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# UNION TEACHER

The Official Publication of the Chicago Teachers Union

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**MEMBERS  
SUPPORTING  
MEMBERS**

**SOLIDARITY, RESPECT  
AND COLLABORATION**

**TEACHER  
EVALUATION  
STUDY GROUPS**

**SUBSTITUTE  
TEACHERS**

**NEIGHBORHOOD  
SCHOOLS FAIR**



*THIS PAGE: Community partners and CTU members ascend from the lobby of City Hall toward the mayor's office on December 9, 2013, as part of a national day of action to Reclaim the Promise of Public Education. The national initiative emerged from a conference bringing local leaders from the American Federation of Teachers together with their community partners. Read more about the conference in our October and November/December issues, available at [ctunet.com/cut](http://ctunet.com/cut) for download. PHOTO: Nathan Goldbaum*

*COVER PHOTO: Kim Edwards Anderson is supported by a mentor as she reacts to receiving an early childhood education award. PHOTO: Nathan Goldbaum*

## EDITOR-IN-CHIEF

Ronnie Reese

## EDITORIAL ASSISTANT

Trisha Raymond

## CONTRIBUTING WRITERS

Nathan Goldbaum, Brandon Johnson, Jennifer Johnson, Tim Meegan, Keith Plum, Debby Pope, Randy Richardson

## ADVERTISING MANAGER

April Stigger

## GRAPHIC DESIGN

Nathan Goldbaum

## PRODUCTION

Nathan Goldbaum  
Progress Printing, Inc.

## OFFICERS

Karen Lewis, President  
Jesse Sharkey, Vice President  
Kristine Mayle, Financial Secretary  
Michael Brunson, Recording Secretary

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**222 Merchandise Mart Plaza • Suite 400  
Chicago, IL 60654-1016**

Telephone: 312-329-9100

E-mail: Leadership@ctulocal1.com (General)  
AprilStigger@ctulocal1.com (Advertising)

Web Site: www.ctunet.com

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*THIS PAGE: CTU Delegates, Local School Council representatives and other school leaders gather at Teamster City on November 13, 2013, for a daylong training to build power in our schools. PHOTO: Nathan Goldbaum*

Sisters and Brothers,

Now that the New Year is upon us, here is a resolution I'd like you to consider: Resolve to share, advocate and mentor in your schools. By design, corporate school reform seeks to isolate teachers, paraprofessionals and clinicians in a "Hunger Games"/"Survivor" race to the bottom. Isolation breeds contempt, fear and paranoia—so much so that the solidarity you built during our historic contract campaign and strike seems like a distant memory. That is why we must work with each other to reclaim our rightful places as experts in all education matters.

Collaboration is at the heart of great educational experiences. When we share our experiences, we help each other through the tough times and double the excitement of the good times. When we advocate for each other, we practice skills that build real movements, and our continued advocacy will lead to the ultimate demise of corporate control of our schools.

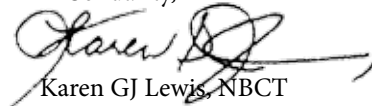
The best gift you can give to a colleague is mentoring, which is a two-way street. If done well, the lessons you learn will be valuable not only for your career, but in your life, as relationship building is inherently rooted in mentoring.

Each of us can find a way to collaborate in our schools and worksites. Clinicians, if you have found a way to enter your notes into the system that is time-saving, share that with your fellow clinicians. PSRPs, if you see one of your sisters or brothers having difficulty with a student, show them something that worked for you. Teachers, if you see a colleague struggling with classroom management, share some techniques that work for you.

When we work together, we build solidarity. When we share our knowledge, we build strength. When we advocate for each other, our students and our communities, we build a movement. Movements change the lives of ordinary people.

*Share, advocate and mentor.* You'll hear this often from the Chicago Teachers Union, but it must be more than a slogan—it must be a way of life.

In Solidarity,

 NBC T  
Karen GJ Lewis, NBCT



# THE ROLE FOR COLLABORATION IN THE CORPORATE EDUCATION PLAN

PHOTO: Alberto Delgado

By Pavlyn Jankov

As the push to bring competition, standardization and the profit incentive into public education continues, there has been a national decline in time for teacher collaboration. The Met Life national survey of teachers found that in 2009, just 25 percent of teachers had three or more hours a week for collaboration. By 2012, the National Center for Literacy Education found that the percentage had declined to 10 percent.<sup>1</sup>

The corporate reform plan does leave room for teacher collaboration to boost data-driven instruction, despite a comprehensive examination by the Institute of Education Sciences (IES) in 2009 that found a lack of compelling evidence to support the use of data to drive instruction.<sup>2</sup> Another IES study from 2012 found that the Measures of Academic Progress (MAP), which combines benchmark assessments with a systematic program of analyzing and utilizing data to determine and differentiate instruction, was not effective in improving achievement.<sup>3</sup> Even when using standardized-tests as outcomes—the only measure that matters for the boosters of data-driven instruction—these practices are not shown to be effective.

Corporate reforms not only hollow out the substance of collaboration, but undermine the capacity for schools to sustain the cooperation and trust so important to professional learning communities. “Innovations” in management, exemplified by charter school organizations, have created schools where half the teaching staff leaves every year. This means few veteran teachers are available to mentor new teachers in schools where the average teaching experience is about four years. Performance bonuses and other merit

pay-based schemes that use economic incentives are part of the corporate reform package, but these practices are ineffective and counter the intrinsic motivation and feelings of mutual responsibility that are necessary in successful schools.

