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TECHNOLOGY:

The Power

and the

Pitfalls!

ALSO

TEACHER EVALUATION

**NATIONAL BOARD
CERTIFIED TEACHERS**

**OUTSOURCING
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This page: CTU Elementary Functional Vice President Kimberly Bowsky brings the crowd of more than 2,000 rank-and-file labor activists at the Labor Notes conference (held April 4-6 in Chicago) to their feet as she speaks of the victories and the challenges during and since the 2012 CTU strike. Portions of Ms. Bowsky's speech are available from Labor Beat video at:

youtu.be/sEPHe-mFi04#t=21m24s

PHOTO: *Nathan Goldbaum*

EDITOR-IN-CHIEF

Stephanie A. Gadlin

ASSOCIATE EDITOR

Ronnie Reese

CONTRIBUTING WRITERS

Michael Brunson; Lynn Cherkasky-Davis; Sarah Hains; David Hernandez; Pavlyn Jankov; Michael Moriarty, NBCT; Magdalena Pagan, MNA; Debby Pope; Denise Racky, CSN; Eric Skalinder; Jerry Skinner

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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Action Now! led demonstrators to the home of Chicago Board of Ed chief David Vitale and demanded that the “turnarounds” of Gresham, McNair and Dvorak be stopped and that schools be given the resources they need. Vitale has served on the board of directors for the Academy of Urban School Leadership (AUSL), whose educational management outsourcing group is named to take over the three schools in a move that involves the firing of every single adult in the building. Pictured at center is Gresham Elementary School Principal Diedrus Brown, who wrote a public letter to school staff and parents maintaining that the school takeover “is because of the money and they [CPS] want this building!!!!!!”

PHOTO: Bob Simpson

Sisters and Brothers,

Welcome back. In this issue we look at how technology has influenced education. There are so many ways our lives have changed for the better because of access to social media such as YouTube, Facebook, Twitter, Pinterest and Instagram, to name a few.

While social media offers an exciting glimpse into our future, we are still fighting many battles in the present. The pensions our paraprofessionals have worked so hard for have been gutted by a bill sitting on Governor Quinn's desk—SB 1922. The mayor wanted this bill and he was able to convince other unions that the fix—which includes the loss of 30 percent of the value of the pension—would ensure the pensions would be there in the future. This is not only more of the mayor's doublespeak, it is one more step to ending defined benefit plans.



Remember back in 2010 when the legislature told us that adding this second tier would “save” our pensions? Now they're back for more, and they won't stop until we all have 401Ks with high administrative fees and market instability. That's when the hedge fund vultures win—the same vultures claiming that our pensions are bankrupting the state while they pay no state income tax.

We will never stop fighting this battle and will continue to propose solutions, including returning TIFs to Chicago Public Schools, a financial transaction tax on the very people who crashed the economy, and a return of the dedicated property tax that kept pensions funded prior to the 1995 mayoral takeover that has devastated our schools. CPS has the money—they simply don't want to use it in the right manner. They would rather strip our schools raw and blame us for the problems.

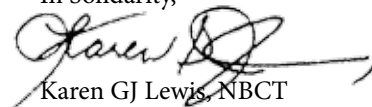
This brings us to the hostile takeover of three elementary schools—Gresham, Dvorak and McNair—by the Academy of Urban School Leadership. Families and communities do not want this kind of disruption, but their cries continue to fall on deaf ears. Even though the children don't leave the school and the incoming staff are CTU members, our veteran teachers are rarely rehired and some do not find positions anywhere else.

While AUSL promises miracles, if you take all of their schools and put them into their own network, among other public schools, they come in last in student achievement and first in suspensions and expulsions. While AUSL schools receive huge infusions of cash and other resources, and initially, their test scores rise, within three years those scores flatten out, primarily due to very high attrition of staff.

What would happen if those resources were made available to the current staff?

In order to arm yourselves with good information, get to your computers and do the research.

In Solidarity,

 NBCCT
Karen GJ Lewis, NBCCT

LETTERS TO THE EDITOR

GREETINGS FROM COLORADO

I used to teach in CPS and adore all that you are doing for teachers and students. Keep up the inspirational work.

