

*Chicago*

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# UNION TEACHER



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## TAKING ON THE TESTS

HOW OVERTESTING  
ROBS INSTRUCTION  
AND HURTS SCHOOLS

THE WAR  
ON THE  
IMPOVERISHED

SCHOOL  
COUNSELORS  
WEEK

NURTURING  
TEACHER  
LEADERSHIP



*THIS PAGE: CTU members and community partners braved blistering cold to camp all night January 21 outside CPS headquarters. The protest vigil called attention to the Board of Education's vote on January 22 over new charter schools. Of the 17 charter schools proposed, CPS rejected 10, but accepted seven (with conditions attached to five of the accepted applications). Weeks of organizing and neighborhood opposition led to this partial victory. PHOTO: Nathan Goldbaum*

*COVER PHOTO: Nathan Goldbaum*

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*THIS PAGE: CTU Financial Secretary Kristine Mayle and Rev. Dr. Jeremiah Wright take a moment at CTU's Third Annual Clergy Breakfast honoring Rev. Dr. Martin Luther King, Jr. Wright emphatically declared, "Where would Dr. King be standing in 2014? He would be standing with the Chicago Teachers Union." PHOTO: Nathan Goldbaum*

Sisters and Brothers,

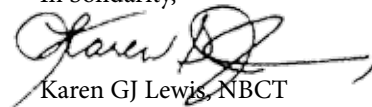
Many people who are convinced that standardized tests are reliable and valid indicators of student learning are not only sadly mistaken, but they are often people who also support policies that harm children, teachers and schools. This is unfortunate for a variety of reasons, the least of which is that unions, think tanks and other entities no longer pursue alternatives—*multiple measures*. Researchers have pointed out that standardized tests do not cover 70 percent of teachers, but rather than invest in multiple measures, companies respond with a plan to develop more tests.

What many people do not know is that the use of standardized tests has its origins in the Eugenics movement, where basic tenets assert that certain races are inferior to others biologically and intellectually. From our 21st century perspective, we can look back in horror, but we have to be clear about the original purpose of standardized tests. The original IQ tests were designed by French psychologist Alfred Binet for benign and limited uses: a) on young children who were not developing “normally”; b) as “general” tools to make “general” decisions, not a precise measurement for precise decisions; and c) to signal when a child needed more help in their intellectual development. Unfortunately in the United States, IQ scores were posited to be fixed and innate, and were promptly used to rank and sort individuals by race and ethnic background. Businesses, government agencies and educational institutions used IQ tests to justify placing certain people into certain jobs and excluding them from others.

While the Eugenics movement died an ignoble and deserved death, the leftover love affair with standardized testing has gotten completely out of control. In a society fascinated by statistics, we are often compelled to reduce everything to a single number. Those of us who work with children know that there are so many characteristics that cannot be quantified. We also know that educators are the best positioned and best trained to judge what our children know, what they don't know and what we must do to support their learning. No test written from afar—that doesn't give us immediate feedback and is not aligned to the curriculum—can ever provide us with the information we need to adequately help our students. We should resist every opportunity to steal our time, resources and professional judgment to satisfy the insatiable data monster that No Child Left Behind and Race To The Top have created.

Ask yourselves whether you want to be part of a legacy born of the unholy alliance between the concept of “natural inequality” and the drudgery that has been imposed on many of our classrooms. Do your own research and let's start to have the discussions on what is fair, equitable and good for our children.

In Solidarity,

 , NBCT  
Karen GJ Lewis, NBCT



# TAKING ON THE TESTS

## AN INTERVIEW WITH FAIRTEST.ORG'S MONTY NEILL

Interview by Carol Caref, Ph.D

### HOW HAS THE AVERAGE NUMBER OF TESTS THAT STUDENTS TAKE IN THE U.S. CHANGED OVER THE PAST 15 YEARS?

The 2002 No Child Left Behind law nearly tripled the volume of federally mandated testing. There's no question that states and districts have added much more to the standardized exam tsunami, in part to get students and teachers ready for NCLB tests.

An accurate tally of the current volume of testing is difficult to come by, however, because so many different jurisdictions mandate exams. Most recently, the Obama-Duncan Race to the Top and NCLB waivers require the use of student scores to judge every teacher. This has caused a new jump in the amount of testing. Upcoming Common Core exams will likely add more.

In the 1980s, FairTest conducted a state-by-state survey on testing—finding around 100 million tests were given each year. The average was around three tests per student in most grades. This year, we have obtained assessment schedules from several urban districts that require five to ten times that many exams. The most we have seen, so far, is more than 40 tests for a single grade.

It appears that suburban districts test less since they face less pressure to increase scores, but they too are subject to NCLB waiver requirements to add high-stakes exams in most states. It would help to have a credible national survey on the amount of testing as well as on the real costs, including lost instructional time.

### HOW DO THE NUMBERS OF TESTS TAKEN BY CHICAGO STUDENTS COMPARE TO NATIONAL AVERAGES?

Chicago exam volume is high, but not unusually so among the urban districts we have reviewed. For example, Boston tests somewhat less, while Pittsburgh tests more.

NCLB requires reading and math tests annually for all students in grades 3-8 and once in

high school, once each in elementary, middle and high school in science, plus additional exams for some students such as English language learners, plus the waiver-mandated tests. Illinois adds a few more tests, but CPS mandates many more.

### WHAT HAS BEEN THE EDUCATIONAL IMPACT OF INCREASED TESTING?

The broadest impact is the pressure to teach to the test, so that instruction narrows toward what is tested and ignores what is not. This means untested subjects, like social studies, and untested content areas within tested subjects are neglected. At worst, preparing for the standardized exam becomes the curriculum. We know of cases where reading instruction is reduced to short passages followed by multiple-choice questions—so kids don't even understand they should keep reading if they encounter longer passages. They are taught test-prep skills such as to first read the questions then look for keywords in the passage to help choose the answer. This approach does not prepare students to read for understanding or pleasure.

Then there is the fear and stress caused by high stakes: grade promotion for kids, the use of test results to justify school closings, and teachers facing humiliation or even termination based on student test scores. This creates a toxic environment for everyone and contributes to behavior problems. Together these can lead to students leaving or being pushed out of school and perhaps entering the prison pipeline.

The testing explosion has not improved learning. Scores on independent, low-stakes tests, such as the National Assessment of Educational Progress (NAEP), have pretty much stopped increasing. The rate of gain on NAEP has slowed dramatically or stagnated

under NCLB for reading and math at all tested grades for almost every demographic group. In short, the educational impact is harmful; there is no gain for the pain.