The corporate education movement also threatens cooperation and trust between the school and the broader community. At charter schools, local school councils are non-existent and teacher diversity is severely lacking, which makes building trust between staff and the students and communities they serve challenging. Public schools are increasingly pulled into competition instead of collaboration with one another, which increases disconnect between the community and the school. Supporters of school choice and competition say that if parents don't like their schools, they should just vote with their feet and find another one. The only decision-making allowed, however, is choosing a school, with no parental participation in decisions about school policies. This characterizes market-based “choice” in other arenas as well.

The emphasis on competition and economic incentives that undergird the education reform movement known as “corporate” reform is also problematic in corporate management. Individual employee evaluations based on narrow outcome measures, internal competition, hyper-accountability and economic incentives are also detrimental for organizations that measure success by profit margins.<sup>4</sup>

While the corporate reform movement continues to spin the merits of their baseless prescriptions, thousands of teachers,

paraprofessionals and school staff engage every day in building the relations of trust and mutual dependence in defiance of the corporate and individuating narrative. This heroic work is just one example of teachers deciding to reject corporate “logic” to do what's best for students. ■

*Pavlyn Jankov is a researcher for the Chicago Teachers Union.*

<sup>1</sup> National Council of Teachers of English (2013, April 7). *Time for teacher collaboration*. Retrieved from [http://www.ncte.org/library/NCTEFiles/Involved/Action/AdvocacyDay/Time\\_for\\_Teacher\\_Collaboration-April-7-2013-1\\_web.pdf](http://www.ncte.org/library/NCTEFiles/Involved/Action/AdvocacyDay/Time_for_Teacher_Collaboration-April-7-2013-1_web.pdf)

<sup>2</sup> Larry Cuban. (2011, May 12). *Data-driven instruction and the practice of teaching*. Retrieved from <http://larrycuban.wordpress.com/2011/05/12/data-driven-instruction-and-the-practice-of-teaching>

<sup>3</sup> Cordray, D., Pion, G., Brandt, C., Molefe, A, & Toby, M. (2012). *The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement*. (NCEE 2013-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

<sup>4</sup> Greg Anrig. (2012, September 12). *Chicago teacher's strike: What do we want? Better management gurus might help*. Retrieved from: <http://tcf.org/work/education/detail/anrig-chicago-teachers-strike-what-do-we-want-better-management-gurus-might>

# TEACHER EVALUATION STUDY GROUPS

## COLLABORATION IS UNDERWAY AT ROOSEVELT HIGH SCHOOL

By Keith Plum, Tim Meegan

Roosevelt High School's Professional Personnel Leadership Committee (PPLC) decided to take over professional development this year because last year's professional development (PD) was not true development—the majority of it dealt with house-keeping issues. We decided to use the Chicago Public Schools Framework for Teaching as an outline for constructing PD because of the Framework's importance in teacher evaluation.

This September, the PPLC negotiated with the administration for control of about 50 percent of the PD sessions. Our goal was for faculty to help each other achieve a "proficient" or better summative rating. Our administration believed this was impossible because that would trigger a CPS audit, but the PPLC argued that the REACH Frameworks are evidence-based, and therefore it is possible for everyone in the building to attain a "proficient" or better rating. In order to make sure our evaluators were consistent and fair, we recognized that it was essential that as a faculty we share openly and honestly our scores and our experiences.

We created a Google document that allows faculty to record every observation in the building, whether it is a formal or informal observation, the nature of the visit, who visited (administrator, teacher, network, etc.) and the outcome or feedback.

To make sure we were going to design meaningful PD, our PPLC also sent two Google Docs surveys to teachers. One survey asked teachers for their component-level scores from last school year's evaluations, and the other survey asked teachers to select the components they would most like to work with in PD.

One of our biggest challenges was to make people feel comfortable sharing their component scores with each other. Because of the personal nature of our work, teachers feel judged by their scores. We emphasized that the scores represent a snapshot of our teaching—not our value as teachers—and often the REACH Framework is implemented subjectively. The results from both surveys showed that staff wanted more support on Domain 3 of the Framework for Teaching, which focuses on instruction.

In Domain 3, teachers were most interested in component 3d (Using Assessment in Instruction). Our PPLC reached out to Jennifer Johnson at the Chicago Teachers Union's Quest Center, and she provided us with a good template (below), which we still use:

1. Unpack the levels of the rubric and discuss differences between "Unsatisfactory," "Basic," "Proficient," and "Distinguished" levels of performance.
2. Ask teachers who earned a "Proficient" (3) or "Distinguished" (4) to share their teaching strategies and observation experiences from that component.
3. Create a list of best practices related to each component.

We compiled all of these best practices into our Google document and we continue to update it as we collaborate. We also decided that rather than whole faculty instruction, PPLC members would lead individual departments in PD in order to allow all teachers to participate fully.

During our PPLC meeting following our first PD, each member reported back that teachers overwhelmingly found our PD to be both professionally meaningful and extremely practical. A PPLC folder was created on the school's Google Drive so that teachers would have instant access to all the materials we presented and all the best practices shared by their peers. Our PPLC has used this process for each of the five components for Domain 3.