Anne
Colorado

REGARDING RECENT ISAT PROTESTS

I am an aspiring teacher at Winthrop University in Rock Hill, South Carolina, and I wanted to both congratulate you on your heroic stand against needless standardized testing and to thank you for the progress you're helping our schools make toward more accurate assessments of student knowledge.

I understand that this cannot be easy for you and that you are risking your good names and your reputations as highly-qualified teachers by protesting standardized tests, which are still mythologized as the best way to level educational playing fields and objectively assess

student knowledge. You are doing a wonderful thing by standing against the ISAT and I hope that future teachers will follow your example.

South Carolina schools are notorious for performing poorly on standardized tests, and because of this, teachers interrupt curricula designed to encourage students to think on higher levels and lessons based on decades of teaching philosophy and psychology, in order to practice test-taking strategies and memorize recall information. This "teaching to the test" lasts for days and sometimes weeks. Students who have been pushed to tenth grade without being taught to read by teachers frightened by No Child Left Behind and ELL students who would benefit from additional English instruction or Native-Language content review are instead taught how to properly fill in bubbles on a scantron. I can only hope that our teachers can have as much courage as you demonstrated in protesting the ISAT. I certainly will follow your example to do what I can to protest needless standardized testing both in my state and in the rest of the American Southeast.

Thank you again for all of the progress you're making for teachers across America. Your hard work and dedication do not go unappreciated.

Nicole Drown
South Carolina

TURNAROUNDS = CLOSINGS BY ANOTHER NAME

The CPS CEO and the Board of Education does not care nor understand teaching and learning of poor children. After closing (49) schools last year, there are classes in the basements of some of the schools. Basement classrooms are not conducive to learning for little children. The basements are cold and damp, and unhealthy for both the children and the teachers. Parents and community need to request that no children have classes in basements.

Now they want to disrupt and disturb the education of the children at some more schools. These children and parents need to come to school everyday and not worry about the future of their schools. Taking teachers away from little children is like taking them away from their parents. A majority of elementary school children become attached to their teachers, and children cannot learn when there is constant disruption. People with no understanding of this should not be making decisions that affect the minds of little children.

CEO Barbara Byrd-Bennett needs to leave Chicago. CPS needs a CEO from Chicago who cares and understands child development—and cares about the children in Chicago.

These are just some of my observations. I will support these schools.

Agnes Atkins
Chicago

TRAFFIC CAMERAS FOR SCHOOL REVENUE

No one is bringing up the new revenue source that's coming from the speed cameras and red light cameras. Is this revenue even being considered? Rahm seems to find revenue when it comes to some of his pet projects but is quick to tax the middle class (homeowners). They say this is a brave thing to do but what really would be brave would be to tax financial transactions or to collect some tax from the Illinois corporations that pay no tax since they are using our infrastructure, water, human capital etc.

Marlene Balden
Chicago

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FEWER "TURNAROUNDS," MORE PARENTAL SUPPORT

Dear Governor Quinn,

The Chicago Board of Education is about to "turn around" three schools: McNair Elementary, Gresham Elementary and Dvorak Elementary. All personnel at these schools will be dismissed at the end of the school year. The schools will be handed over to the Academy for Urban School Leadership.

It seems to me that there is such a hodge-podge of schools splintered from the Chicago Board of Education, now more than a hundred, that effective control of these schools is impossible. Schools are responsible for teaching the proper curriculum. How can it be said that over a hundred splintered schools are coordinated along areas of curriculum? There are many children transferring from one school to another for mostly economic causes. The receiving school should be teaching the same math skill as that student's former school.

Another reason to abolish "turn-arounds" is that it ruins the careers of the persons dismissed. Complete dismissals cannot create a good reputation for the Chicago Board of Education among the employees. The effect is that fewer persons who are highly qualified would choose to work at schools likely to be a "turn-around," since such would wrongly blemish the record of the persons involved, leaving potential "turn-around" schools with a bleak future.

I believe that the only way to improve the situation in the Chicago Schools is positive parental control of their children. I have spoken to teachers at suburban schools who stated that parents had a great interest in their child's education. Through their support, homework assignments come in daily. Teachers have websites to communicate their child's performance and conduct and these are checked daily by parents.