Monty Neill. PHOTO: Substance News

### WHAT IS THE JUSTIFICATION GIVEN FOR INCREASED TESTING, AND IS THERE ANY MERIT TO PRO-TESTING ARGUMENTS?

The basic argument is “accountability” for students (e.g., graduation tests in most of the country), schools and educators. The claim is that schools, particularly those serving low-income children, have done a poor job or they are not doing a good enough job (like in the suburbs). In

theory, testing will show where the problems are, and sanctions will force educators to do their jobs better.

These claims ignore the underlying problems that interfere with learning: poverty, especially multi-generational, entrenched poverty; segregation, usually compounded by poverty; and underfunded schools. Of course, many schools can and should do better with the resources they have. But testing does not lead to improved teaching and learning. There are real problems that need to be addressed, including ones schools and educators have some control over, such as school climate, curriculum and instruction.

### ARE THERE TESTING INSTRUMENTS THAT ENHANCE LEARNING AS WELL AS MEASURE LEARNING?

There are ways to assess students that enhance learning and teaching while simultaneously measuring educational progress. For example, a student engaged in a complex project can get feedback during the process—useful guidance to strengthen learning—and get an evaluation at the end. A portfolio that is periodically reviewed can help students reflect on their own

learning in order to improve, as well as provide summary evidence of progress. Standardized tests, however, are not tools for enhancing learning because they provide far too little usable information. That's especially true when they are used for punitive purposes.

### HOW DO YOU THINK IMPLEMENTATION OF COMMON CORE STANDARDS WILL CHANGE THE EDUCATIONAL TESTING LANDSCAPE?

If implemented, these standards will change both tests and textbooks. Common Core exams will lead to more and longer tests, continuing the current trend. But Common Core exams are not all that different from the current crop, even if they will be administered on computer and have some "performance tasks." They remain predominantly multiple-choice and short answer. The performance tasks are not connected to any particular curriculum and are not likely to engage many students.

The major changes in assessment this country needs will not come from Common Core. The Gordon Commission, an independent body that analyzed testing in the U.S., concluded that Common Core will be an insufficient step forward in terms of test quality. The destructive consequences of high-stakes uses will continue. Some are calling for a moratorium on high-stakes uses of Common Core until curriculum and instruction can align with them. This is too limited—assuming such alignment is educationally sound. The U.S. in general and Chicago schools in particular needs a permanent moratorium on high stakes, and we need much better assessments to reflect what curriculum and instruction should be.

### WHAT WILL IT TAKE TO MOVE THE EDUCATIONAL ESTABLISHMENT AWAY FROM THEIR HEAVY EMPHASIS ON TESTING AND ACCOUNTABILITY?

A popular uprising by teachers, parents, students and other concerned people can win major change. Policymakers at all levels,

backed by major corporations, foundations, and media, are still locked into the test-and-punish mindset from which many are now reaping big profits. Across the nation, however, people are fighting back—holding meetings, calling officials to account, circulating petitions and opting out or boycotting. Activists won some significant changes in a few places last year. Officials are trying to placate people with minor, insignificant changes like dropping one of more than a dozen tests (as in Chicago), or setting up commissions to study the problem. Meanwhile, the tests are getting longer and harder, creating great stress for children, whose parents are increasingly up in arms. High schoolers are walking out, as happened in a few Chicago schools last year. Activist groups are forming.

FairTest and our allies are excited by the prospect of a huge "testing reform spring" this year. Such a struggle will need to be sustained until fundamental change is won. The resistance, however, must also promote and win educationally beneficial assessments that will be used to help, not punish, students, teachers and schools. That would be the kind of meaningful transformation that Common Core will not provide.

We invite people to read and share the many fact sheets and reports on our website, [fairtest.org](http://fairtest.org). Topics include NLCB, Common Core, grade promotion, teacher evaluation, authentic assessment and accountability. ■

*Monty Neill is Executive Director of FairTest, the National Center for Fair & Open Testing, headquartered in Boston.*

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- DELEGATES AND PPC'S
- WOMEN'S HISTORY MONTH
- IRISH-AMERICAN HISTORY MONTH

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# THE FALLACY OF STAGNATING TEST SCORES

By Sarah Hains

“America’s schools are failing our kids,” says the mission statement on Michelle Rhee’s website, [studentsfirst.com](http://studentsfirst.com).

“On this point, the data is clear.”

Corporate education reformers love to cite results from Program for International Student Assessment or National Assessment of Educational Progress tests to lament that American student achievement is “stagnating,” but what they are not acknowledging is that more students are taking those tests, which is skewing the results. When PISA<sup>i</sup> and NAEP<sup>ii</sup> are analyzed by sub-categories such as socio-economics and ethnicity, the scores vary widely. Students in the highest socio-economic group score the highest in the nation and almost the highest in the entire world. The “data” referred to on Rhee’s website is the stagnating average math and reading scores on the NAEP since the 1970s.

Let’s take a look at Chicago Public Schools in the 1970s. CPS’s enrollment peaked at 600,000 in the late 1960s, after a tumultuous decade of activism and struggle for equality. In 1961, 22 black families sued the Chicago Board of Education for segregation, and in 1963 came the famous CPS school boycott. By 1967, 200 schools were more than 90 percent white, but the suburban white flight that had been taking place since WWII took off in the 1970s. Immigration from Latin America and Asia increased greatly starting around 1965. In 1977, 87 percent of black students were in schools that were 90 percent or more black. The Federal Consent Decree was imposed upon CPS in 1980 to force the district to fix its incredible segregation problem. That same year, due to the fiscal crisis of the 1970s, the Chicago School Finance Authority was put in place by the state to oversee CPS’s budget. Students with disabilities were not guaranteed a public education until the enactment of the Education for all Handicapped Children Act of 1975.

The testing craze that we are currently drowning in started brewing in the 1970s but didn’t really ramp up until the 1990s, finally becoming

devastated by the decimation of public housing and high foreclosure rates.

NAEP READING SCORES BY RACIAL CATEGORY: HISTORICAL TRENDS FROM 1975 TO 2012



ing permanently affixed in public education with the 2002 passage of No Child Left Behind. NCLB required that every student, including English Language Learners and students with special needs, must not only get tested every year but that the school districts also must report test scores for every sub-group of students. Thus, we can now see how a black male student on Free and Reduced Lunch with a learning disability scored compared to a white male student who is not on Free and Reduced Lunch and who does not have a learning disability. And what we have learned is that for every sub-group of students who are now getting educational services that they did not receive in the 1970s, they are actually doing pretty well and making great gains, yet the achievement gap among racial groups is also widening. On a positive note, we have also learned that high school graduate rates and high school test scores are at an all-time high while the drop-out rate has dropped.

