANT AFRICAN-AMERICANS FROM OUR CHILDREN'S LEXICON

Chicago has a long, rich tradition of community organizing. One of the common issues that community organizations work on is building strong schools through democratic governance, parent support and programs for youth. Charter schools do the opposite of this. People all throughout the city consistently say they want neighborhood schools and their local school is the heart of their community. CPS is instead pushing for “choice,” insisting that everyone needs it. Astroturf organizations push “choice” through, for example, DFER's “freedom forums” with some of the patronage churches the mayor works with regularly. STAND is running “parent universities” at schools throughout the district. A lot of money and effort is being spent trying to convince people that democratically governed neighborhood schools are bad and privately run charters are good.

When CPS closed 49 schools last spring, it erased the names of important African-Americans from children's lexicon (see chart below). Now, through charter school expansion and redrawing the Chicago community area map,

We should not have a system where children have to travel on buses and trains for more than an hour to get to their school—unless they choose to. We should have a system where parents and grandparents can easily attend report card pick-up day and school assemblies and visit their children's schools as often as possible. Neighborhood schools should be connected to their neighborhoods—to residents, politicians, businesses, parks and libraries. Charters move to new buildings in new neighborhoods without batting an eye! Some charters have moved four times already! Applications for new charters list several different potential sites in different community areas, suggesting that the location of a school is largely irrelevant.



CPS claims in the Facilities Master Plan that:

“The City of Chicago has 77 community areas ... that allow the City to consistently compare across those areas over time but do not meet our need given the changes Chicago has experienced over the decades, including construction of Expressways and demographic trends.”

There are two very profound points in this statement. First, it is true that the historical 77 community areas are useful for analyzing trends. All major studies on communities in Chicago use those community areas, which also neatly line up with census tracts. These community areas are used to track important data such as health and education, which help community organizations pinpoint areas of concern. In the CPS FMP, community-based organizations such as the Kenwood-Oakland Community Organization, the Logan Square Neighborhood Association and the Brighton Park Neighborhood Council don't even work in their own community areas—they have been reassigned to new geographic areas.

Secondly, the statement that “77 community areas...do not meet our need” seems to indicate what many are assuming: that CPS is manipulating the data it is using to make major decisions like closing and opening schools, and the new community areas align with real estate development plans the city is making without public input.

Rahm Emanuel and Barbara Byrd-Bennett need to be forewarned: They cannot dismantle our communities so easily. The coalition of youth, parents, teachers, community organizations and progressive politicians has the numbers to continue to out-organize them, despite the millions they receive from their hedge fund friends. The movement to save public education today is as big as it was in the 1980s, which led to the Reform Act of 1988. Authentic community empowerment will triumph! ■

Sarah Hains is a researcher for the Chicago Teachers Union.

Closed School	Namesake Biography	Community Area
John P. Altgeld Elementary School	IL governor, pardoned the Haymarket martyrs, improved labor laws and refused to break up the Pullman strike with force	WEST ENGLEWOOD
Louis Armstrong Math & Science Elementary School	African-American musician, incredibly influential in jazz; one of the first "cross-over" entertainers; advocated for desegregation in Little Rock	AUSTIN
Crispus Attucks Elementary School	African-American slave (former), fought and died in the Boston Massacre; icon of the anti-slavery movement and first martyr of the American Revolution	GRAND BOULEVARD
Benjamin Banneker Elementary School	African-American scientist, surveyor, almanac author and farmer	ENGLEWOOD
Mary McLeod Bethune Elementary School	African-American teacher and civil rights leader; started a Black school in Florida; advisor to Franklin Delano Roosevelt	EAST GARFIELD PARK
Arna Wendell Bontemps Elementary School	African-American poet, member of the Harlem Renaissance	WEST ENGLEWOOD
Ana Roque de Duprey Elementary School	Puerto Rican educator, suffragist, one of the founders of the University of Puerto Rico	WEST TOWN
Enrico Fermi Elementary School	Italian physicist, developed the first nuclear reactor in Chicago	SOUTH SHORE
Matthew A. Henson Elementary School	African-American explorer; probably first person to reach the north pole	NORTH LAWNSDALE
Guglielmo Marconi Elementary Community Academy	Italian inventor - radio transmission	WEST GARFIELD PARK
Garrett A. Morgan Elementary School	African-American inventor - gas mask, traffic signal, hair-straightening prep	AUBURN GRESHAM
Anthony Overton Elementary School	African-American banker and manufacturer; 1st African-American to lead a major business conglomerate	GRAND BOULEVARD
Jesse Owens Elementary Community Academy	African-American track and field athlete; won four gold medals in the 1936 Berlin games	WEST PULLMAN
Ignace Paderewski Elementary Learning Academy	Polish pianist and composer	SOUTH LAWNSDALE
Francis Parkman Elementary School	American historian; best known for The Oregon Trail: Sketches of Prairie and Rocky-Mountain Life	FULLER PARK
Elizabeth Peabody Elementary School	American educator, opened the 1st kindergarten in the US	WEST TOWN
Betsy Ross Elementary School	Created the American flag	WASHINGTON PARK
Songhai Elementary Learning Institute	West Africans who speak Songhai languages	WEST PULLMAN
Graeme Stewart Elementary School	A Chicago fire boat from 1909	UPTOWN
Lyman Trumbull Elementary School	IL Senator during the Civil War, co-author of the 13th amendment	EDGEWATER
Alexander von Humboldt Elementary School	Prussian geographer, naturalist and explorer	WEST TOWN
West Pullman Elementary School	George Pullman - owner of the Pullman Car Co; the Pullman Porters formed the first Black union: the Brotherhood of Sleeping Car Porters	WEST PULLMAN
Granville T. Woods Math & Science Academy ES	African-American inventor and first Black mechanical and electrical engineer	WEST ENGLEWOOD

OCTOBER IS ADHD AWARENESS MONTH

EXPERTS SAY DISORDER IS PREVENTABLE WITH IMPROVED BREATHING

By Harold Valentine

What you don't know can hurt you, say integrated health specialists Dr. Michael Gelb and Dr. Howard Hindin.

"Ninety percent of our brains are developed by age 12, so I'm asking parents to think about how a recurring decrease in the flow of oxygen and restful sleep to their child's brain would affect his development," says Dr. Gelb of The Gelb Center in New York (www.gelb-center.com), a holistic dentist known worldwide for pioneering integrative treatments.

"Pay close attention to your kid's breathing; if he or she is suffering from a sleep disorder, it may very well be obstructed breathing, which has been linked to attention deficit hyperactivity disorder, that's causing the problem," says Dr. Hindin of the Hindin Center for Whole Health Dentistry (www.hindincenter.com), who partners with Dr. Gelb in an interdisciplinary approach to treating chronic disease.