In some Chicago schools with negative parental control, children come to school to recruit for gangs as early as the third or fourth grade. At recess or in the washroom, "Hey, I'll give you a candy bar if you hit the kid with the green jacket." That's how it starts and it never ends. Enough Chicago parents support this to

the ruination of neighborhoods. Proof: Today a grandmother and two preschoolers were shot while walking outside from the grandmother's house to the children's house. No one helped the police.

You legislators have to formulate a severe program that would force positive parental control: good conduct and fulfillment of assignments. There would be small steps at first that parents would have to undertake. The final step that if not fulfilled could result in loss of their children.

Please communicate a lack of support for "turn-arounds" to the mayor.

*John Waksmundzki
Chicago*

THUMBS UP FROM NYC

We stand by the Chicago teachers in unity. We cannot let people like Mike Bloomberg and Rahm Emanuel steal our schools and tax dollars.

*Steven Palmore
New York*

AN ADDENDUM TO FAIR PENSIONS...

I wish you would also continually state that since CPS teachers are required to live in the city (for the most part), we will be paying twice—once with our real estate taxes and once with our pensions. Also, I would like you to urge our aldermen and state legislators to take responsibility for the mess that they made by consciously voting to underfund our pensions. That underfunding just didn't happen—THEY VOTED for it. I want an apology instead of all this hand-wringing and empty talk of "shared sacrifice."

Of course, I have been and will continue to be in touch with my state legislators and my alderman.

*Kathlee Byrne
CPS retiree
Chicago*

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EMPOWERING YOUNG PEOPLE FOR LIFE IN A TECHNOLOGICALLY-DRIVEN FUTURE

IMPORTANCE OF INQUIRY-BASED RESEARCH AND 21ST CENTURY SKILLS

By David Hernandez

Since 1980, the Chicago Metro History Fair, in conjunction with the National History Day, has held an annual competition where students from across the Chicago area participate in an inquiry-based historical research project. Students begin their history fair journey by conducting extensive primary and secondary research by accessing Chicago's public libraries, archives, museums and historical societies, as well as a myriad of online databases. Students have the freedom to choose their historical topic, however, the only academic constraints are that their topic must have connection to both Chicago history as well as the annual National History Day theme. Some previous NHD themes include, but are not limited to: Diplomacy and Dialogue in History (2012), Revolution, Reaction, Reform in History (2013), Turning Points in History, and, most recently, NHD theme of Rights and Responsibilities (2014). The purpose of the themes is to provide students with a focused historical research lens that guides the development of their own unique historical interpretation and analysis of their topic.

At the end of their research journey, students should be able to address questions about time, place, cause and effect, change over time, and impact and significance. Students should be able to articulate the historical importance of their topic by answering the following questions, "So what?" and "Why does it matter?" Ultimately, they should be able to provide conclusions about how their topic affected individuals, communities, other nations and the world as a whole.

In terms of project mediums, students have the academic freedom in choosing how they would like to present their historical findings, which can be showcased vis-a-vis a traditional historical paper, a tri-fold exhibit,

an individual/group performance, a video documentary or an interactive website. This year I strongly encouraged all of my students

"WE NEED TO PREPARE STUDENTS FOR THEIR FUTURE NOT OUR PAST"

—IAN JUKES, EDUCATOR AND FOUNDER OF FLUENCY 21

to demonstrate their acquired knowledge of the history fair topics by building an interactive website, which most of them selected to follow. My students thoroughly enjoyed assembling their website through Weebly.com, the National History Day sanctioned website builder, because it is a powerful site creator that is not only extremely easy to navigate, but is also capable of producing high-quality, professional-grade websites. This medium is my preferred option because it helps to reduce the carbon footprint of the class and it exposes students to a skill that they will be able to use for the rest of their lives.

Social Justice High School submitted eight student website projects to the Chicago Metro History Fair regional competition and I am proud to announce that we have three projects moving to the city and state combined competition. The following are the names, titles and website links to each student's project: Karino Solano: "The Fight for Public Education: From Crisis to a Business" <http://25627935.nhd.weebly.com>; Erik Ocampo & Francisco Lemus: "Locked Away – Japanese Internment during World War II" <http://59654321.nhd.weebly.com>; Ezekiel Zunun: "German Settlement and Roots in Chicago" <http://18317637.nhd.weebly.com>.