Based on recent teacher feedback, the PPLC has decided to shift our next focus to pre- and post-observation conferences and what they should look like. Our PPLC will continue to work to ensure that teacher PD actually develops the professional and helps everyone in this evaluation process. ■

*Keith Plum is the delegate and Tim Meegan is an associate delegate at Roosevelt High School.*

### 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://SVY.MK/RETENTIONSTUDY](http://svy.mk/retentionstudy)

### WRITE FOR YOUR MAGAZINE!

The *Chicago Union Teacher* is published for the members of the Chicago Teachers Union. It is your magazine. It is your voice. Members can and should submit articles to the magazine. We currently seek articles of all varieties for the coming months, but especially those pertaining to the topics of:

- STANDARDIZED TESTING
- AFRICAN-AMERICAN HISTORY
- WOMEN'S HISTORY
- SCHOOL COUNSELORS

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

### WRITE US!



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

# SUBSTITUTE TEACHERS

## THE STRUGGLE FOR DIGNITY AND RESPECT

By *Debby Pope*

They are the “invisible army.” Every school depends on them. Without enough substitutes to fill in when regular teachers are absent, chaos ensues. We know this first-hand from the many bad experiences we heard about last year when Chicago Public Schools was not hiring enough substitutes and many schools found themselves severely shorthanded. Teachers were over-burdened, the contract was being violated and students’ needs were not being adequately met.

I recently spoke with Burma Green, chair of the CTU Substitute Teachers Committee. I asked her what the biggest issues facing substitutes are, and without hesitation, she said the number one problem is “disrespect from the clerk and colleagues at the school...we are often ignored.”

Another issue she raised was that of extra duties being heaped upon substitutes, such as extra classes, recess duty, lunchroom supervision and attendance phone calling—all done with no extra remuneration, of course. Another problem Green mentioned is one that many regular teachers also face in their daily work—a lack of administrative support in dealing with discipline problems. This is particularly difficult for substitutes because for the most part, they don’t have ongoing relationships with security personnel who might help them deal with difficult student behavior.

Substitute teachers have also had problems with the AESOP, which is the automated assignment system that CPS began to use this school year. While it may prove effective in the long run, many substitutes at this point are first experiencing problems in getting assignments, and then additional problems when they arrive at schools and are told that they are not needed.

If this happens, substitutes should fill out a grievance authorization, including the details and the confirmation number they received when they were called. Substitute teachers are members of our bargaining unit. They are covered by many of the protections in our contract. They are often targeted, however, if they stand up for their rights.

**THE NUMBER ONE PROBLEM FACING SUBSTITUTES IS “DISRESPECT FROM THE CLERK AND COLLEAGUES AT THE SCHOOL... WE ARE OFTEN IGNORED.”**


It is all too easy for an administrator to write up a substitute, and with two write-ups, the substitute can be dismissed. There have also been instances of substitutes being blocked by a network, which is, in essence, a form of blacklisting.

How can the rest of us help our substitute brothers and sisters? Green asks that we “remember that substitute teachers are educators too.

“Many are highly qualified, multi-faceted individuals with a wide variety of abilities,” she said. “Many are experienced displaced teachers who have not been re-hired.” Those of us who are regular employees in a building can help make the atmosphere more hospitable for our substitute colleagues. We can greet them, make sure they know where the school facilities are, and, if needed, offer assistance in whatever way we can. It’s both the right thing to do and an important way to show our CTU solidarity. ■

*Debby Pope works in the Chicago Teachers Union Grievance department.*

**I AM A  
TEACHER**





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**Want to get more involved with your peers?**

**Concerned about preserving the rights of students and educators?**



**Emboldened to speak authoritatively and influence policy?**

**THEN, SISTERS & BROTHERS, JOIN!**

**ESPECIALLY SEEKING**

**BILINGUAL COMMITTEE  
CHAIR**

**EARLY CHILDHOOD COMMITTEE  
1ST THROUGH 3RD GRADE  
EDUCATORS**

The Chicago Teachers Union has 24 standing committees made up of teachers, paraprofessionals, and clinicians which work on influencing education policy and moving the direction of the union forward. Your time commitment would be one meeting per month to plan activities and/or draft Items for Action to be voted on by the Executive Board and House of Delegates. We have committees that represent all levels of learning, as well as for the Arts, Special Education, LGBT rights, Human Rights, Clinicians, and many more. Visit [ctunet.com/committees](http://ctunet.com/committees) to apply online. Follow the directions to join.

## **CTU Committees: Powered by the Rank and File**

- |                      |                     |                         |                               |
|----------------------|---------------------|-------------------------|-------------------------------|
| Bilingual Education  | Special Education   | Physical Education      | * School Finance and Taxation |
| Charter Outreach     | The Arts            | * Policies              | School Safety and Security    |
| Clinicians           | * Human Rights      | * Political Action      | * Social                      |
| Counselors           | GLBT Rights         | * Professional Problems | Student Special Assistance    |
| Displaced Teachers   | * Legislative       | PSRPs                   | Fund                          |
| * Education          | * Membership        | * Public Relations &    | Substitute Teachers           |
| Early Childhood      | Retired Teachers    | Communications          | Testing                       |
| Elementary Steering  | * PAVE              | * Rules-Elections       | * Trustees                    |
| High School Steering | * Pension-Insurance | Scholarship             | * Women's Rights              |

\* Standing committees as provided in the CTU By-laws

# DR. MARTIN LUTHER KING JR.'S GOAL OF EDUCATION

By *Brandon Johnson*

*The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.*

—*Dr. Martin Luther King Jr.*

So-called corporate “reformers” fail to recognize the fundamental goal of public education, which is to build a more just and conscientious society. Guided by stingy corporate hands, members of both political parties see no incentive to uphold education as a public good. Chicago Mayor Rahm Emanuel, Wisconsin Governor Scott Walker and former Chicago Public Schools CEO Paul Vallas adhere to policies that promote the inherent bias of standardization, the cruelty of disinvestment from neighborhood schools and the corrupted schemes of the privatization of public schools through charters—all of which undermine public accommodations and worker rights. These failed policies have left our school communities desolate, greatly stratified and with little to no means to improve the quality of life for those who find refuge in these neighborhoods.