"Medical literature suggests that up to 80 percent of ADHD diagnoses have an airway/sleep component."

October is the awareness month for ADHD—a non-discriminatory, brain-based medical disorder affecting people of every age, gender, IQ and religious and socioeconomic background. The good news, Dr. Gelb says, is that many such disorders are preventable. When children are six months, 18 months and 30 months of age, doctors can predict which ones are likely to develop disorders due to poor breathing.

The doctors say sleeping problems are serious and could very well require medical consultation. Additionally, they offer at-home, do-it-yourself tips for children and adults to promote better breathing during sleep, which is when obstruction typically manifests.

- **Promote nasal breathing.** Sadly, many people who suffer from breathing problems don't even realize it's a problem until something serious occurs, such as a car accident. Obstruction often occurs in the nasal cavity. An easy way to experience deeper sleep and

potentially curtail a developing problem is by using Xlear Xylitol nasal spray with a Breathe Right strip. Apply the spray 15 minutes before bedtime.

- **Prevent obesity.** Excessive weight and obesity are the most common causes of sleep apnea—pauses in breathing or shallow breaths while sleeping. Obesity has more than doubled among children and tripled among adolescents in the past 30 years, according to the Centers for Disease Control and Prevention. The best medicine for prevention is a healthy diet—fewer processed foods; less sugar, salt and fatty snacks; and regular exercise.
- **Create an ideal sleeping environment.** Turn your bedroom into a sleeper's paradise with cozy, high-thread count sheets, new pillows, soft lighting and soothing noises from a sound machine. Add to these aesthetics a couple helpful, practical tools. If you tend to grind your teeth when sleeping, a dental night guard can help you awake refreshed and with no jaw pain. Eyeshades help people who relax best in complete darkness.

If these home remedies are not proving effective, it's time for a doctor to screen a patient's tonsils and adenoids, which may be obstructive and need to be removed, Dr. Gelb says. Then, myofunctional therapy will help assist palatal expansion for better breathing, he says. ■

About Michael Gelb, D.D.S., M.S.

Dr. Michael Gelb (in photograph above) is an innovator in airway, breathing, sleep and painful TMJ disorders pioneering Airway Centric. He has studied early intervention for sleep disordered breathing (SDB) specializing in how it relates to fatigue, focus, pain and the effects all of these can have on family health. Dr. Gelb received his D.D.S. degree from Columbia University School of Dental and Oral Surgery and his M.S. degree from SUNY at Buffalo School of Dental Medicine. He is the former Director of the TMJ and Orofacial Pain Program at the NYU College of Dentistry and is currently Clinical Professor



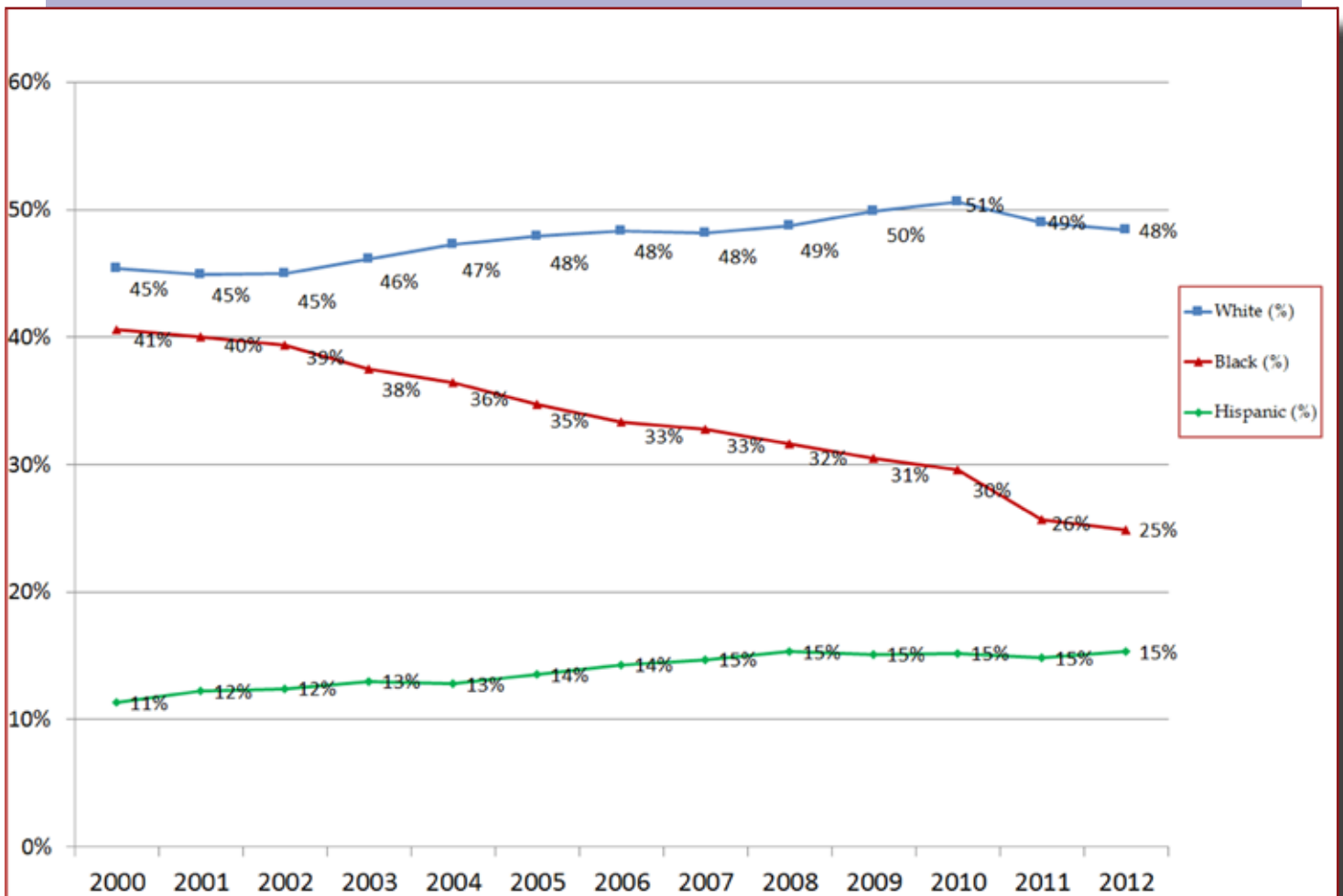
in the Department of Oral Medicine and Pathology at the NYU College of Dentistry. He is a co-inventor of the NORAD (Nocturnal Oral Airway Dilator) appliance that reduces snoring by positioning the patient's tongue and jaw so that airways stay open. He co-founded the Academy of Physiologic Medicine and Dentistry (APMD) and a non-profit to prevent the proliferation of chronic disease in the U.S. based on airway, sleep and breathing awareness, research and education.