Teachers have unlimited flexibility in how much time they would like spend on History Fair as well as how to incorporate the curriculum into the classroom. I chose to spend two-and-a-half months providing students

with the time to conduct their research, build their historical arguments and create and design their digital websites. Through their participation in the History Fair, my students not only became historians—they also became critical citizens of the 21st century digital world. One of the most important skills that students acquire through the research process is digital literacy.¹ With one simple Google search, students are flooded with a barrage of information, and they learn how to discern the credibility and trustworthiness of both primary and secondary online sources. Most importantly, the decision to include inquiry-based historical research into my curriculum helps to extend the walls of my classroom into our community. I strongly encouraged my students to visit historical and cultural institutions, as well as interview people who are experts or participants in their historical event, and many of them chose to rise to this challenge. In studying the history of their community, they learned how decisions were made in the cultural, economic, sociopolitical and historical contexts that affect their everyday lives.

You may be thinking that two-and-a-half months would derail your curriculum to the extent, where you would not be able to cover "everything."² The tension between the coverage of content and methodical and deliberate skill-building is an age-old debate between history teachers. However, I can say without a doubt that the time spent on the Chicago Metro History Fair was invaluable, because it not only exposed my students to the independent-research

1 The ability to effectively and critically navigate, evaluate and create information using a range of digital technologies

2 The notion that high-school U.S. History teachers must cover every historical event from Columbus to Vietnam in a single school year