In other words, the driving forces of this ideology do not see education as a mechanism to challenge the status quo or the debilitating racism and class schisms that are deeply entrenched in American society. In an era where student achievement is calculated only by a single test, and when many of our students and their families are trying to survive in poverty, we must not merely reflect on the words of Dr. Martin Luther King Jr., but we must actively advocate for the restoration of broken promises.

As a champion of civil rights, Dr. King battled alongside labor, faith and civic leaders to end hateful practices of segregation. He understood that the fight for civil rights must be tethered to a broader struggle for social and economic justice. It is clear that Jim Crow has

given birth to a son and the legacy of these policies, while not necessarily decreed by government, is permitted. As unionists, we cannot afford to fight just for our students to have equal access to high quality public education—we must ensure that our students and their families have affordable housing, employment, livable wages, health services, capital resources and a justice system that does not allow corporations to exploit black and brown people for selfish lucre.

As Chicago Teachers Union members, we bear witness to the axiom “our working conditions are our students’ learning conditions” daily, and we know that our students’ performance on standardized tests tell us more about their social and economic status and less about their intelligence. Therefore, if we hope to witness a more just and equitable public education system that encourages critical thought, deep questioning and true intellectual prowess, we must advocate for policies that improve the quality of lives of our students and their families.

The political climate during the civil rights movement was vicious, and claimed many lives. Although it is no longer fashionable to literally “kill” dreamers, the political landscape today possesses a familiar spirit and aids in the assassination of the character of those who dare reject de facto segregationist policies. Many political and corporate leaders who benefit from the misery and isolation of the poor have criticized our union, but just as King took on the vile conditions of his time, we must slay the foul policies that continue to plague our nation.

More and more poor black and brown students are concentrated, isolated and confined to underfunded and under-resourced schools and neighborhoods. We who wish to imbibe the spirit of justice are required to decry those who ignore the intensely segregated living and learning conditions of the people

we serve; if we do not lash out against these injustices, our silence will implicitly condone state and municipal governments’ misuse of public tax dollars that support charter schools and whose practices feature the denial of full access and equal participation. New English speakers, special education students and minorities will continue to suffer as segregation grows, and only a select few are given an opportunity in the name of “choice” and “competition.” The great TIF scandal will continue to send our tax dollars to rich developers who do not invest in the very communities that have the greatest need.

Educational justice and social and economic equity have all but disappeared from the public discourse, and working to collectively reverse the legacy of racism has been replaced with a relentless focus on “individual responsibility” and “personal accountability.” In other words, how we work to improve the living conditions and educational experiences of our students and their families is no longer systemic, but personal, and measured solely by individual performance and personal choice.

As we celebrate the life of Dr. King and all who participated in the civil rights movement, let us learn from their example and consider the new forms of resistance to our continued struggles for justice. Policies backed by billionaires and endorsed by members of both political parties have all but erased many of the gains of previous generations. We must push the CTU and other unions to build broad-based coalitions that will continue decades-long efforts to eradicate racism and inequality.

Although Dr. King’s and many other voices still echo in the halls of justice, our voices must ring through the streets and government chambers till justice is secured for all. ■

*Brandon Johnson is the interim political director for the Chicago Teachers Union.*

# FOUR BOOKS TAKE CWA'S TOP HONORS

By *Randy Richardson*

The four winners of the Chicago Writers Association's third annual Book of the Year Awards on their face are as different as can be: a novel written by 30 high school students at Whitney Young High School; a debut novel authored by a Chicago playwright and disabilities-rights activist; a memoir inspired by the death of a childhood best friend; and Jack Kerouac-inspired road trip about the generational bonds of fathers and sons.

The one common thread that seems to run through all of the books chosen this year is that each, in its own unique way, draws on the power of the human spirit. All of the stories are very real and moving, and filled with all the joys and pains that come with ordinary and sometimes extraordinary circumstances.

The winning books are:

- Traditional Fiction: "Good Kings Bad Kings" by Susan Nussbaum
- Non-Traditional Fiction: "30 Days to Empathy" by The 31 and Jay C. Rehak (Editor)
- Traditional Non-Fiction: "We Hope You Like This Song" by Bree Housley
- Non-Traditional Non-Fiction: "Any Road Will Take You There" by David W. Berner

The awards will be presented at 7 p.m. on Jan. 18 at The Book Cellar, 4736-38 Lincoln Ave., in Chicago's Lincoln Square community. At the event, which is free and open to the public, the authors will read from their award-winning books and have copies available for purchase and signing.

The finalist judges were three of last year's winning authors—Patricia Ann McNair ("The Temple of Air"), Renee James ("Coming Out Can Be Murder") and Richard C. Lindberg ("Whiskey Breakfast")—and special guest judge David Katzman ("A Greater Monster").

"I congratulate all of the winners, and indeed all of the twelve finalists," said Book of the Year Awards Chair Tori Collins. "I thank the judges for their time and thoughtful

selections. They had to make some very tough choices."

McNair, in choosing Nussbaum's already award-winning "Good Kings Bad Kings" (the book won the PEN/Bellwether Prize for Socially Engaged Fiction), wrote: "There is heartbreak in these stories, this story, but there is hope, grace, and transcendence as well."