About Howard Hindin, D.D.S.

Dr. Howard Hindin is trained in all aspects of general dentistry. Since the 1990s, his practice has also focused on cosmetic dentistry, temporomandibular joint disorders and craniofacial pain. He is a graduate of New York University College of Dentistry. An acknowledged pioneer in the relationship between dental issues and whole body health, Dr. Hindin is president (2000-present) of the Foundation for the Advancement of Innovative Medicine (FAIM). He is also an active member of the American Academy of Pain Management, American Academy of Cranio Facial Pain, American Academy of Dental Sleep Medicine, Academy of General Dentistry, American Dental Association, International Academy of Oral Medicine and Toxicology and the New York State Society of Acupuncture for Physicians and Dentists, and is the co-founder of the American Association of Physiological Medicine and Dentistry (AAPMD).

CTU QUICK FACT

CPS TEACHER DEMOGRAPHICS: 2000–2012



All students deserve to have a diverse teaching staff. Schools that are composed of either mostly Black teachers or very few, dominate CPS. Since 2001, there has been a decline in the number of schools with teaching staff that are predominantly African American, but there has also been a tremendous increase in the number of schools with few Black teachers. The number of schools with less than 10 percent Black teaching staff went from 69 to 223 over the last decade. Schools where there are no Black teachers soared from 10 to 50. The decades-long targeting of Black teachers through layoffs, turnarounds, and closings have reinforced a deeply segregated learning environment.

~From the CTU Report "Still Separate, Still Unequal"

<http://ctunet.com/blog/text/SegregationFinal.pdf>

SAFE PASSAGE #FAIL

By Karl Hubert

Earlier this month, 13 people were wounded in a mass shooting at Cornell Square Park, located in the Back of the Yards neighborhood on Chicago's South Side. In September, a 15-year-old boy was shot and killed in the 6900 block of South Vernon in Greater Grand Crossing, also on the city's South Side. As Safety and Security Coordinator for the Chicago Teachers Union, I began the task of investigating whether Chicago Public Schools created an emergency Safe Passage route for schools located within a quarter mile to two miles of these incidents. Much has been made of the Safe Passage zones, routes created by CPS that marked where the district shut down 50 schools—primarily in African-American communities—and caused children to be shuttled through dangerous and violent gang neighborhoods in a city that has been given a nickname of “Chiraq.”

I researched CPS data to determine which and how many schools, including charters, are located within a quarter mile to two miles of these incidents. I discovered that 47 schools are located within this distance from the Vernon Street shooting and 50 schools are located within this distance from the Cornell Square Park shooting. Ironically, one of the schools near Cornell Square Park is Peace & Education High School at 4946 S. Paulina. Two others are Richards High School at 5009 S. Laflin and Daley Elementary School at 5024 S. Wolcott. Daley Elementary is less than 100 feet from the park.

Upon visiting the location of the shooting, I had an opportunity to take pictures and speak to members of the Back of the Yards community, including a former gang member who is currently attempting to live peacefully in the area. I learned that there are reportedly three separate gangs surrounding the park, one of which is Hispanic, another African-American and a third mixed with both Hispanic and African-American members. As a result, there are constant explosive gang battles in and surrounding Cornell Square Park, and according to one resident, possibly a connection to a larger drug cartel.

I discovered that the schools within a quarter mile of the mass shooting are not on the recent

CPS Safe Passage routes, however, some of them are deemed to be in what are called “safe school zones,” with yellow signs posted on the school buildings. Daley Elementary has a posted “safe school zone” sign and is located approximately 200 yards from the actual Cornell Square Park shooting.

I continued my investigation in the 6900 block of South Vernon. People on this particular block were reluctant to speak out, but I was able to take pictures of the area, including a memorial of the slain youth with the teddy bears, balloons and condolence messages. This scene was both dire and riveting, and the eerie silence reminded me of how dangerous my investigation actually was if any retaliation for the 15-year-old boy's death was imminent. I was not able to discern whether this young man was a CPS student, but I can surmise that at 15 years old, he more likely was, and I started to imagine him running around the neighborhood as a child at one time, but on the day he was killed, perhaps, running for his life. ■

Karl Hubert is the CTU Safety & Security Coordinator.



Photos from the investigated shooting scenes.
PHOTOS: Karl Hubert



CTU AT THE MOVIES

CHICAGO INTERNATIONAL CHILDREN'S FILM FESTIVAL

Join the Chicago International Children's Film Festival, the largest film festival for children in North America.

The festival takes place October 25 to November 3 with more than 280 films from 50 countries. The festival was the first children's film festival in the world designated as Academy Award-qualifying. You are cordially invited to see the best in multicultural films for young audiences—films that will open children's eyes and minds to new worlds, new people and new ideas!

HALLOWEEN: MAGICAL FRIENDS

Ages 5 to 8 (Grades K-3)

Running Time: 75 min

Fantastic friends and magical places reveal themselves in this animated shorts program. With the help of magical friends, Halloween is the most thrilling ride yet!



[HTTP://WWW.CICFF.ORG/](http://www.cicff.org/)

Films from: Taiwan, USA, Mexico, Singapore, England, & Germany

Screening at:

- Reva and David Logan Center for the Arts - Monday, October 29 at 9:45 a.m.
- Facets Multi-Media - Thursday, October 31 at 9:45 a.m.



HALLOWEEN: SPOOKY SURPRISES

Ages 8-10 (Grades 3-6)

Running Time: 72 min

Surprises are in store for the characters in these short films. It's tricky business, this Halloween stuff!

Films from: USA, Mexico, Venezuela, Norway, India, Sweden, & Finland

Screening at:

- Facets Multi-Media - Thursday, October 31 at 11:45 a.m.

HALLOWEEN: TREATS & TRICKS

Ages 8-10 (Grades 3-6)

Running Time: 72 min

Unexpected twists, turns, and treats await in this short film program. All kinds of tricks and treats are in store in this goody bag of short films.



Films from: USA, Canada, Australia, Brazil, & Netherlands

Screening at:

- Music Box Theatre - Thursday, October 31 at 9:45 a.m.



HALLOWEEN: MONSTER MASH

Ages 11 to 13 (Grades 6-8)

Running Time: 90 min

Monsters run amok in this collection of short animated and live-action films. Come along for the monster mash!