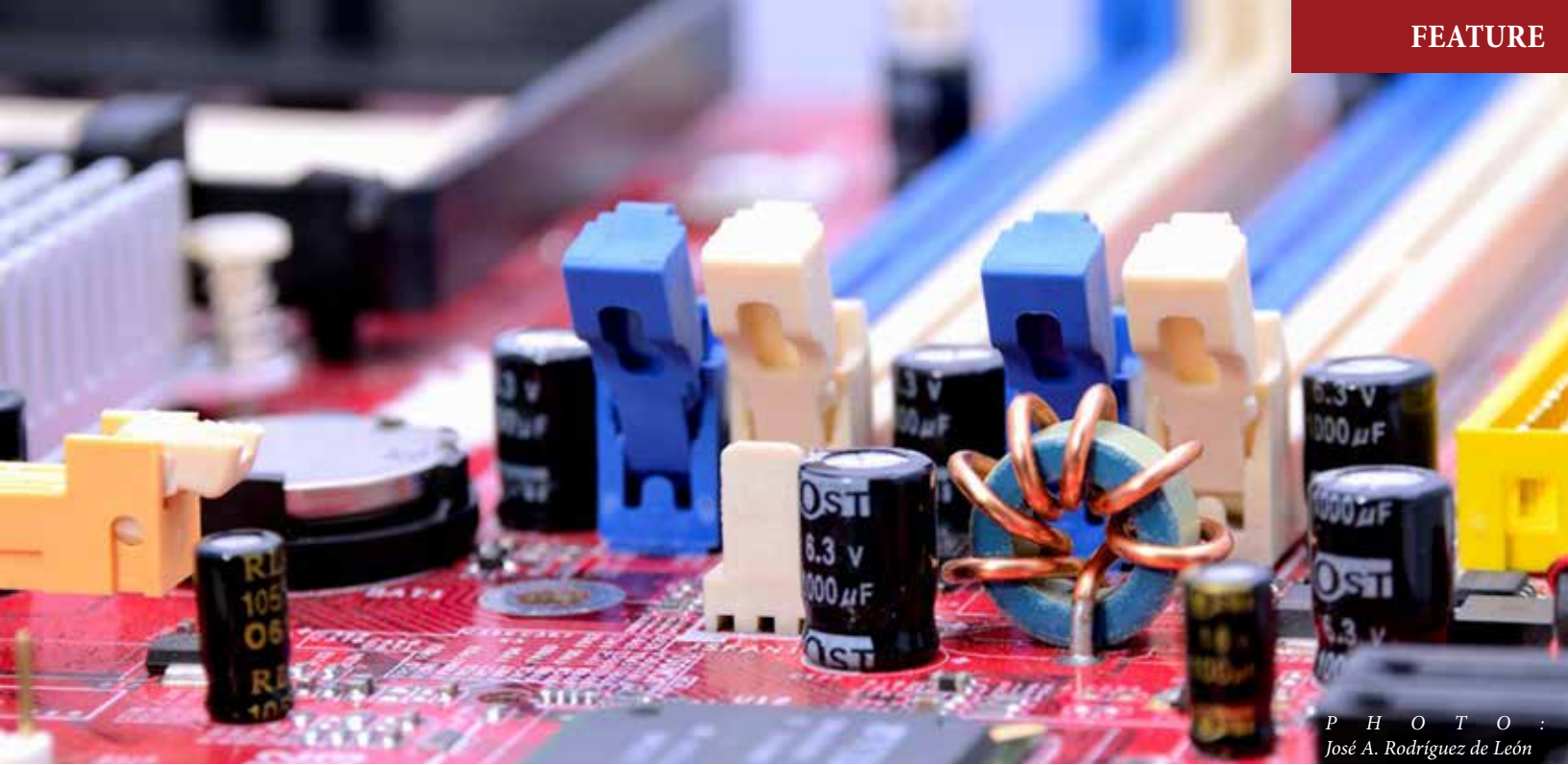


PHOTO:
José A. Rodríguez de León

skills that they will need for post-secondary education, but also 21st century skills³ that they will need for life in our technological-driven future.

I am passionate about finding new and engaging ways for students to express their knowledge and learning in an authentic and meaningful way through the use of cutting-edge technologies. However, my mission and vision for the implementation and incorporation of 21st century skills in the classroom is pedagogically on polar opposites when compared to the missions and visions of educational reformers and the Chicago Public Schools system. On one hand, you have the privatizers of public education, who have plans to co-opt terms like “digital literacy” and “21st century skills” as a means to completely overhaul our classrooms with technology in order to replace us with tablets, laptops and 75-1 student-to-teacher ratios. On the other hand, you have districts like CPS that are touting cut-backs on per-student funding for the 2014-2015 year, which would starve our schools of much needed resources and personnel. As we collectively resist the educational deformation of public education, we are also being bombarded with old 20th century standards that are being repackaged as the new answer to student “underperformance” (i.e. Common Core, NWEA, PARCC) without any mention of

3 Generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today’s world

the best practices and methods for authentic student learning in a 21st century world.

At the dawn of the 21st century, as educators, we must take the lead at discovering, integrating, and creating innovative methods for embracing technology into our classrooms. We must not only make sure to design our classrooms in a way that will prepare our students for an ever-changing technological world, but also ensure that at the heart of our classrooms is our teaching. No computer, tablet, cell-phone, and/or online class will ever be able to replace what we do each and every day in our classrooms. With that being said, however, I do subscribe to the philosophy of blended learning⁴ as an approach to incorporating technology in the classroom. Despite the fact that educational reformers have distorted the intended meaning of “blended learning” as a method for privatization and budget cuts, educators can still empower their students to be 21st century

4 A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace.

learners by incorporating technology as a part of their everyday routines in dynamic and collaborative ways. But, most importantly, we need to continue to advocate for fully-funded public education so that we can not only provide students with the smaller student-to-teacher ratios that our students deserve, but also be able to purchase up-to-date technology that would be used to empower young people for life in the 21st century.

“IF WE TEACH TODAY THE WAY WE WERE TAUGHT YESTERDAY WE AREN’T PREPARING STUDENTS FOR TODAY OR TOMORROW.”

—FRED DEUTSCH,
EDUCATION BLOGGER AND MEMBER
OF A SOUTH DAKOTA SCHOOL BOARD

All of my classes have two mandatory blended learning components each week, which include an online discussion post and a Twitter reading summary assignment. However, rather than provide you with a detailed description here on how I implement a wide-variety of technological skills

and resources into my instruction, you can check out what I do for yourself at www.davidhernandez.weebly.com. You can also follow my classroom Twitter account, @mrdavehernandez. If you have any questions on how to implement more technology in your classroom, please feel free to email me at mr.david.hernandez@gmail.com. ■

David Hernandez is an 11th and 12th grade social studies teacher at Social Justice High School.