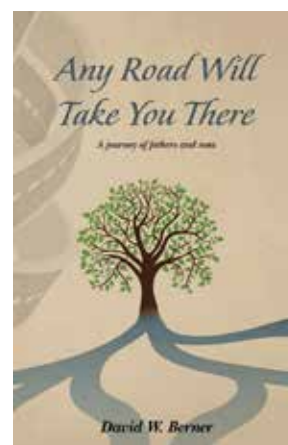
In selecting the Kerouac-inspired memoir "Any Road Will Take You There" as the best in the non-traditional non-fiction category, Katzman called it "a thoughtful, touching, and at times heartbreaking account of the struggles of fatherhood, career, marriage and the death of a parent."

James, the judge in the non-traditional fiction category, found "30 Days to Empathy" to be "an incredible educational accomplishment" whose 30 authors collectively "paint a picture of high school student life that is gritty and hopeful and very human."

In selecting "We Hope You Like This Song" as winner of the traditional fiction category, Lindberg called it a "touching homage" to the author's childhood friend that "draws inspiration through humor, reflection, and hope."

The awards, divided into four categories (traditionally and non-traditionally published fiction and non-fiction), were open to books published between July 1, 2012 and June 30, 2013 and authored by Chicago area authors or CWA members. (Non-traditional is defined as self- and print-on-demand published.) ■

*Randy Richardson is president of the Chicago Writers Association.*





## NEIGHBORHOOD SCHOOLS FAIR

### PARENTS AND EDUCATORS COOPERATE TO SHOWCASE NEIGHBORHOOD SCHOOLS

By Nathan Goldbaum

**O**n Nov. 16, 2013, about a dozen parents brought together more than 50 schools from 27 wards to highlight the high-quality education offered at neighborhood public schools. In one of Roberto Clemente High School gymnasium, school bands, theater groups and cheer squads performed while children played and made art. The other gym was packed with tables sporting balloons and display boards from schools throughout the Chicago Public Schools district and from organizations that support them. Parents and teachers highlighted after-school programs, bilingual specialization and community partnerships in a cooperative event designed to counter the propaganda of New Schools for Chicago and their New Schools Expo.

The New Schools Expo has been held each January since 2007 to promote charter schools, and has excluded all but a token handful of neighborhood schools. Since 2004, the Commercial Club of Chicago, through their Civic Committee, has promoted the expansion of charter schools in an effort to turn public education into a marketplace, with students and schools in competition rather than cooperation and with winners and

losers rather than a shared common good. Their vehicle was the Renaissance Schools Fund, named to complement former CPS CEO Arne Duncan's infamous Renaissance 2010 initiative. In 2011, the Renaissance Schools Fund was rebranded New Schools for Chicago and now devotes millions invested by the likes of the Rauner Family Foundation, the Walton Family Foundation, the CME Group and the Bill and Melinda Gates Foundation specifically to promote charters. Not coincidentally, The Civic Committee shares offices with Civic Consulting Alliance, which provided logistical support free of charge to CPS throughout the mass school closing proceedings last year.

The Neighborhood Schools Fair is the brainchild of Rousemary Vega, a parent who fought unsuccessfully last year to save Lafayette Elementary—including a sit-in at the school in June—and whose children now attend Pritzker Elementary and Lincoln Park High School. Her daughter was crestfallen when

Lafayette's award-winning string orchestra where she played cello was forced to disband, and Vega decided there was more she could be doing.

**"AT THE FAIR PEOPLE EXCHANGED IDEAS AND INFORMATION. IT WAS NOT A COMPETITIVE EVENT—THE IDEA WAS TO LIFT EACH OTHER UP."**

Protesting was important, but it didn't reach everyone. She wanted a venue where families and communities could show pride in their schools and not just anger over their closing.

"The purpose was to showcase our neighborhood schools by coming together to say, 'We choose public

education,' to focus on what we have to be proud of and to break the rumor that our neighborhood schools have nothing to offer." She hoped to tell parents and the public, "Take a look, this is what is in your backyard. Fight for it, save it, give it a chance."

Having connected with other parents through the struggle against school closings, including CPS parents who are also CTU members, Vega spearheaded a multicultural group of organizers known as the "Bad Ass



Moms.” They launched a page on GoFundMe.com and raised more than \$2,000. They made connections with local businesses and aldermen, getting discounted lunches from Smoke Daddy Grill and dozens of other offerings of time and materials. “This is by parents and for parents,” Vega said. “It is put together by the grassroots.”

“While we showcase our schools with hard work and dedication, love and unity, New Schools Expo showcases their charters with millions of dollars from corporations.”

More than 700 participants made the Neighborhood Schools Fair a huge success. “At the Fair people exchanged ideas and information,” Vega says. “It was not a competitive event—the idea was to lift each other up.” Parents and educators came away from the event excited with a rousing success behind them, but the “Bad Ass Moms” are not stopping there. Vega wouldn’t reveal what the next event will be but says it will be something big. We can hardly wait. ■

*Nathan Goldbaum is a Member Communications Coordinator for the Chicago Teachers Union.*



*TOP: The “Bad Ass Moms” introduce the day’s events in the gym of Clemente High School. From Left: Janet Meegan, Shoneice Reynolds, Carolyn Brown, Sherise McDaniel, Yessenia Cervantes-Vázquez, Jessica Suarez, Rousemary Vega (center with microphone), Adenia Linker, Nellie Cotton, Julie Fain, Julie Kosowski, Cassandra Cresswell, Ellen Gradman. ABOVE: One corner of the second gymnasium at Clemente High School, which was filled with tables from schools and organizations across the city. PHOTOS: Nathan Goldbaum*

# SHARE. ADVOCATE. MENTOR.

By Jennifer Johnson

**WE HAVE TO THINK OF TEACHER EVALUATION AS A COLLABORATIVE CAMPAIGN. WE CANNOT LEAVE EACH OTHER TO WORK WITH OUR STUDENTS IN ISOLATION. TEACHING IS NOT A CONTEST AND NEITHER IS TEACHER EVALUATION.**

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 in other arenas (like Professional Problems Committee, Professional Personnel Leadership Committee, etc.). We must mentor each other whether we are new educators or veterans.