Films from: USA, Canada, France, Portugal, Spain, & Netherlands

Screening at:

- Reva and David Logan Center for the Arts - Monday, October 28 at 11:45 a.m.



Photo (top row, left to right) Myra Bradwell, Jane Addams and Ida B. Wells (bottom row, left to right) Ann Landers, Mavis Staples and Maurine Watkins.

THEATRE SEVEN OF CHICAGO PRESENTS THE WORLD PREMIERE OF

UNWILLING AND HOSTILE INSTRUMENTS: 100 YEARS OF EXTRAORDINARY CHICAGO WOMEN

Featuring Plays By Seth Bockley, Brian Golden, Ike Holter, Elaine Romero, Emily Schwartz, Carla Stillwell, Nick Ward, Travis Williams & Lauren Yee Directed by Elly Green

October 1 – 27, 2013

Dynamic Stories of Jane Addams, Ann Landers, Ida B. Wells and others

CHICAGO– Theatre Seven of Chicago brings together nine talented Chicago’s playwrights to commemorate the 100th anniversary of suffrage in Illinois with the world premiere of UNWILLING & HOSTILE INSTRUMENTS: 100 Years of Extraordinary Chicago Women. Woven together into one full-length work are the incredible stories of Jane Addams, Myra Bradwell, Ann Landers, Mavis Staples, Cora Strayer, Maurine Watkins and Ida B. Wells, directed by Elly Green. UNWILLING AND HOSTILE INSTRUMENTS plays October 1 – October 27, 2013 at American Theater Company, 1909 W. Byron St. in Chicago. Tickets are available at www.theatreseven.org. The press opening is Thursday, October 3 at 7:30 pm.

UNWILLING & HOSTILE INSTRUMENTS is written by Seth Bockley (Maurine Watkins), Brian Golden (various), Ike Holter (Jane Addams, 2013), Elaine Romero (Jane Addams, 1889) Emily Schwartz (Cora Strayer), Carla Stillwell (Ida B. Wells), Nick Ward* (Myra Bradwell), Travis Williams* (Mavis Staples) and Lauren Yee (Ann Landers).

The production features Echaka Agba, Adithi Chandrashekar, Marsha Harman, Jaclyn Hennell, Tracey Kaplan*, Jessica London-Shields, Jake Szczepaniak, BrittneyLove Smith and Joe Zarrow.

UNWILLING & HOSTILE INSTRUMENTS brings together nine Chicago playwrights to pen a play that combines eight stories about extraordinary women from Chicago’s last 100 years to commemorate the 100th anniversary of suffrage in Illinois. In 1913, a vocal opponent of the suffrage movement called women “nothing more than the unwilling and hostile instruments of creation.” This project turns that ignorant quote on its head, celebrating the accomplishments of Chicago’s greatest historical women and also asking relevant contemporary questions about gender and social equality. After select performances, female bands, visual artists and actors will perform, creating an all-out festival honoring the accomplishments of Chicago women.

“We begin our season with a production that celebrates Illinois’ leadership in the suffrage movement by telling dynamic stories about our city’s most extraordinary women,” says artistic director Brian Golden. “But we’re also digging a little deeper.”

“In telling the story of ten Chicago actors trying to put on these new plays,” Golden says, “we’re using history and theatre to investigate the challenges and realities of race, gender and equality in Chicago today.”

PRODUCTION DETAILS:

Written by Seth Bockley (Maurine Watkins), Brian Golden (various), Ike Holter (Jane Addams, modern day), Elaine Romero (Jane Addams, 1889) Emily Schwartz (Cora Strayer), Carla Stillwell (Ida B. Wells), Nick Ward* (Myra Bradwell), Travis Williams* (Mavis Staples) and Lauren Yee (Ann Landers).

Director: Elly Green

Featuring: Echaka Agba, Adithi Chandrashekar, Marsha Harman, Jaclyn Hennell, Tracey Kaplan*, Jessica

London-Shields, Jake Szczepaniak, BrittneyLove Smith and Joe Zarrow.

Production team: Kerith Parashak (scenic design), Brenda Winstead* (costume design), Mac Vaughey (lighting design), Joe Court (sound design), Joshua Hurley (props design) and Neal Ryan Shaw (dramaturg).

Location: American Theater Company, 1909 W. Byron St., Chicago

Runs: Friday, October 4–Sunday, October 27

Curtain times: Wednesday, Thursday, Friday and Saturday at 7:30 p.m.; Sunday at 3 pm

Tickets: Regular run: \$20. Students, seniors and industry: \$16. Single tickets for the 2013-14 season are available at www.theatreseven.org.

*Denotes Theatre Seven Company Members

About Theatre Seven of Chicago

Founded in 2007, Theatre Seven of Chicago’s mission is to transform the way Chicagoans engage with their city and to become the premiere center for the creation, development and showcase of theatrically-based Chicago stories. The company has earned nominations for four Jeff Awards and won the 2012 League of Chicago Theatres’ Emerging Theatre Award. The company’s noted world premieres include The Chicago Landmark Project, We Live Here and Diversey Harbor. Theatre Seven Company also hosts a robust menu of auxiliary programming, including a free monthly reading series, Shikaakwa, featuring new looks at Chicago plays and one of the best post-show discussions in town. ■

CTU FOOD REVIEW

BLACKFINN AMERIPUB™ COMING TO RIVER NORTH THIS SEPTEMBER



This September, Blackfinn Ameripub™ at 65 West Kinzie introduced its new restaurant to Chicago's thriving, downtown River North neighborhood. A new generation of the classic American pub, the Blackfinn concept is driven by a passion for hosting, having fun and serving craveable, American food and quality drinks in a vibrant, high-energy atmosphere.

"Our goal at Blackfinn is to provide our guests, and our people, with a great restaurant experience every time they visit, whether it's for lunch, dinner or late night," says Michael Schultz, Partner of Blackfinn Ameripub™. "We've assembled a great team and we're ready to open the doors to a fun, social gathering spot where Chicago residents and visitors alike can enjoy delicious food and drinks, excellent music and great hospitality."

THE FOOD

The food at Blackfinn is inspired by America's love of eating and eating out, with a wide range of craveable choices that focus on quality, personal choice and value—including appetizers, salads, flatbreads, entrees, steaks, pasta and noodles, burgers and handhelds, and desserts. The menu is easy to navigate and includes a wide variety of vegetarian, gluten-free and lighter side offerings that are easily identified for those with dietary preferences.

The menu also features a weekday lunch menu with 20+ items under \$10, including choices like Chicken & Avocado Chopped Salad, Fish Tacos and Crab Cake Sliders, along with items such as Chicken Parmesan and Jambalaya Pasta.