WHO REALLY BENEFITS FROM BLENDED LEARNING?

By Sarah Hains

The main push for blended learning is cost-savings, which purportedly comes from increasing class sizes and reducing printing and buying textbooks. Like any central office initiative that inherently sounds bad and needs to be “sold” to the public, promoters of blended learning are desperately trying to highlight what they see as two big educational benefits: individualized instruction and the ability to offer courses that the district couldn’t otherwise afford. But hiding behind these manipulated messages is the giant elephant on the stock exchange: the enormous profits for the computer and software industry and the insidious warping of K-12 education into a giant, publicly-funded worker training program for these same tech companies.

COST SAVINGS...OR TECH INDUSTRY PROFITS?

Chicago Public Schools and districts across the country have been crying poor for years and using that excuse to justify wildly unpopular education reform initiatives. There are several lies wrapped up in their poverty claims. The Chicago Teachers Union has exposed the “fuzzy math” CPS used repeatedly in recent years.

First, they claimed a deficit and passed a bare-bones-for-neighborhood-schools budget that was generous to central office and charter schools. Then, much later in the annual audit, there turned out to be a surplus, meaning the austerity cuts were unnecessary to begin with. CPS and the media try to portray teachers as “greedy” for

fighting for contractual wage increases and maintenance of appropriate staffing at neighborhood schools. Similar attacks will accompany opposition to increased class sizes and elimination of teacher positions that will accompany the rise of blended learning.

ENORMOUS PROFITS FOR TECH CORPORATIONS AND THE WARPING OF K-12 EDUCATION INTO A PUBLICLY-FUNDED WORKER TRAINING PROGRAM FOR THEM

Converting to blended learning is initially very expensive. School districts need to re-wire old buildings, buy computers and software, and pay for professional development. Blended learning will bring with it cost shifts, but not cost savings. Some of the money now going to pay teachers will go instead to software, equipment updates, and other technology expenses. K-12 education has been touted as a largely untapped multi-billion dollar industry by technology giants and start-ups in recent years.

INDIVIDUALIZED INSTRUCTION

Promoters of blended learning sell the idea by pushing “individualized instruction,” which they claim is only possible through increased use of technology. However, individualized instruction has been in place for a long time. It is not true, as blended learning advocates imply, that current teaching practices leave half the class behind and the other half bored. Teachers do know their students’ challenges and successes, and modify teaching lessons for various levels of students. Individualized instruction is already employed in classrooms across the country, but if technology is allowed to replace teachers and class sizes are increased, individualized instruction will become more difficult.

The “individualized instruction” that comes in the form of computer programs requires students to demonstrate understanding at each section in the lesson in order to progress to the next section. However, learning seldom follows this artificially linear trajectory. The small group instruction which is part of a blended classroom looks different in a traditional classroom, where students typically work on projects in different parts of the

classroom. In the blended learning scenario, most of the class is silently working on computer lessons, staring at a computer screen and wearing headphones, not learning from interactions with other human beings.

TECHNOLOGY IN THE CLASSROOM CAN BE GOOD, BUT NOT IF THE END GOAL IS TO REPLACE TEACHERS WITH COMPUTERS.

The Rocketship Education charter chain has been a model for school districts interested in blended learning. Interest was fueled by early reports of dramatic increases in educational attainment and projected cost savings. Rocketship officials now admit that the blended learning model is producing students who are good rule followers, not independent, critical thinkers. This is causing problems as the students move on to middle school. The initial boost in academic gains has now plummeted. The initial cost-saving plan was to have 50 students per classroom but that has been revised to 37 students per class. Rocketship promotes its schools as having class sizes of 27 by including non-certified tutors in their ratio (<http://www.edweek.org/ew/articles/2014/01/21/19el-rotation.h33.html>).

Blended learning is unlikely to save the district money and will not improve educational outcomes. It will, however, cut teacher positions and boost profits for tech companies. Technology in the classroom can be a good thing, but not if the end goal is to replace teachers with computers. Historically, new technologies have often been touted as magic fixes for education—from the blackboard to the radio, to desktop computers and now online learning. For more than 150 years, technological innovations have not “fixed” the problems of education, and there is no reason to think this time will be any different. The CTU has repeatedly called for changes that will make a difference: smaller classes, wrap-around services based on student need, a more diverse teaching force, and an integrated, non-test-prep curriculum. We will continue to fight for these necessary changes. ■

Sarah Hains is a CTU researcher.