Throughout this time, CPS has experimented with every reform fad available, dropping each one as soon as a new one comes along without publishing any evaluation. There has been a revolving door of administrators, while more than 100 neighborhood schools have been replaced by privately operated charters. The bulk of this chaos and experimentation has taken place in segregated black communities that have also been

There is no need for the corporate education reformers to sound the alarm bell, because the schools are not failing; it is the ever-changing reform initiatives that are failing. We are including everyone at higher rates, which is making the average test score for the nation look low, but this is because of the law of averages. To be sure, we have a long way to go in our fight for equity. Black students are

still in segregated schools and most affected by school closings and charter proliferation. There is also rampant inequity across CPS in terms of capital dollars, academic course offerings, arts and humanities programs and more. But it is a gross exaggeration and misinterpretation of the facts for reformers to say that our test scores have stagnated since the 1970s. They are only saying that to attack teachers and public education, and to call the system a failure so they can replace neighborhood schools and school communities with privately run charter schools that, ironically, don’t outperform our own. ■

*Sarah Hains is a researcher for the Chicago Teachers Union.*

i. PISA is Programme for International Student Assessment, an international exam administered by countries in the OECD, the Organization for Cooperation and Development. The OECD began in 1961 and there are currently 34 countries that belong. The PISA is administered to 15 year old students randomly in each country every three years. <http://www.oecd.org/pisa/>

ii. NAEP is referred to as the “National Report Card” and stands for National Assessment of Educational Progress. It is administered by the federal government to random samples of students so it is impossible for schools to “teach to the test,” thus, it is considered reliable. <http://nces.ed.gov/nationsreportcard>



# THE WAR ON THE IMPOVERISHED

By Stacy Davis Gates

It has been 50 years since the implementation of President Lyndon Johnson's seminal War on Poverty, a Great Society program that sought to couple newly won civil rights with a platform for those historically marginalized to take advantage of these freedoms. Instead of celebrating this historic legislative feat that opened the doors of opportunity for scores of poor people of color, however, the GOP has spent a considerable amount of time casting aspersions on the empirical gains that were born out of these policies.

Democrats also have done little to defend these policies or re-imagine them in our 21st century America. In fact, the Obama administration honored the 50-year anniversary of the War on Poverty by announcing a federal investment to combat the ills of poverty in just five promise zones. We are currently experiencing the widest gap in wealth accumulation in the history of our country, as never before has there been a greater concentration of wealth in the top one percent, and simultaneously, an overall reduction in income for the bottom 95 percent. The scant attention paid to the impact of poverty has helped promote the type of policies that offer counterintuitive solutions like school closings to combat academic underachievement in mostly poor communities of color.

Simply put, policy that reflects the needs of the poor, people of color and working people must be comprehensive and grounded in economic equity. The lack of attention paid to Americans living in poverty and the slow and steady revocation of safety net programs like the Supplemental Nutrition Assistance Program leave the nation's most vulnerable—our children—in a very precarious state.

Our country has the highest poverty rate for children residing in industrialized nations. Our children do not receive the necessary supports to make their school experience better. Urban school districts are educating more students living in poverty than ever before. The legislation created to supposedly address these issues only exacerbates the problems, and research on the outcomes of

reform has been compelling: This current incarnation of education reform has done nothing to move the ball forward academically in black schools across America.

Instead of policymakers focusing reform on proven efforts like a higher minimum wage, lower class sizes, universal pre-school, funding the food stamp program, arts education, wrap-around services and robust teacher development (just to name a few), they have ushered in an era of over-testing and an ever-churning pool of novice teachers in school communities that need well-trained, experienced, and dedicated educators. Making matters worse is the fact that these novice teachers are buoyed by the support and financial backing of billionaires who believe the minimum wage should be rolled back and food stamps are a form of slavery.

The lack of holistic policy initiatives is best demonstrated by GOP gubernatorial hopeful Bruce Rauner, who touts his investment in a charter school for poor black and brown students, yet simultaneously talks about rolling back minimum wage income for their parents. The rhetoric that poverty is an excuse stems from one with health insurance who eats well and has shelter. What would this be if their child had to learn while hungry, unhealthy and homeless? The lack of compassion and comprehensive solutions to poverty is best reflected in the manner that policymakers have gone about remedying the problems in public education.

Privatizing education, ridding school communities of minority educators and closing schools communities in poor, black and brown communities is education *reform*. These policy initiatives compound the problems in already marginalized communities. Much of the discourse regarding poor children revolves around

a rejection of the realities of poverty and provides half-baked solutions for complex issues. Those who promote education deform

policies believe that poverty is an excuse and has been used inappropriately to explain academic underachievement. These policies create a two-tiered Chicago—one city where a suburban billionaire can write a \$250,000 check to get his daughter into one of the most prestigious,

selective public schools in the country, and another city where scores of impoverished minority parents have to face the indignity of signing up online in order to attend a school board meeting to fruitlessly beg and plead with handpicked board members to save their schools.

This two-tiered Chicago prioritizes those with clout and resources, and places those without it at the mercy of policymakers who are often seduced by interests that transfer their money and access into legislation. This has led to mass school closings and mass firings of educators of color, despite mountains of evidence that proves the affected communities never received a steady, dependable stream of access to federal, state and local resources.

Great Society initiatives moved the ball forward for minority students because it moved the ball forward for their families and communities. It was Johnson's Elementary and Secondary Education Act along with other Great Society initiatives that narrowed the achievement gap significantly and provided poor families with stability and hope. We need a return to this era, or else we risk losing more generations to a different kind of War on Poverty—the war on the impoverished. ■

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



First Lady Lady Bird Johnson visits a Head Start classroom in 1966. Head Start was part of the War on Poverty initiative. PHOTO: National Archives

# CTU CELEBRATES SCHOOL COUNSELORS DURING NATIONAL SCHOOL COUNSELING WEEK

By *Lisa De Gregorio*

**N**ational School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from Feb. 3–7, 2014, to focus public attention on the unique contribution of professional school counselors within U.S. school systems and how students are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

The special week honoring school counselors provides recognition for school counselors who implement comprehensive school counseling programs, a vital part of the educational process for all students as they meet the challenges of the 21st century. The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through educational, career, and personal and social development experiences. All children need the services of a credentialed or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature.

School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. Counselors facilitate communication among teachers, parents, administrators, and students to adapt the school's environment in the best interests of each individual student. They help individual students make the most of their school experiences and prepare them for the future.

The Chicago Teachers Union applauds school counselors for being actively engaged in helping students examine their abilities, strengths, interests and talents; for working in a partnership with parents as they encounter

the challenges of raising children in today's world; for focusing on positive ways to enhance students' social/personal, educational and career development; and working with teachers and other educators to provide an educational system where students can realize their potential and set healthy, realistic and optimistic aspirations for themselves. Professional school counselors are certified, experienced educators with a master's degree in guidance and counseling. The combination of their training and experience makes them an integral part of the total educational program.