BRUNCH AND MORE

The variety of special menu offerings from lunch to brunch and after work showcases the restaurant's commitment to offering great food at a great value. After Work appetizers and flatbreads, like the Mediterranean Platter and Buffalo Chicken Flatbread, are available for \$7 weekdays from 3 p.m. to 7 p.m.

Weekend brunch is available from 10:30 a.m. to 3 p.m. with sweet and savory options such as french toast, the Breakfast Balboa and the Bacon, Egg & Cheese Quesadilla. Sticking to liquids? Try Blackfinn's Bacon Mary (\$8) with bacon-infused vodka, signature Blackfinn seasoning and a candied bacon garnish, among other creative cocktails on the Liquid Brunch menu.

CRAFTS, COCKTAILS AND WINE

The team behind Blackfinn Ameripub™ is as passionate about their drinks as they are their food. With 100 taps, there is a great focus on local and regional favorites in a large variety of craft beer, including offerings from Finch Beer,

Goose Island and Revolution Brewing. The beers are served in one of three options—Lil Guy, Pint or Big Boy. The signature cocktails are all made with fresh-squeezed juices, with two of the team's favorites available on tap—Tito's Chi-Town Mule and Blackfinn Iced Tea. A fun, approachable wine list rounds out the offerings with a variety of styles and prices, including 30 wines offered by the glass.

THE FINN PRINT

The 11,000 square-foot restaurant features two interior rooms—the pub, which seats 230, and the dining room, which seats 173. The outdoor patio seats more than 60. Blackfinn Ameripub™ is open Monday through Friday from 11:00 a.m. to 2:00 a.m., Saturday from 10:30 a.m. to 3:00 a.m. and Sunday from 10:30 a.m. to 2:00 a.m. Parking options include valet, street parking and garage parking.

ABOUT BLACKFINN AMERIPUB™

Blackfinn Ameripub™ is a whole new generation of the classic American pub—a lively restaurant and bar that offers the affordable, craveable American food our guests want to eat. It's served by great people in a high-energy atmosphere, alongside an extensive list of craft beers and signature cocktails.

Blackfinn is the perfect place for friends, family and business patrons to meet for lunch, dinner, happy hour, game day, late night or community gatherings. ■

FOR MORE INFORMATION VISIT:

BLACKFINNAMERIPUB.COM
FACEBOOK.COM/BLACKFINNRIVERNORTH
TWITTER.COM/BFINNRIVERNORTH.



55

WEST CHESTNUT
GOLD COAST

GOLD COAST APARTMENTS AT JOHN M FEWKES TOWER

Studios \$1272

Convertibles \$1372 to \$1605

One Bedrooms \$1447 to \$1675

Two Bedrooms \$2054

Retired CTU Teachers Receive
20% off market rent

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24 Hour Laundry

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Announcing

**Special Fall and Early Winter
Admission Rates at the
Illinois Holocaust Museum**

**September through October:
\$5 per student**

**November through December:
\$6 per student**

Opportunity Scholarship grants available!

SCHEDULE YOUR 2013-14 FIELD TRIPS!

The Illinois Holocaust Museum offers a wide variety of field trip options to meet the needs of your students;

In Our Voices (Grades 7 to 12)

Become a Witness (Grades 6 and above)

Memory, Action, Community (Grades 5 and above)

Take a Stand & Stand Up, Speak Out (Grades 3 and above)

Special Exhibitions (Grades 3 and above)

September 29, 2013 – January 26, 2014

Keep Calm and Carry On:

Textiles on the Home Front in WWII Britain

February 16, 2014 – June 1, 2014

Ruth Gruber: Photojournalist

Legacy of Absence Gallery (Grades 3 and above)

Ask about our Opportunity Scholarships that provide subsidies for field trip admissions and/or transportation.



9603 Woods Drive, Skokie

To learn more, visit ilholocaustmuseum.org/fieldtrips

In partnership with Chicago Teachers Union



Call for Submissions

Voices for Social Justice in Education: A Literary Anthology

Editors: Julie Landsman, Rosanna Salcedo, & Paul Gorski

Deadline for submissions: **January 15, 2014**

What we are looking for: poetry (including spoken word), creative non-fiction, memoir, short stories, images of visual art and other types of writing or visual art that paints a picture of what justice and injustice look like in our schools.

Please read this Call for Submissions in full and if you choose to submit one more manuscripts, email them as Microsoft Word documents following the specifications below to:

voices@edchange.org.

Project Description and Guidelines

The use of narratives in examining issues related to equity and social justice is a central component of many of the critical theories that drive scholarship and practice in social justice education today. Many readers respond more openly and are able to connect with the experiences of individual people when they read their stories rather than reading only traditional scholarship about multicultural or social justice concepts. It is through narrative and through the organic voices of marginalized people that stories—often called “counter-stories”—emerge in response to the dominant narratives that paint marginalized groups as deficient or unworthy.

The editors of this anthology intend to assemble a broad and diverse collection of writing by people who are, or have been, in the field of education as students, teachers, administrators, parents, counselors or other capacities. Other contributors to the collection are people who will draw in readers, engage their imaginations and help them see how educational inequities and social injustice affect individuals viscerally rather than theoretically, raising consciousness about these issues and inspiring hope for change.

Guidelines and Specifications for Contributors

- (1) Poets may submit up to five poems at once
- (2) Prose writers may submit up to 15 pages
 - a) Times New Roman 12-pt font
 - b) Double-spaced
- (3) Images of visual art should be submitted in PDF or JPG format
- (4) Include author/artist name(s) and email address(es) on each piece submitted
- (5) Remember, we are looking for work explicitly about education and schools, so great work about social justice that is not explicitly relevant to education schools will not be considered.

Fulbright Distinguished Awards in Teaching Program

Announcing the launch of the 2014-2015 Fulbright Distinguished Awards in Teaching (DA) Program Online Application for K-12 teachers!

Are you a U.S.:

- Primary and/or secondary classroom teacher?
- Talented and Gifted coordinator?
- Guidance counselor?
- Special Education coordinator?
- Curriculum specialist?
- Media specialist/librarian?
- Curriculum head?

You may be eligible to participate in a unique international professional development opportunity for 3-4 months through the Fulbright Program!

By conducting educational research abroad, U.S. teachers gain new skills, learn new instructional methods and assessment methodologies and share best practices with international colleagues and students. Teachers also have the opportunity to expand their understanding of other cultures and international education systems that will enrich their U.S. schools and local communities with global perspectives.

Teachers may travel to: Chile, Finland, India, Israel, Mexico, Morocco, Palestinian Territories, Singapore, and the United Kingdom.