This “technology of the future” from 1959 demonstrates how readily the cutting edge becomes obsolete. Will STEM really prepare our students to be tomorrow’s leaders or is it meant to churn out a new generation of drones?

STEM: NOT FOR EVERYONE

By Sarah Hains

Chicago Public Schools is good at jumping on the bandwagon of the latest business proposal, often to the detriment of great programs that lose central office support until they disappear. The reform du jour is Science, Technology, Engineering and Mathematics (STEM) education, and it is the “T” in STEM that CPS is focusing on by rolling out an unplanned curriculum in computer science and coding.

Citing statistics on labor market projections, college degrees and a skills gap among women and people of color, CPS plans to saturate the district with very narrowly focused course offerings. This problem is not new or unique to Chicago; the corporate elite have been sounding the alarms and scaring politicians about public education’s inability to train American students to be globally competitive in science, technology, engineering and math since World War II. This “well-documented” hyped-up crisis has reappeared six times in the last century, always under the guise of national security and the desire to remain the world’s leading superpower. The reality is that:

...surprisingly high unemployment rates prevail for recent graduates even in fields with alleged serious “shortages” such as engineering (7.0

percent), computer science (7.8 percent) and information systems (11.7 percent).¹

Meanwhile, CPS’s Career and Technology Education (CTE) program, which has existed since the mid-1920s, is suffering from central office turnover, principal discretion to cut programs on a whim, lack of marketing and promotional support from CPS, and a persisting notion that CTE is a dumping ground for students who aren’t on a path to college. CPS has not even fulfilled half of the promises from their 2008 “CTE Reinvention Strategy Timeline.” The expansion of STEM will only further exacerbate the problems facing the rest of the CTE programs.

THE CPS CAREER AND TECHNOLOGY EDUCATION (CTE) PROGRAM, WHICH HAS DECADES OF PROVEN BENEFITS, IS SUFFERING.

Currently, because of a lack of program promotion or orientation, CPS students are not exposed to the CTE programs until they have already locked into them for two or three years. Students are not able to take courses as electives to see

if they actually like the field; CTE programs are no longer offered in the middle school grades. In that respect, earlier exposure at the elementary level makes sense. However, it is unclear what this looks like in the early grades and whether other valuable programs will be cut back to make room for the latest initiative.

Since CPS and Mayor Rahm Emanuel claim to be looking at employment projections in making this decision to expand STEM, what about other potential occupations for CPS graduates? According to the Chicago Cook Workforce Partnership, the top 20 occupations in the third quarter of 2012 were:

- Computer and Mathematical (17%)
- Management (13%)
- Sales (13%)
- Office and Administrative Support (10%)
- Business and Financial (8%)
- Healthcare Practitioners (6%)