Put this mantra to work in your school by organizing teacher evaluation study groups. Chicago Teachers Union staff members have modeled how to organize evaluation study groups at the November 2013 delegate training and in numerous school meetings so far this school year. Our CTU Teacher Evaluation Liaisons will also help share this strategy widely.

We are confident that by studying the Framework for Teaching with our colleagues, we can begin to use it to become better educators and to hold our evaluators accountable for conducting the process more fairly. ■

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

## Come Join Us!



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# ***New Teacher Institute***

**For teachers with 5 or fewer years of teaching**



**REGISTRATION**  
**DEADLINE**  
**JANUARY 12, 2014**

**Register online:**  
**[ctunet.com/pd](http://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.**





# Announcing the Release of CCSS Driven Units of Instruction

*Created by CTU Members for CPS Teachers!*



Join [sharemylesson.com/ctu](http://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.

Thank you for supporting our members work!  
Over 20,000 views and counting!

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](http://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

Visit [sharemylesson.com/ctu](http://sharemylesson.com/ctu) or search **Chicago Teachers Union Quest Center** to access all of *your* lessons!





Presents

Winter 2014 Professional Learning

Register online at [ctunet.com/pd](http://ctunet.com/pd)

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 in the Primary Classroom - (3 CPS Lane Placement Credits/45 CPDUs)**

This course focuses on issues in implementation of the English language arts Common Core State Standards affecting all K-2nd grade teachers. Participants study the shifts in focus, close reading, and instructional design. Keshanna Milsap and Kelly McCann, NBCTs, instructors. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, c, and d will be addressed.

**Dates:** Jan. 22, 29, Feb. 5, 19, 26, March 5, 12, 19, 26, April 2, 9, 23, 30, May 7, 14, 2014

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

**Location:** Carroll Elementary School, 2929 W. 83rd St. Chicago, IL 60652

**Parking:** school parking lot or street parking available

**Registration:** online at [ctunet.com/pd](http://ctunet.com/pd); **Deadline - January 15, 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](http://ctunet.com/pd); **Deadline - January 15, 2014**

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

This course 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](http://ctunet.com/pd); **Deadline - January 21, 2014**

Course Tuitions

**Members:**

30 CPDUs/PTPs only - \$100  
2 Lane Placement Credits - \$130

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

**Non-members:**

30 CPDUs/PTPs only - \$135  
2 Lane Placement Credits - \$160

45 CPDUs/PTPs only - \$200  
3 Lane Placement Credits - \$225

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.



Back by Popular Demand . . .

## APPy Hour

For the Kindergarten through 8<sup>th</sup> Grade Teacher

This workshop is for elementary teachers whose students have in-class access to Apple or Android mobile devices such as IPADs, Kindle Fire, tablets, and IPOD Touch.

Participants discover classroom tested “apps” to start using the next day with their students and their mobile devices. This 3 hour session introduces beginning users to the most influential “apps” that are accessible on handheld technology. The focus is on free, interactive, and student friendly educational tools that transform digital learning. The “apps” discussed can be used in many technology configurations from 1 device to 30.

This workshop addresses the CPS Framework for Teaching Domains: 1, Component a (Demonstrating Knowledge of Content and Pedagogy), Component d (Designing Coherent Instruction); Domain 3, Component c (Engaging Students in Learning), Component d (Using Assessment in Instruction), Component e (Demonstrating Flexibility and Responsiveness).

**Participants must download the following “apps” to their mobile device PRIOR to the workshop and bring it to the session: Edmodo, Educreations, croak.it!, Videolicious, and QR maker. This will be an interactive session.**

**Participants will receive 3 CPDUs/PTPs**

**DATE:** Tuesday, January 21<sup>st</sup>, 2014  
**TIME:** 5-8 p.m.  
**LOCATION:** Chicago Teachers Union  
222 Merchandise Mart Plaza,  
Suite 400  
Chicago, IL 60654

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

No parking validation available.

### **REGISTRATION:**

**Online registration fee - \$15**  
**[ctunet.com/pd](http://ctunet.com/pd)**

Refunds for cancellations will only be  
issued prior to the day of the workshop.



# 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

**Thursday, February 13<sup>th</sup>, 2014**

**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](http://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](http://www.ctunet.com/pd) or contact Lynn Cherkasky-Davis at (312) 329-6274 or [LynnCherkasky-Davis@ctulocal1.com](mailto: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?

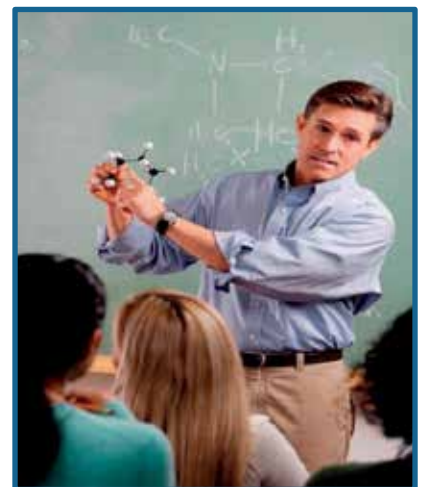
**NBPTS Certification** offers teachers the opportunity for career advancement. It:

- ✓ 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.