"School counselors work with all students to remove barriers to learning by addressing students' academic concerns, career awareness in post-secondary options and personal/social skills," says Kwok-Sze Wong, Ed.D., ASCA Executive Director. "Comprehensive school counseling programs help to increase student achievement and provide a much-needed resource for students, parents, teachers and administrators. School counselors are integral to student success."

Despite the many roles counselors play in both the academic and nonacademic realms, the research consistently shows that the work of counselors is linked to higher student aspirations and outcomes. Strong adult-student relationships can have a significant impact on student outcomes, and many students—particularly dropouts—long for a strong adult advocate in school.

More than 32,000 school counselors nationwide will be participating in the week's festivities. Many school counselors will be hosting special events and activities to call attention to the myriad benefits of a comprehensive school counseling program. More general information can be found on ASCA's website, [www.schoolcounselor.org](http://www.schoolcounselor.org). ■

*Lisa De Gregorio is founder of the CTU Counselors' Problem Solving Committee.*



**FIND RESOURCES ON  
SCHOOL COUNSELING AND  
FOR NATIONAL SCHOOL  
COUNSELING WEEK AT:  
[SCHOOLCOUNSELOR.ORG](http://SCHOOLCOUNSELOR.ORG)**

## SCHOOL COUNSELING IN THE CHICAGO PUBLIC SCHOOLS

By *John Casey*

**P**rofessional school counselors in the Chicago Public Schools are individuals with master's degrees in school counseling. They are trained to develop and implement a school counseling program that addresses the academic, career, and personal/social development of all of their students. A strong counseling program includes education, and prevention and intervention services for all students. School counselors can develop and provide guidance lessons that develop career awareness and teach students skills such as healthy decision-making and conflict resolution. They can support students in creating an individual plan for academic, personal/social and career success, and provide direct counseling services to individual students and/or small groups of students in need of support. Counselors can also work collaboratively with students, parents and teachers to identify and overcome challenges that may impact student achievement.

Other counseling-related tasks include implementing the high school and college application process, and organizing open house and orientation events to provide for a smooth transition from elementary to high school and high school to college. Counselors also coordinate and organize student assessment procedures for district wide assessments; develop relationships with community service providers; create a system for the accurate maintenance of student records; and determine the effectiveness of the school counseling program through an evaluation process that includes administrators, teachers, parents, students and community partners.

The CPS Framework for School Counselors follows many of the recommendations provided by the American School Counselor Association for the activities a counselor can do to have the greatest impact on overall student performance. The REACH Framework is what administrators can use to evaluate the performance of their school counselors.

Unfortunately, school counselors are often assigned duties that do not fall within the appropriate role of the school counselor. Subsequently, counselors are spending large amounts of time performing functions outside of their training and role. One such duty is to serve as the special education case manager— coordinating the IEP process which secures many of the services our disabled students require. This is an extremely important task within our school system. A survey conducted during the 2011-2012 school year found that almost three out of every four elementary school counselors were assigned the duty of case management. However, coordinating and scheduling meetings, collecting information from teachers, facilitating the writing of IEPs, entering data into IMPACT and responding to parents, teachers, and staff regarding special education issues is a time-consuming task. For schools that have larger populations of special education students, this task is no longer a duty, but a full-time job—completely unrelated to the CPS Framework for School Counselors.

In the past year, many school counselor/case managers have begun to implement various counseling interventions with the intent to collect data on the effectiveness of these efforts in improving student attendance, behavior and achievement. Developing “Flashlight” presentations, we hope to demonstrate that comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, can promote and enhance the learning process for all students. ■

*John Casey is the school counselor and case manager at Cameron Elementary School, and chair of the CTU Counseling Committee.*

## MEMBERS MAKE NEWS

### GINA CANNELLA SCHOOL NURSE



*School nurse Gina Cannella saved the life of a parent who suffered an apparent heart attack Friday morning, January 10, outside Smyser Elementary on Chicago's Northwest Side. Photo and story from ABC7 News.*

[abclocal.go.com/wls/story?id=9389617](http://abclocal.go.com/wls/story?id=9389617)

### TANYA FOSTER-DEMERS SPENCER ELEMENTARY



*Kindergarten teacher Tanya Foster-DeMers is featured in the latest DePaul University College of Education alumni publication “Action in Education.” The interview features her work creating the Instructional At-Home Plan to support parent involvement in the school. Photo from the magazine.*

<http://bit.ly/DeMers>

# 2014 MARTIN LUTHER KING JR. CLERGY BREAKFAST

## A CALL TO ACTION

By *Brandon Johnson*

Each year, our country pays tribute to the Rev. Dr. Martin Luther King Jr. with obligatory breakfasts, award ceremonies in his honor and media reports that showcase “the slain civil rights leader” and his “dream.” Very few, however, use his candor to combat present day social ills or recognize the remarkable study of King’s life—particularly the last years as he spoke candidly about the nightmare that black Americans were enduring under Jim Crow and the economics that drove poverty across racial and geographical lines

The Chicago Teachers Union hosted our 3rd Annual Rev. Dr. Martin Luther King Jr. clergy breakfast that pushed the commemoration of King’s birth beyond a perfunctory discussion that reflects solely on the past. Co-hosted by Chicago Parents, Educators and Clergy for Education (PEACE), the program brought together more than 200 members of the city’s labor and faith communities to discuss how to protect students, parents, educators, neighborhood schools and retirees from policies that promote racial and economic inequality. Just as King did on his last birthday on earth, the CTU and PEACE celebrated his life and used the day to build towards a more just and equal society.

Rev. Dr. Jeremiah A. Wright, Pastor Emeritus of Trinity United Church of Christ delivered the keynote, invoking King’s spirit with sharp words that captured our imaginations of what is possible, and delivering the message of hope and truth with profound intellect reminiscent of King himself. Rev. Wright called all of us to a higher place, demanding a “revolution of values” in which we regard all humans and place “principles above profits, propaganda and political correctness.” Like King, Wright took to task America’s failure to confront racism, questioned our country’s practices of militarism around the world and rebuked the methods of capitalism that marginalize people—leaving them more vulnerable than secure.

Asean Johnson, a Chicago Public Schools student from Marcus Garvey Elementary spoke with purity and promise, and in the spirit of those who came before us, the Rev. Christopher Williams moved the crowd with songs of conviction and righteousness. Many attendees committed to attending the February 19 rally in Springfield ([ctunet.com/showdown](http://ctunet.com/showdown)) participating in actions that move us all closer to a more just and equal society.