START YOUR APPLICATION TODAY: <https://dafulbrightteachers.org/>

Application deadline: December 15, 2013

Eligibility Requirements: www.fulbrightteacherexchange.org

Application Info: <http://www.fulbrightteacherexchange.org/application-tp2>

This program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and is administered by the Institute of International Education.

Announcing the Release of CCSS Driven Units of Instruction

Created by CTU Members for CPS Teachers!

Join sharemylesson.com/ctu to download version 1.0 units

Through a grant from the AFT Innovation Fund, the CTU Quest Center has developed model instructional units driven by the Common Core State Standards (CCSS). Each unit includes lesson plans displaying instructional practice; suggested teacher support for student responses; adaptations for English learners; and an analysis of the CCSS to support educators in understanding the shifts in teaching practice. The lessons were peer reviewed by fellow grade-level and/or content area teachers, by specialists in English language learning, and by CCSS contributors.

Units Include:

- 1st grade Informational Text Lessons
- 2nd grade Geometry Lessons
- 4th grade Reading and Writing Lessons
- High School Math Lessons on Quadratic Functions
- High School ELA Lessons on Immigration*

How CPS teachers can be involved:

- download and teach the lessons
- review our lessons on sharemylesson.com/ctu
- sign up for Quest Center CCSS Professional Development



Download and Teach:

- All About Living Things: Learning to Navigate and Create Informational Texts
- Reasoning with Shapes and their Attributes
- Endangered: A Study of Animal Population Change through the lens of the ELA
- Quadratic Functions for College and Career Readiness
- *Immigration: An Ethical Dilemma on Trial**

*coming soon to sharemylesson.com

Visit ShareMyLesson.com/ctu or search **Chicago Teachers Union Quest Center** to access all of *your* lessons!

New Teacher Institute

For teachers with 5 or fewer years of teaching



REGISTRATION
DEADLINE
JANUARY 12, 2014

Register online:
ctunet.com/pd

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

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 tailored to the needs of teachers in their first five years and currently teaching. Walter Taylor, NBCT, instructor. **This offering is aligned to the CPS Framework for Teaching - Domain 2, Components a, b, c and d; Domain 3, Component c; Domain 4, Components c, d, and e. A book is required for this course***.

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, delivering instruction, 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 tailored to the needs of teachers in their first five years and who are currently teaching. Michael Moriarty, NBCT, instructor. **This offering is aligned to the CPS Framework for Teaching - Domain 2, Components a, b, c and d; Domain 3, Component c; Domain 4, Components c, d, and e. - A book is required for this course***.

Tuition

\$150 - 45 CPDUs/PTPs only
\$195 - 3 Lane Placement Credits and 45 CPDUs

\$200 (non-member) - 45 CPDUs/PTPs only

\$225 (non-member) - 3 Lane Placement Credits and 45 CPDUs

***Book fee not included**

Both courses held at:
Chicago Teachers Union
222 Merchandise
Mart Plaza, Suite 400
Chicago, IL 60654

Dates and times for both courses are: January 21, 28, February 4, 11, 17, 18, 25, March 4, 11, 17, 18, 25, April 1, 2, 8, 2014. Time: 5-8 p.m.



NURTURING TEACHER LEADERSHIP

The National Board Certification Support Program
for CPS teachers/counselors

Learn how you can earn an extra \$1870 a year

Accepting applications for 2014/15 school year.

ATTEND OUR INFORMATIONAL MEETING

Tuesday, October 22nd, 2013

4:30 p.m. – 8:00 p.m.

Chicago Teachers Union

Quest Center

222 Merchandise Mart Plaza, Suite 400

Chicago, IL 60654

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

Requirements:

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

Register Online:

at ctunet.com under the "Quest Center" tab

Transportation:

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

Parking: Parking at the MartParc garage, corner of Kinzie and Wells, is \$16.00 after 3:00 p.m.



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

What is Nurturing Teacher Leadership?

Nurturing Teacher Leadership is a 3 year program of professional development and candidate support that prepares CPS teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

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

NTL: The sole support program for CPS teachers

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

During weekly meetings, successful teaching practices are recognized and shared. NTL facilitates all aspects of the intensive new 3 year NBC process. We assist teachers with descriptive, analytical, interpretative, and reflective writing required for the National Board portfolio. We provide technical assistance for required documentation of your work, facilitation with analyzing student work, individual coaching and mentoring, and preparation for the rigorous Assessment Center exercises. NTL supports teachers throughout the entire certification process, providing technical, professional, intellectual and moral support. After achieving National Board Certification, opportunities are available for you to support others—at a professional wage. The CTU Quest Center is *teachers* working for *teachers* to improve the achievement of Chicago's children.

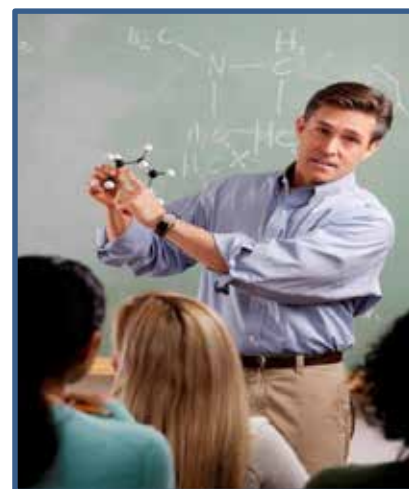
What is National Board Certification?

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

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

What are the Benefits of NTL?

- ✓ 98% success rate
- ✓ annual pensionable cash award - \$1,870
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification good for 10 years
- ✓ 33 graduate credits offered
- ✓ opportunity for a Masters Degree in Teacher Leadership or Curriculum and instruction
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ 10 day summer institute - Monday, August 4th – Friday, August 15th
- ✓ public recognition
- ✓ 1st consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher





Presents

Winter 2014 Professional Learning

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.

Common Core ELA State Standards - Enhancing the Listening and Speaking Skills of Elementary Students (2 CPS Lane Placement Credits/30 CPDUs/PTPs)

This offering addresses issues in the implementation of the ELA Speaking and Listening standards of the Common Core State Standards (CCSS) required of all elementary teachers. Participants study shifts in focus, instructional design, and assessment in light of the CCSS. Michelle Nash, NBCT, instructor. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a and d; Domain 3, Component c; Domain 4, Component d.

Dates: Jan. 27, Feb. 3, 10, 17, 24, March 3, 10, 17, 24, 31, 2014

Time: 5 - 8 p. m

Location: Burley Elementary School, 1630 W. Barry Ave., Chicago, IL 60657

Parking: available in school parking lot.