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

## 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
- ✓ 1<sup>st</sup> consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher



# In Memoriam



## October 2013

Adelaide P. Murphy	10th	Locke
Charles R. McCalebb	17th	Farragut HS
Leautry Davis	22nd	Carver Primary
Sarah A. Cahill	23rd	Roosevelt HS
Mary B. DeCarlo	24th	Courtenay
Trina C. Melamed	24th	Blaine
George L. Mazarakos	27th	Lane Tech HS
Vivian P. Schulz	27th	Ravenswood
James W. Lilek	28th	Morrill
John J. Mahoney	28th	Spaulding HS
Sidney Sorkin	28th	Bowen HS
Rena K. Gruenberg	29th	Lane Tech HS
Michael J. Tierney	30th	Marshall HS

## November 2013

Patricia H. Dolan	2nd	Farnsworth
Gregory L. McLaughlin	2nd	Collen
Frank A. Tobin	2nd	Cook County Juvenile
Raymond D. Janulis	3rd	Kohn
Valeria M. McAllister	3rd	Hyde Park Acad. HS
Lula McMath	4th	Henry
Patricia Washington	4th	Southside Occupational
Vivian A. Jansen	5th	Reinberg
Joseph H. Bell	7th	Kelly HS
Grover C. Durry	7th	Senn HS
Marie McCoy	8th	Graham
Rozanne Deutsch	9th	Bryn Mawr
Helen A. Chikow	11th	Calumet HS
Shirley I. Powell	11th	Gunsaulus Acad.
Eileen M. Downey	12nd	Hale
Marie L. Degaard	16th	Trumbull
Janice Harley	17th	Bouchet Acad.
Mildred C. Terry	17th	Keller
Sallie B. Ritchie	18th	Earhart

**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](mailto:Leadership@ctuLocal1.com) or 312.329.9100 so a correction may be made in a subsequent edition.

**AL 1 AUSTIN-NORTH  
LAWDALE ELEMENTARY**

Anderson, Grace A.  
Beltran, Katrina B.  
Lopatka, Marcia J.  
Smith, Lisa L.  
Smith, Tanya

**AL 2 AUSTIN-NORTH  
LAWDALE ELEMENTARY**

Egwuekwe Maxey,  
Kelechi S.  
Fullerton, Katrina  
Hildreth, Iris E.  
Wagemaker, Anne E.  
Young, Joanne

**BP 1 BURNHAM PARK  
ELEMENTARY**

Blakey, Nina  
Butler-Mitchell,  
Paulette B.  
Crawley, Dorothy Q.  
Laidler, Autumn M.

**BP 2 BURNHAM PARK  
ELEMENTARY**

Hegwood, Catherine  
Laws, Antoinette D.  
Olson, Genni L.  
Paranjape, Janak S.  
Weems, Pricilla W.

**EG 1 ENGLEWOOD-GRESHAM  
ELEMENTARY**

Robinson, Lorna R.  
Ruff, Nadra C.  
Smith, Vera I.  
Threlkeld, Selena M.  
Wilkinson-Troutman,  
Cynthia G.

**EG 2 ENGLEWOOD-GRESHAM  
ELEMENTARY**

Davis, Victoria Marie  
Middleton, Gladys C.  
Pierson, Brandi L.  
Smith, Kelly L.

**FR 1 FULLERTON ELEMENTARY**

Chavez, Lisa B.  
Cunningham-Yee,  
Catherine L.  
Dixon, Karen E.  
Haritos, Penelope  
Jackson, Richard R.  
James, Ramses D.  
Nevarez, Antonia  
Padilla, Maria  
Santacruz, Erica P.  
Vacco, Angela L.  
Villa, Mary

**FR 2 FULLERTON ELEMENTARY**

Coughlan,  
Elizabeth M.  
Guzzo, Diane L.  
Harkness, Ned A.  
Jacobson, Johanna T.  
Kearns, Donald E.  
Llanes, Cynthia  
Meenaghan,  
Christopher J.

**FL 1 FULTON ELEMENTARY**

Klaus, Conor R.  
Maurello, Rosemary S.  
Monarrez, Diana M.

**FL 2 FULTON ELEMENTARY**

Beaulieu, Allison K.  
Falzone, Lindsay N.  
Otero, Edna E.  
Reese-Clark,  
Vanessa B.

**FSS FAR SOUTH SIDE HIGH  
SCHOOL**

Boughton, Patricia A.  
Guterz-Kwaaning,  
Tanisha R.  
Holt, Sylvie  
McFarlane, Kelly P.  
Pincham, Robert E.

**GH 1 GARFIELD-HUMBOLDT  
ELEMENTARY**

Greco-Serwa,  
Sandra M.  
Johnson, Vernesser  
Metzger, Suzanne M.  
Wendorf, Lori S.

**GH 2 GARFIELD-HUMBOLDT  
ELEMENTARY**

Biancalana, Jodi L.  
Bugala, Julie R.  
Gilson, Kathleen A.  
Oneal, Chelita L.  
Sidaway, Stephanie M.  
Trentham, April L.  
Watson, Joyce

**LC 1 LAKE CALUMET  
ELEMENTARY**

Coleman, Angela K.  
Garner, Darnell J.  
Jackson, Ashley M.  
Mallory, Latasha I.

**LC 2 LAKE CALUMET  
ELEMENTARY**

Craig, Sharion D.  
Curtin, Carolyn E.