Under the leadership of Audrey May, along with support from CTU Recording Secretary Michael Brunson and organizer Christel Williams, the King breakfast was the charge we needed to build a strong union, schools that all children deserve and a society that values all people. ■

*Brandon Johnson is an organizer and interim political director for the CTU.*

**VIEW THE PHOTOS AT LEFT AND MORE ON OUR WEBSITE: [CTUNET.COM/PICS](http://CTUNET.COM/PICS)**



# SHOW DOWN

IN SPRINGFIELD  
TO SAVE OUR  
PENSIONS  
FEBRUARY 19  
MASS CARAVAN TO SPRINGFIELD

[CTUNET.COM/SHOWDOWN](http://CTUNET.COM/SHOWDOWN)

**WE  
ARE  
ONE**



# 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](http://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.

**H**ow 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.*



# LOCAL SCHOOL COUNCILS = PARTICIPATORY DEMOCRACY

By Michael Brunson

This upcoming April, on report card pick-up days, Chicago Public Schools will conduct elections for Local School Councils (LSCs) in hundreds of elementary and high schools across the city. The elections will take place April 7 in elementary schools and April 8 in the high schools. LSCs are composed of parents, teachers, community members, school staff and students. Because an LSC constitutes the governing body of its school, it provides an opportunity to become meaningfully involved and exercise a political voice in your school and community.

LSCs were established in 1988 in the wake of a citywide education summit called by late Chicago Mayor Harold Washington. Though Washington never lived to attend the summit, we commend his foresight in calling an event that generated a model for true participatory democracy. LSC members must always be mindful that they are elected officials. Some members have moved on to become Chicago aldermen and representatives and senators at the state level.

An LSC has 3 basic duties:

- Hire and annually evaluate the school principal
- Participate in composing the school's improvement plan
- Authorize school expenditures and monitor the school budget

Each LSC chairperson is an elected parent who has been selected by fellow council members. The principal of each school sits on the council as an equal member. The composition of the LSC tells a great deal about the intended balance of power—six parents, two community members, two teachers, one non-teaching staff member and one principal, with a student empowered to vote on certain

issues (in high schools). Everyone has one equally weighted vote.

Newly elected LSC members must become thoroughly knowledgeable of such things as:

- Their roles and responsibilities
- Understanding the school budget
- The essential components of a successful school
- How to select and evaluate a good instructional leader (principal) for their school

The school code states that members must receive 18 hours of training from CPS or a certified contracted trainer within six months of being elected. Unfortunately this is not always done. CPS currently has fewer than 10 facilitators who are responsible for training more than 6,500 LSC members. This and

other issues must be addressed in order for Chicago's LSCs to realize their full potential as vehicles of empowerment for educators, parents, students and the community. Knowledge is power!

The Chicago Teachers Union along with other members of the Grassroots Education Movement will hold an LSC summit on February 15, 2014, at Chicago's Westinghouse High School, 3223 W. Franklin Blvd. In the wake of CPS's closure of nearly 50 schools and plans to massively expand charter schools, and in light of the budget cuts imposed by CPS's move to student-based budgeting, it is urgent that union educators join hands with parents and the community on our LSCs to fight for our public schools.

Whether you are a current LSC member, an aspiring LSC member or simply interested in learning more about a critical democratic institution, you are welcome to join other concerned parents, students, educators and community members at the summit. The event will feature forums, workshops and discussions that are not only important for high-performance Local School Councils, but also vital to the survival of our public schools. This is an opportunity to learn, share and prepare for upcoming LSC elections.

To sign up for the Feb. 15 LSC summit, please visit [ctunet.com/LSC](http://ctunet.com/LSC) and complete the form. ■

*Michael Brunson is the CTU Recording Secretary.*

**BECAUSE AN LSC CONSTITUTES THE GOVERNING BODY OF ITS SCHOOL, IT PROVIDES AN OPPORTUNITY TO BECOME MEANINGFULLY INVOLVED AND EXERCISE A POLITICAL VOICE IN YOUR SCHOOL AND COMMUNITY.**





# ***RUN FOR YOUR Local School Council!***

**Tired of over-crowded classrooms, school closings & charter expansion?**

**Too much testing and not enough services?**

**Should all students have art, music and world languages?**

**Do you believe all children should have access to pre-school?**

**Do parents, teachers and communities need more voice in CPS?**

**Concerned about discipline policies that stigmatize our youth?**

**LOCAL SCHOOL COUNCIL CANDIDATE SUMMIT**

**Saturday, February 15 , 2014**

**10 AM—2 PM**

**WESTINGHOUSE HIGH SCHOOL, 3223 W. Franklin Blvd.**



Join with parents, educators and community organizations from across the city!

For information contact [organizing@ctulocal1.com](mailto:organizing@ctulocal1.com)

Produced in house by union employees

# LETTER IN SUPPORT OF PUERTO RICAN TEACHERS

Dear Sisters and Brothers,

I write to you on behalf of the 30,000 members of the Chicago Teachers Union. We want to take this opportunity to express our support for your strike to defend teacher pensions. We extend our hand in solidarity and support for your struggle.

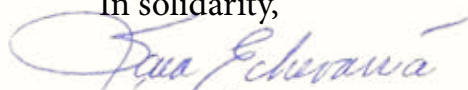
Here in Chicago, we have suffered many of the same corporate neo-liberal attacks on public education and on education workers as teachers and paraprofessionals. As we write, our pension is under bipartisan attack in the State Capitol and we are preparing a mobilization to fight this outrageous onslaught. Large numbers of neighborhood schools in Chicago's poorest neighborhoods have been shuttered and funding has been diverted to charter schools. They have attempted to divide us by implementing merit pay. Our massive strikes in 2012 put a stop to that, but attacks around the country and around the world are relentless.

We congratulate you on the decision of the Supreme Court of Puerto Rico to halt the implementation of the egregious pension cuts that are aimed to enrich the one percent and devastate the 99 percent. Decisions are not made in a vacuum. Your defense of the defined benefit pensions teachers have fought for and contributed to for decades clearly had an important effect. Without your tireless efforts to mobilize and educate the people of Puerto Rico, this stay and the hearings that will take place would likely not have happened. The Federación de Maestros de Puerto Rico (FMPR) is leading the way in this fight back and we salute you for your courage and determination.

It is only by mobilizing teachers, staff, parents and students along with our allies in the working class that we can mount a successful campaign to defend the right of all children to a high quality public education, and the rights of all teachers and staff to the decent working conditions and secure retirement that everyone deserves.

The Chicago Teachers Union will continue to work in solidarity with our community and labor partners and with the parents of our students for these goals. We are proud to be fighting alongside our brothers and sisters in the FMPR. We wish you success in your fight to defend the teaching profession. We stand with you in the struggle to maintain public pensions, good working conditions and quality public education for all. Your struggle is our struggle, too, and we salute your courage and wish you well.