Registration: online at ctunet.com/pd; **Deadline - January 21, 2014**

Teaching English Learners (ELs) in Mainstream Academic Classes- (2 CPS Lane Placement Credits/30 CPDUs/PTPs)

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. Gloria Henllan-Jones, NBCT, Instructor. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components b, d, and e; Domain 3, Component a; Domain 4, Component d.

Dates: Jan. 22, 29, Feb. 5, 19, 26, March 5, 12, 19, 26, April 2, 2014

Time: 5 - 8 p.m.

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

Transportation Options: Brown line comes into the Merchandise Mart. \$16 parking after 3 p.m. at MartParc on the northeast corner of Kinzie and Wells.

Registration: online at ctunet.com/pd; **Deadline - January 15, 2014**

Register online at ctunet.com/pd

Course Tuitions

Members:

CPDUs/PTPs only - \$100

Lane Placement Credits only - \$130

Non-members:

CPDUs/PTPs only - \$135

Lane Placement Credits only - \$160

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

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

In Memoriam



EDITOR'S NOTE: Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund and are printed as received. If you notice an error or omission, please contact the editor at Leadership@ctuLocal1.com or 312.329.9100 so a correction may be made in a subsequent edition.

July 2013

Violet Czachorski	4th	O'Toole
Margaret Finch	24th	Jahn

August 2013

Susie M. James	9th	Howland
Carol Ann Murai	11th	Brentano
James Matsoukas	17th	Lozano
Ruth Blumenthal	20th	Lake View HS
Genevieve Johnson	24th	Hitch
Amos F. Barker	26th	Chopin
Sally Lillian Johnson	26th	Mcnair Acad Ctr
Delores Jean Graham	27th	C B York Alt HS
John W. Beard	28th	Williams
Alonza L. Everage	28th	Clark Middle
Ruth Helen Montrose	30th	Hibbard
Henry R. West	30th	Nash
Sylvia Soto	31st	Region 2

September 2013

Mary J. Klasen	1st	Senn HS
Willie Williams	4th	Roosevelt HS
Wanda P. Raymond	5th	Kelly HS
Ethel Beadell	6th	Schurz HS
Bobbie J. Eiland	6th	Lavizzo
Bessie F. Lawrence	7th	Garvey
Verma D. Boone	10th	May
Patricia J. Coates	13th	Steinmetz HS
Edward A. Cummins	13th	Austin Comm HS
Michael J. Sullivan	14th	Near North
Cyril F. Howard	18th	Cook County Jail
Beatrice B. Zislis	18th	Nixon
Mary Ann Holzhall	21st	Morgan Pak HS
Louis A. Spain	24th	Austin HS
Herman Blade	25th	Senn HS
Oscar C. Norman	25th	Foreman HS

CORRECTION: In the September edition of the Chicago Union Teacher we included on this page John N. Brown of Carter Elementary School. We are pleased to inform our readers that Mr. Brown remains among the living. We apologize for the error.

**AL 1 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Anderson, Grace A.
Beltran, Katrina B.
Miller, Tommy
Smith, Lisa L.
Smith, Tanya Y.

**AL 2 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Fullerton, Katrina
Hildreth, Iris E.
McKee, Valerie L.
Wagemaker, Anne E.

**BP 1 BURNHAM PARK
ELEMENTARY**

Blakey, Nina
Butler-Mitchell,
Paulette B.
Crawley, Dorothy Q.
Ellis, Nina M.
Shaw, Janice D.

**BP 2 BURNHAM PARK
ELEMENTARY**

Grier, Clemeekia
Paranjape, Janak S.
Weems, Pricilla W.

**EG 1 ENGLEWOOD-GRESHAM
ELEMENTARY**

Sharp, Daisy L.
Smith, Vera I.

**EG 2 ENGLEWOOD-GRESHAM
ELEMENTARY**

Crist, Joanne P.
Pierson, Brandi L.
Smith, Kelly L.
Snyder, Christine B.

FR 1 FULLERTON ELEMENTARY

Chavez, Lisa B.
Cunningham-Yee,
Catherine L.
De La Pena, Alejandra
Dixon, Karen E.
Jackson, Richard R.
James, Ramses D.
Kraft, Tabatha J.
Montgomery, Andrea
H.
Santacruz, Erica P.
Vacco, Angela L.

FR 2 FULLERTON ELEMENTARY

Carlson, Anne E.
Jacobson, Johanna
Kearns, Donald E.
Llanes, Cynthia
Relerford, Barbara A.
Weingarten, Wendy J.

FL 1 FULTON ELEMENTARY

None Absent

FL 2 FULTON ELEMENTARY

Beaulieu, Allison K.
Body, Jerline
Reese-Clark, Vanessa
B.

**FSS FAR SOUTH SIDE HIGH
SCHOOL**

Boughton, Patricia A.
Guterz-Kwaaning,
Tanisha R.
Holt, Sylvie
Macdonald, Francis J.
McFarlane, Kelly P.
Randolph, Ian C.

**GH 1 GARFIELD-HUMBOLDT
ELEMENTARY**

Greco-Serwa, Sandra
M.
Josephs, Donyielle A.
Metzger, Suzanne M.
Paz-Bustos, Maria T.
Wendorf, Lori S.

**GH 2 GARFIELD-HUMBOLDT
ELEMENTARY**

Biancalana, Jodi L.
Bugala, Julie R.
Digiulio, Paul D.
Oneal, Chelita L.
Sidaway, Stephanie M.
Trentham, April L.
Williams, Marcia B.

**LC 1 LAKE CALUMET
ELEMENTARY**

Coleman, Angela K.
Garner, Darnell J.
Grant, Lorrie A.
Grzadzinski, Allison
M.
Jackson, Ashley M.

**LC 2 LAKE CALUMET
ELEMENTARY**

Craig, Sharion D.
Curtin, Carolyn E.
McKinney, LaConya

ME 1 MIDWAY ELEMENTARY

Gazdziak, Graham R.
Hester, Kamau L.
Preciado, Diana
Sanchez, Mary E.

ME 2 MIDWAY ELEMENTARY

Anderson, Eric E.
Bonds, Joyner E.
Contreras-Espinoza,
Jose A.
Dantes, Mauricia E.
Hintz, Linda S.
Julian, Denise S.
Kos, Donna R.
Krzak, Jennifer L.
Linehan, Joseph A.
Marquez, Maria L.

**NW 1 NORTH-NORTHWEST
SIDE H.S.**

Hurtado, Erin M.
Incandela, Rosa R.
Maeda, Ann T.
Olson, Audrey R.
Schmidt, Sharon M.
Smith, Laura
Walsh, Matthew J.