**ME 1 MIDWAY ELEMENTARY**

Hester, Kamau L.  
McMahon, Mary L.  
Mitchell, Shelley K.  
Molaro Diaz,  
Miranda M.  
Muir, Jeanine E.  
Preciado, Diana

**ME 2 MIDWAY ELEMENTARY**

Contreras-Espinoza,  
Jose A.  
Jameson-Hardy,  
Jacqueline  
Krzak, Jennifer L.  
Magallanes, Lucero  
Marquez, Maria L.  
McGrath, Sarah C.  
Morris, Valerie L.

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

Hurtado, Erin M.  
Incandela, Rosa R.  
Maeda, Ann T.  
Ochoa, Victor  
Searcy, Anna L.  
Smith, Laura

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

Hungerford, Robert  
Jones, Janet S.  
Mead, Thomas C.  
Stephani, Joanne T.  
Zagorski, Melissa L.

**OH 1 O'HARE ELEMENTARY**

Allison, David R.  
Blaszczyk, Diane L.  
Cardona, Juan C.  
Erzrumly, Layla  
Graham, Wanda V.  
Habetler, Deidre  
Irwin, Melissa L.  
Kasai, Meleia F.  
Quintero, Alicia L.  
Tsatsos, Mary G.

**OH 2 O'HARE ELEMENTARY**

Block, Caryn T.  
Carroll, Jenell M.  
Davidson, Susan K.  
Dillon, Barbara  
Gans, Howard L.  
Hopkins, Jeronna  
Jason, Lisa L.  
Medina-Correa,  
Naomi C.  
Wohl, Raymond F.

**PE 1 PERSHING ELEMENTARY**

Broderick, Christine B.  
Martinez, Mario M.  
Spedale, Mary Lou  
Torres, Leticia M.  
Villwock, Lauren

**PE 2 PERSHING ELEMENTARY**

All Present

**PL 1 PILSEN-LITTLE VILLAGE  
ELEMENTARY**

Austin, Robert A.  
Cosme, Maria T.  
Dawson-Casper,  
Gwendolyn  
Fragoso, Miguel  
Gonzalez, Jennifer  
Johnson, Philomena M.  
Rentz, Kathleen M.  
Sanchez, Juan F.  
Underwood, Haley A.

**PL 2 PILSEN-LITTLE VILLAGE  
ELEMENTARY**

Killis, Codi  
Lohitsa, Sushma S.  
Ma, Amy  
Olazaba, Phillip J.  
Sansininea, Alma O.  
Sologaitoa, Leslie J.

**RR 1 RAVENSWOOD-RIDGE  
ELEMENTARY**

Arnold, Ruth M.  
Bucasas, Lorraine  
Duffy, Jonathan D.  
Feeney, Charles L.  
Lancaster, Elizabeth R.  
Mays, Alison G.  
McLaurine, Cody P.  
Pulliam, Davina M.  
Roberts, Jason M.  
Rodrigues, Patrick  
Thomas, Katherine G.

**RR 2 RAVENSWOOD-RIDGE  
ELEMENTARY**

Davis-Williams,  
Stephanie A.  
Drase, George P.  
Ebstein, Jody  
Lang, Albert J.  
Nash, Michelle J.  
Skweres, Steven  
Touras-Andrikopoulos,  
Pamela C.

**RI 1 ROCK ISLAND  
ELEMENTARY**

Carroll, Margaret L.  
Collins, Linda S.  
Fenner, Soreida M.  
Majka, Margaret A.  
Martin, Donna M.  
McAllister,  
Tradonna M.  
Phillips-Mitchell,  
Caprice A.  
Sparks, Jeri L.

**RI 2 ROCK ISLAND  
ELEMENTARY**

Bryson, Michelle C.  
Hardman, Brian T.  
Herron, Lori A.  
Jones, Lawanda D.  
Mason, James J.  
Scott, Shereen E.  
Tyson, Nadine V.  
Varnado, Cynthia V.

**SK 1 SKYWAY ELEMENTARY**

Carter, Launder F.  
Hatchett, Simone K.  
Howard, Robyn L.  
Laurent, Sidney

**SK 2 SKYWAY ELEMENTARY**

Ball, Tamika  
Brown, Marlene  
Brown-Murray,  
Adrienne J.  
Jancaric, Lucille A.  
Wilford, Terri  
Wonzer, Sonja M.

**SSH SOUTH SIDE H.S.**

Dumbrys, Daina M.  
Menzies, Frank L.  
Miller, Martin  
Monroe, Sandra T.  
Noriega, Melissa A.  
Ramirez Garcia,  
Elisabet R.  
Whitfield Taylor,  
Laronya  
Wolfinger, Randal P.

**SW 1 SOUTHWEST SIDE H.S.**

Benedetto, Sandra Y.  
De Santiago, Marco A.  
Dober, Kenneth G.  
Nguyen, Quang V.

**SW 2 SOUTHWEST SIDE H.S.**

Ginyard, Randi S.

**WS 1 WEST SIDE H.S.**

Clemons, Marcus T.  
Gibbons,  
Bartholomew D.  
Johnson, John C.  
Robinovitz, Isaac

**WS 2 WEST SIDE H.S.**

Bokar, Michael J.  
Butler, Tonya L.  
Cieslik, Daniel J.  
Cole, James A.  
Dudley, John B.  
Field, James P.  
Hopkins, Joyce J.  
Horton, Bennie H.  
Koniewiczzo, Gregory J.  
Rau, Jay P.

**CITY-WIDE CAREER SERVICE**

Bonet, Damaris  
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