In solidarity,



Sara Echevarría

Director, CTU Grievance Department

# CARTA EN APOYO A LOS MAESTROS DE PUERTO RICO

Queridos Hermanos y Hermanas,

Les escribo de parte de 30, 000 miembros del Sindicato de Maestro de Chicago (Chicago Teachers Union). Queremos tomar esta oportunidad para expresar nuestro apoyo en su lucha y paro por defender sus pensiones. Les queremos extender una mano de solidaridad y apoyo en estos momentos tan críticos.

Aquí en Chicago nosotros también estamos confrontando los mismos ataques de la clase neo-liberales. Estos ataques contra la clase media obrera y los sectores públicos de educación tienen que confrontarse con un frente unido y movilización masiva. En estos precisos momentos nuestra pension está siendo atacada por la asamblea bi-partidista y nos estamos preparando para una movilización masiva en el estado de Illinois para pelear contra estos abusos.

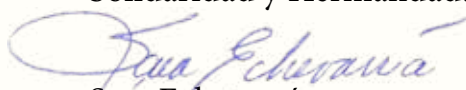
Queremos exhortarles que se mantengan unidos, fuertes y solidarios en estos momentos, no dejen que las críticas y ataques de la prensa, el gobierno y otros grupos de intereses los dividan.

Les felicitamos por la decision de la Corte Suprema de Puerto Rico de detener la implementación de la Ley 160 y esperamos que esa sea la decisión final. Sus luchas y protestas no han sido en vano y la decisión de la Corte Suprema así lo demuestra. Ahora más que nunca tenemos que hacer frente unido por defender la educación pública y las pensiones de los maestros, tenemos que educar a los padres, estudiantes y a la población en general de la importancia de luchar por nuestros derechos. No nos podemos dejar intimidar y caer de rodillas, tenemos que continuar en pie de lucha y con la frente en alto. Nuestra lucha es justa y meritoria por una pensión razonable y digna.

El sindicato de Maestros de Chicago (Chicago Teachers Union), se une a ustedes en solidaridad y continuará apoyandoles en esta lucha.

Hermanos continuen hacia delante! En la Unión está la Fuerza!

Solidaridad y Hermandad!



Sara Echevarría

Director, CTU Grievance Department

# JUAREZ TEACHERS WIN EXTRACURRICULAR BACK PAY

By John Kugler

In a recent decision, Arbitrator Peter Meyers ruled that Benito Juarez Academy teachers did not volunteer their time when working afterschool extra-curricular activities and clubs.

Juarez delegate Manny Bermudez filed this grievance on behalf of all staff in April 2012, after a few teachers approached him about not being paid for working extracurricular activities and clubs. When Bermudez investigated the facts of the case, he started to see that this was a school-wide issue and that teachers had been told that they were volunteering their time. To make the case even more complicated, many teachers were reluctant to sign on to the grievance because of fear of retaliation. Taking matters into his own hands, Manny collected as much information as he could and worked with his field representative to get enough evidence to present as a school-wide grievance.

When the grievance was appealed to the Chicago Board of Education, the Chicago

Teachers Union—along with Bermudez — provided evidence clearly showing a school-wide attempt to defraud teachers out of their pay, yet the Board stated “... there is insufficient information to make a determination as how much pay, if any, of which each of the above-named employees are entitled.

“This grievance is denied in its entirety.”

Arbitrator Meyers was clear in his decision that the “Board violated the parties’ agreement when it failed to compensate, at the non-instructional rate of pay, certain teachers at Benito Juarez Academy who worked extracurricular activities during the 2011-2012 school year.” The award not only shows the willingness of Board administrators to violate our contract, but also a blatant attempt to

defraud our members out of their compensation for work performed.



Juarez delegate Manuel Bermudez on the picket line during the 2012 strike.

The moral of this story: Work with your school delegate to resolve your issues and not get ripped off!

(Ed. note: Any Juarez teacher who believes they are owed compensation as the result of this arbitration ruling should contact the delegate Manny Bermudez or field representative John Kugler as soon as possible.) ■

*Dr. John Kugler is a field representative for the Chicago Teachers Union.*

# WILLIAM PENN ELEMENTARY AWARDED \$5,000 AFL-CIO ADOPT-A-SCHOOL GRANT

The Chicago Federation of Labor AFL-CIO is pleased to announce that Chicago’s William Penn Elementary is the recipient of a \$5,000 “Adopt-a-School” grant.

The “Adopt-a-School” program is designed to support teaching staff and classrooms to help educate young people on the vital connection between workers’ rights and civil rights, and other initiatives that connect union workers to students.

The AFL-CIO Executive Council authorized the “Adopt-a-School” program in February to commemorate the 50th anniversary of the historic March on Washington for Jobs and Freedom. This grant program is funded entirely by AFL-CIO’s union affiliates. ■



Penn Elementary teachers Lynette Reyes and Cielo Muñoz testify at the Chicago Board of Education monthly meeting on March 23, 2011. PHOTO: George Schmidt

[CTUNET.COM/COMMITTEES](http://CTUNET.COM/COMMITTEES)

**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 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

# NATIONAL BOARD CERTIFICATION: A NEW PROCESS

By Lynn Cherkasky-Davis

Last spring, Chicago Public Schools announced that it was ceasing to provide its own candidate support and professional development for CPS teachers and school counselors seeking certification from the National Board for Professional Teaching Standards (NBPTS). Instead, to ensure that all teachers interested in attaining National Board Certification be supported, the district asked the Chicago Teachers Union Quest Center to provide all professional development and candidate support based on their current, highly successful model of support for National Board candidates. The CTU, having brought National Board Certification to CPS 17 years ago through its Nurturing Teacher Leadership (NTL) program, has a 98 percent achievement rate—more than twice the national average.

Per the 2012–15 CPS/CTU Bargaining Agreement, CPS provides some funding for the NTL program, which covers the cost of CPS National Board Certified Teacher (NBCT) mentors and weekly professional development provided by your NBCT colleagues, as well as yearly stipends for all NBCTs currently serving in teaching or school counseling positions. CTU President Karen Lewis is an NBCT, having renewed her certificate as an Adolescent and Young Adulthood Science teacher. Both CPS CEO Barbara Byrd-Bennett and CTU Quest Center Director and NTL program manager Lynn Cherkasky-Davis, are former members of the NBPTS Board of Directors.

This school year, the CTU is supporting 80 National Board candidates who chose to undergo the year-long rigorous examination of their practice, which leads to the highest professional credential a teacher can achieve. In fact, the only way to achieve the Illinois Master Certificate (good for ten years) is to attain National Board Certification.