**NW 2 NORTH-NORTHWEST
SIDE H.S.**

O'Shea, Mary Rose
Stephani, Joanne T.

OH 1 O'HARE ELEMENTARY

Cardona, Juan C.
Erzrumly, Layla
Hill, Donna A.
Irwin, Melissa L.
Kasai, Meleia F.
Quintero, Alicia L.
Tsatsos, Mary G.

OH 2 O'HARE ELEMENTARY

Block, Caryn T.
Boettjer, Thomas A.
Carroll, Jenell M.
Dawson, Alison B.
Hollett, Alexandria M.
Jason, Lisa L.
Retamal, Ana M.

PE 1 PERSHING ELEMENTARY

Broderick, Christine B.
Cline, Veronica
Dunn, Joseph M.
Gaal, Louis J.
Rodarte, Brenda L.
Villwock, Lauren

PE 2 PERSHING ELEMENTARY

Collins, Claudette
Kaczmarek, James V.
Robertson, John S.
Stalze, Lauren M.

**PL 1 PILSEN-LITTLE VILLAGE
ELEMENTARY**

Dawson-Casper,
Gwendolyn
Gonzalez, Jennifer
Johnson, Philomena
M.
Navas, Juan E.
Rentz, Kathleen M.
Sanchez, Juan F.

**PL 2 PILSEN-LITTLE VILLAGE
ELEMENTARY**

Jochaniewicz, Kathryn
F.
Killis, Codi
Ma, Amy
Olazaba, Phillip J.
Sologastoa, Leslie J.

**RR 1 RAVENSWOOD-RIDGE
ELEMENTARY**

Argueta, Gerardo
Feeney, Charles L.
Hopkins, Anne
McLaurine, Cody P.
Parker, Jeremy
Pulliam, Davina M.
Rodrigues, Patrick
Sawchuk, Michael J.
Thomas, Katherine G.

**RR 2 RAVENSWOOD-RIDGE
ELEMENTARY**

Clancy, Patrick A.
Davis-Williams,
Stephanie A.
Ebstein, Jody
Nash, Michelle J.
Skweres, Steven

**RI 1 ROCK ISLAND
ELEMENTARY**

Allen, Ollie M.
Carroll, Margaret L.
Collins, Linda S.
Hicks, David L.
Majka, Margaret A.
Martin, Donna M.
McAllister, Tradonna
M.

**RI 2 ROCK ISLAND
ELEMENTARY**

Bryson, Michelle C.
Herron, Lori A.
Himes, Lewis
Scott, Shereen E.

SK 1 SKYWAY ELEMENTARY

Hall, Redina
Hatchett, Simone K.
Howard, Robyn L.
Quellhorst, Amelia L.

SK 2 SKYWAY ELEMENTARY

Ball, Tamika
Bynum, Curtis
Green-Gates, Darlene
Jancaric, Lucille A.
Koltak, Charles W.
Wilford, Terri
Wonzer, Sonja M.

SSH SOUTH SIDE H.S.

Dumbrys, Daina M.
Gomez, Nhora E.
Hall, David L.
Harris, Latonya J.
Kuijper, John D.
Miller, Martin
Monroe, Sandra T.
Noriega, Melissa A.
Wolfinger, Randal P.

SW 1 SOUTHWEST SIDE H.S.

Brode, Amanda A.
DeSantiago, Marco A.
Dobert, Kenneth G.
Kelly, Jason D.
Nguyen, Quang V.
Yauch, Sandra K.

SW 2 SOUTHWEST SIDE H.S.

Byrnes, Christopher M.
Cox, Martha E.
Ginyard, Randi S.
Moore, Cheryl D.
Peters, Jeremy D.
Spee, Leah M.

WS 1 WEST SIDE H.S.

None Absent

WS 2 WEST SIDE H.S.

Arthur, Patricia A.
Bokar, Michael J.
Dudley, John B.
Field, James P.
Konieczko, Gregory J.
Rau, Jay P.

CITY-WIDE CAREER SERVICE

Bell, Benna L.
Bonet, Damaris
Bullocks, Latonya N.
Butler, Lynne M.
Guerrero, Guadalupe
Johnson, Bonnie R.
Johnson, Kareem J.
Lofton, Saria C.
Malyj-Lendel, Eileen
H.
McCoy, Anthony
Miller, Carmella M.
Myron, Deanna L.
Phelan, Daniel
Shaw, Sharlene
Stewart, Gloria J.
Swanson-Lagesse,
Nancy A.

CITY-WIDE

Anderson, Karen M.
Bures, Robert F.
Christensen, William
E.
Gruodis, Paul J.
Hubbert, Daisy L.
Keegan, Arthur E.
Knudstrup, Karen A.
Korach, Albert
Pyster, Louis N.
Pyster, Marianne L.
Ramirez Odell, Helen
M.
Schechtman, Judith B.
Scott, Willie E.
Shanklin, Benita A.
Socoloff, Miriam A.
Sullivan, Brian R.
Vezina, Heather
Ward, James F.

2013



LEAD

Legislators Educators Appreciation Dinner

Power in the Rank and File



Friday, October 25, 2013 Plumbers Hall 1340 W. Washington Blvd. Chicago, Illinois

Featuring Harrington's Corned Beef

Cocktails 4:00 p.m. Dinner 5:00 p.m.

RSVP by October 17

Brothers and Sisters, the entire world now believes in the power of the Chicago Teachers Union. It is past time to honor our member-activists. The time is now to follow their lead and engage our lawmakers. We must communicate with them about the conditions of our schools and the state of education de-form in Chicago. Our lawmakers have a great amount of responsibility. They turn concepts into law. Our lawmakers need to hear from you!



Tell them you are an educator, a parent, a taxpayer, and a voter.

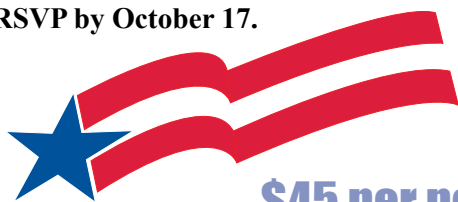
Your Turn, for Your Story.

Use the form below or purchase tickets online at

CTUNET.com/LEAD

Reserve your table today!

RSVP by October 17.



\$45 per person \$450 per table

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

Please reserve _____ seats for me at the LEAD Dinner on Friday, October 25, 2013. Enclosed is my check for \$ _____.

I cannot attend the 2013 LEAD Dinner, but here is my contribution of \$ _____. **Please make checks payable to: CTU-PAC.**

Name _____

Address _____

City _____ State _____ ZIP _____

Home Phone _____ Office Phone _____

State Representative District _____ State Senate District _____

School _____