During one of CPS's shortest summer breaks, teachers came to the CTU offices every day for two weeks for an intensive summer institute that began the journey to NBPTS certification. Each year, the NTL

program begins with this Institute. (It will be held the first two weeks of August 2014, for the next cohort.) During this time, teachers receive professional development aligned to the National Board standards as well as the CPS Framework for Teaching. It is an exciting, stimulating, and eye-opening ten days, and begins with an introduction to National Board's Five Core Propositions:

- 1) Teachers are committed to students and their learning;
- 2) Teachers know the subjects they teach and how to teach them to students;
- 3) Teachers are responsible for managing and monitoring student learning;
- 4) Teachers think systematically and learn from experience; and
- 5) Teachers are members of learning communities.

All NTL professional development is aligned with the needs of the teachers in the cohort. This year, the group examines strategies that address various student learning styles; differentiation of curriculum and pedagogy; how best to communicate with and engage parents; techniques of effective classroom management; the art of inquiry and discussion; and how to design and use performance assessments to inform teaching practice, among other things.

Identifying the impact of their teaching on student learning is at the core of National Board Certification. During the process, NTL participants become more objective about their teaching and learn to evaluate and improve it through identifying demonstrated student growth—not by a unit of data that is gathered from a standardized test.

Nurturing Teacher Leadership also provides support for teachers who sat for NBC last year or the year before and need to retake part of the NBC process. NBCTs who are

renewing their 10 year NBC credential are also provided support through the Union.

This current school year is the last year of the current NBC process in which a candidate completes a four-entry portfolio and sits for six Assessment Center Exercises in their content area. Beginning 2014/15 NBPTS will be rolling out a three-year certification process where the CTU will be supporting all interested and qualified teachers and counselors. The entire cost of the process will be underwritten by the Illinois State Board of Education. Nurturing Teacher Leadership will be hosting an informational/recruitment meeting on February 13, 2014, to explain the new process, the support that will be offered and how to apply to become a member of the cohort. Please go to [ctunet.com/ntl](http://ctunet.com/ntl) to register.

Going through NTL this year is a challenging time for National Board candidates as they videotape, analyze, reflect, change and write about their teaching as well as document their students' learning for National Board at the same time they face the many changes in CPS. But candidates are strongly supported by NTL's cohort model and experienced National Board Certified Teacher mentors. With the new certification process, teachers will have three years to complete the process. After the three-year pilot, teachers will be able to choose whether they want to complete the process in one, two or three years.

If you are intrigued by the challenge of the National Board process and the many benefits you can receive, please go online to [ctunet.com/ntl](http://ctunet.com/ntl) to learn more and register, or contact LynnCherkasky-Davis at 312-329-6274 or [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com). ■

*Lynn Cherkasky-Davis is director of the CTU Quest Center Director and Nurturing Teacher Leadership program manager.*

# NEW NBCTs FOR CPS

Chicago Teachers Union congratulates the 106 Chicago Public Schools teachers who achieved National Board Certification in 2013. Many of these gold standard teachers earned the honor with the support of CTU Quest Center's Nurturing Teacher Leadership program. In 2013 CPS made NTL the exclusive National Board support program for its teachers, citing the program's outstanding 98% rate of success in supporting teachers through the National Board Certification process. The new NBCTs are listed below:

*Christina Bachman*

*Nikolaus Barge*

*Erin Benson*

*Nora Berdelle*

*Amy Bergeson*

*Veronica Bruce*

*Beth Burkhart*

*Joseph Casanovas*

*Nicole Castro-McLaughlin*

*Christina Chae*

*Helen Chan*

*Veridiana Chavez-Alonso*

*Corinna Christman*

*Gerald Cole*

*Ryan Coors*

*Charlene Cruz*

*Edward Czoski*

*Sarah Davy*

*Sarah Dean*

*Sara Diaz*

*Lindsey Dillon*

*Katherine Dube*

*Reem Evangelista*

*Sara Fliehman*

*Jillian Forster Dehaan*

*Joanna Fossey*

*Susan Friel*

*Ryan Fuller*

*Lisa Gregory*

*Francis Guenette*

*Angela Hassan*

*Katrina Haynes*

*Nora Heide*

*Alyce Hermosillo*

*Guadalupe Hernandez*

*Elvia Hernandez*

*Angela Iagaru*

*Milagro Jump*

*Lillian Kass*

*Deirdre Keane*

*Michelle Keim*

*Wajiha Khan*

*Walter Kinderman*

*Kathryn Klein*

*Cynthia Kwasinski*

*Kathryn Labombard*

*Ellen Lau*

*Francesca Little*

*Sherisse Lucas*

*Maria Lutz*

*Michelle Magnus*

*Tina Mah*

*Laura Mays*

*Christopher McCabe*

*Megan McDermott*

*Sarah McGrath*

*Tiffany McManus*

*Colleen McVeigh*

*Allison Meier*

*Laura Merlo*

*Hannah Miller*

*Amy Niederberger*

*Todd Osborne*

*Elizabeth Osborne*

*Melissa Osquist*

*Stacie Parlee*

*Israel Perez*

*Kristin Peterson Anton*

*Theo Pinson*

*Leslie Plewa*

*Samantha Randall*

*Laura Ransom Parsons*

*Lori Ray*

*Rachel Rhodebeck*

*Edwina Robison*

*Kerrie Rovito*

*Melissa Rubio*

*Ashley Russell Norbut*

*Kathleen Ryan*

*Rosa Salgado*

*Kate Salisbury*

*Delia Salto*

*George J. Schmidt*

*Kyle Schulte*

*Nancy Serrano*

*Aimee Smith*

*Kathleen Steffa*

*Lida Stewart-Westmoreland*

*Rebecca Stone*

*Peter Stover*

*Gina Szulkowski*

*Veronica Thomas*

*Sarah Thomas*

*Kristyn Tibbetts*

*Maya Tolbert*

*Gavin Torrisi*

*Sara Urben*

*Dustin Voss*

*Pamela Wagner*

*Amanda Walker*

*Ebony Wardlow Reaves*

*Mechelle Washington*

*Christine Wilkison*

*Izabella Wnek*

*Erik Wright*

*Kimberly Yee*



# 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?

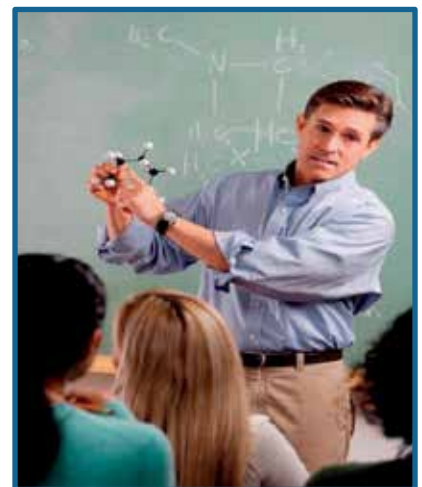
**NBPTS Certification** offers teachers the opportunity for career advancement. It:

- ✓ 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





## Spring 2014 Professional Learning Opportunities

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

**Building Rubrics** - (1 LPC/15 CPDUs) This offering provides teachers with a deep understanding of the varied kinds of rubrics not only as assessments, but also as tools that support teaching and learning. Participants learn how to help students (and parents) understand criteria for success as measured by rubrics. Participants gain and implement knowledge of appropriate rubric dimensions and non-value-laden language by reviewing rubrics, rating them, reading about and discussing 'the great rubric debate,' and creating their own rubrics. Instructor: Gloria Henllan-Jones, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Component e; Domain 3, Component d; Domain 4, Component d.**

**Dates:** April 22, 29, May 6, 13, 20, 2014

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

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

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

**Registration Deadline: April 14, 2014**

**Common Core in the Elementary Classroom** - (3 LPCs/45 CPDUs) This offering focuses on issues in implementation of the English language arts and math Common Core State Standards affecting all 3<sup>rd</sup> through 8<sup>th</sup> grade teachers. Participants analyze the CCSS and their instructional shifts and learn to apply them in their daily language arts and math instruction. Teachers develop a variety of assessments appropriate for the implementation of the CCSS. Instructor: Michelle Nash, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, c, d and e; Domain 3, Components d and e; Domain 4, Component d.**

**Dates:** April 21, 28, May 5, 12, 19, 27, June 2, 9, 17, 18, 19, 2014

**Time:** April 21 - June 9, 5:00 - 8:30 p.m.

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

June 17, 18, 19, 9:00 a.m. - 4:30 p.m.

**Parking:** school parking lot

**Registration Deadline: April 13, 2014**

**Differentiated Instruction** - (2 LPCs/30 CPDUs) This offering introduces teachers to the approach of differentiated instruction and provides them with research-based readings, practical ideas and hands-on practice that enables them to create a differentiated learning environment in their own context. Teachers learn about unique strategies, for differentiating instruction focusing on how content learning experiences and assessment can be modified to address the unique needs, learning styles, interests, multiple intelligences, and skills of all students. They participate in inquiry-based learning activities with their peers to develop differentiated lessons that they can implement. Participants learn to infuse technology skills to provide robust and rigorous lessons relevant to a digital native student population. Instructor: Walter Taylor, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, b, and d; Domain 3, Components c, d, and e; Domain 4, Components a and d.**

**Dates:** April 26, May 3, 10, 18, June 1, 7, 8, 2014

**Time:** Saturdays - 9:00 a.m. - 2:30 p.m.

Sundays - 11:00 a.m. - 4:30 p.m.

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

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

**Registration Deadline: April 18, 2014**

**Registration - online at: [ctunet.com/pd](http://ctunet.com/pd)**

### Course Tuition

1 Lane Placement Credit - \$95

15 CPDUs/PTPs only - \$50

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

15 CPDUs/PTPs only - (non-member) - \$65

2 Lane Placement Credits - \$130

30 CPDUs/PTPs only - \$100

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

30 CPDUs/PTPs only - (non-member) - \$135

3 Lane Placement Credits - \$195

45 CPDUs/PTPs only - \$150

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

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

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



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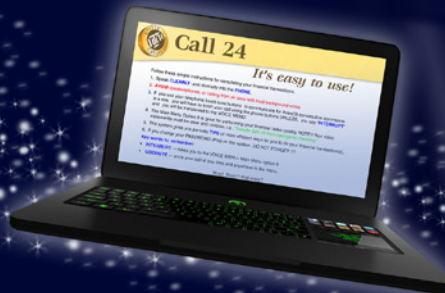
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## **share. advocate. mentor.**

With these watchwords, CTU members can use solidarity to make the best of the new REACH evaluation system. CTU is seeking committed teacher leaders to support sisters and brothers through the evaluation process and to keep CTU staff members apprised of problems, tips, and successes in implementing the new system.



To volunteer, e-mail Jennifer L. Johnson,  
CTU Quest Center Teacher Evaluation Facilitator,  
at [JenniferJohnson@ctulocal1.com](mailto:JenniferJohnson@ctulocal1.com).

# 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!  
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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!

# In Memoriam



## November 2013

Barbara Anderson	5th	Hyde Park Acad. HS
Sylvia T. Bernstein	8th	Hibbard
Judith Brud-Wesselhoff	11th	Fernwood
Jo S. Patlak	15th	Beidler
Anne M. Greaney	21st	Lane Tech HS
Dolores H. Pencz	24th	Pulaski
Katherine B. Crump	26th	Howe

## December 2013

Reynold Petravich	4th	Hubbard HS
Sheila Elaine Rawlings	4th	Higgins Comm. Acad.
Lorraine J. Lazicki	5th	Schiller
Frank Forester	6th	Central Office
Joseph Demasy	9th	Cregier Voc HS
Joyce E. Oatman	9th	Tilden HS
Edward Pietraszek	11th	Collins HS
Judith Ellen Barkin	12th	Lyon
Girard F. Pringle	12th	Steinmetz HS
Carroll H. Shively	12th	Roosevelt HS
William A. Pales	13th	Perez
Rudolph J. Evans	14th	Foreman HS
Inez A. Clayton	16th	Family Guid. Ctr.
Irene Hines	17th	Ross
Remedios Mendoza	17th	Prescott
Gerald T. James	18th	Flowers Voc. HS
Delores Powell	26th	Robeson HS
Joy E. Levin	28th	Chase
Barbara L. Sepin	28th	Ray

**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.

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Crowder, Sharon D.  
Lopatka, Marcia J.  
Miller, Tommy  
Poole, Alethea  
Smith, Lisa L.  
Smith, Tanya Y.  
Tyson, Danielle

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Hildreth, Iris E.  
McKee, Valerie L.  
Wagemaker, Anne E.  
Young, Joanne

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Butler-Mitchell,  
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Crawley, Dorothy Q.  
Shepherd, Yvette C.  
Washington, Darlene

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

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Smith, Vera I.  
Threlkeld, Selena M.

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Pierson, Brandi L.  
Snyder, Christine B.

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Cunningham-Yee,  
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Dixon, Karen E.  
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Haritos, Penelope  
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Muhlberger, Mireya  
Padilla, Maria  
Poellinetz, Andre D.  
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Vacco, Angela L.  
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Guterz-Kwaaning,  
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Holt, Sylvie  
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Metzger, Suzanne M.  
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