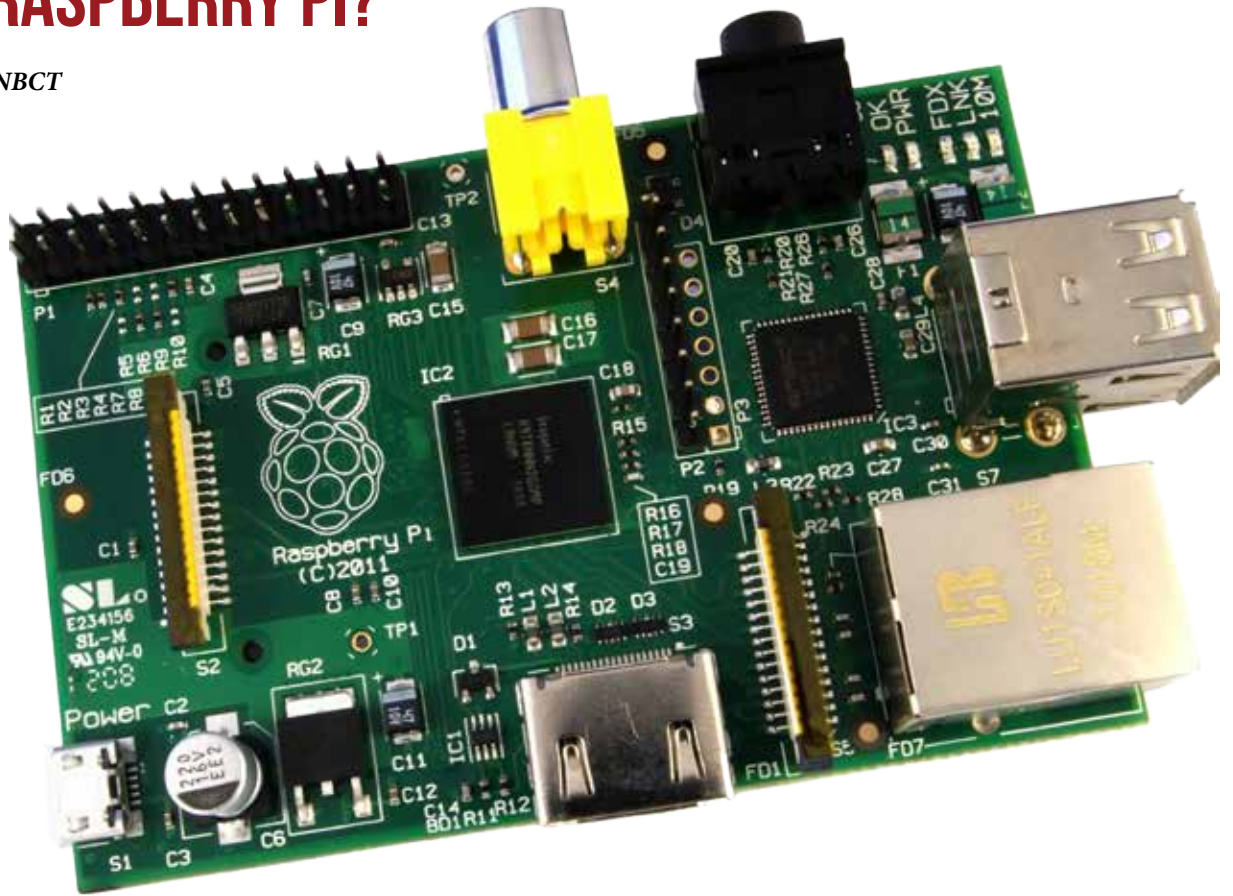
Decades of research has shown that CTE programs are successful at keeping students engaged and interested in school, and boosting graduation rates. When students see the relevance of their courses, there is less of a reason to leave school. STEM is not for everyone and CPS should not spend millions of tax dollars rolling out a program without proper planning. ■

Sarah Hains is a CTU researcher.

1 Teitelbaum, Michael S. (2014). “The Myth of the Science and Engineering Shortage.” The Atlantic. Retrieved from <http://www.theatlantic.com/education/archive/2014/03/the-myth-of-the-science-and-engineering-shortage/284359/>

WOULD YOUR STUDENTS LIKE THE TASTE OF SOME RASPBERRY PI?

By Michael Moriarty, NBCT



If only I was asking about a warm, fruit-filled, crusty pie made with fresh raspberries, but this “Pi” is something quite different. It can have long lasting effects on your students’ knowledge and access to today’s ever-increasing technological world. In this article, I will discuss what a Raspberry Pi is, what it can do, what your students can do with it and how you can contribute to this amazing learning opportunity.

So what is a Raspberry Pi? The Raspberry Pi is a credit-card sized computer that can be used like your desktop PC for things such as spreadsheets, word-processing and accessing the Internet. Connect the Pi to a television, add a keyboard/mouse and a four gigabyte SD card to store the operating system and files, and voilà, you have just built a computer for less than the cost of a tank of gas. The “Pi” doesn’t refer to the prolific number used in mathematics (3.14159265...), but instead to “Python,” the programming language of the Linux based operating system used in the Raspberry Pi.

After setting up the Raspberry Pi, students can use it for many types of computer science projects, such as computer hardware electronics such as an LED light control, a time lapse controller for a camera or a movement/temperature sensor like a weather station. Students can learn to develop code using the Python programming language to write their first computer script. There are also endless projects for students, such as creating a print server, or even a media center for their TV!

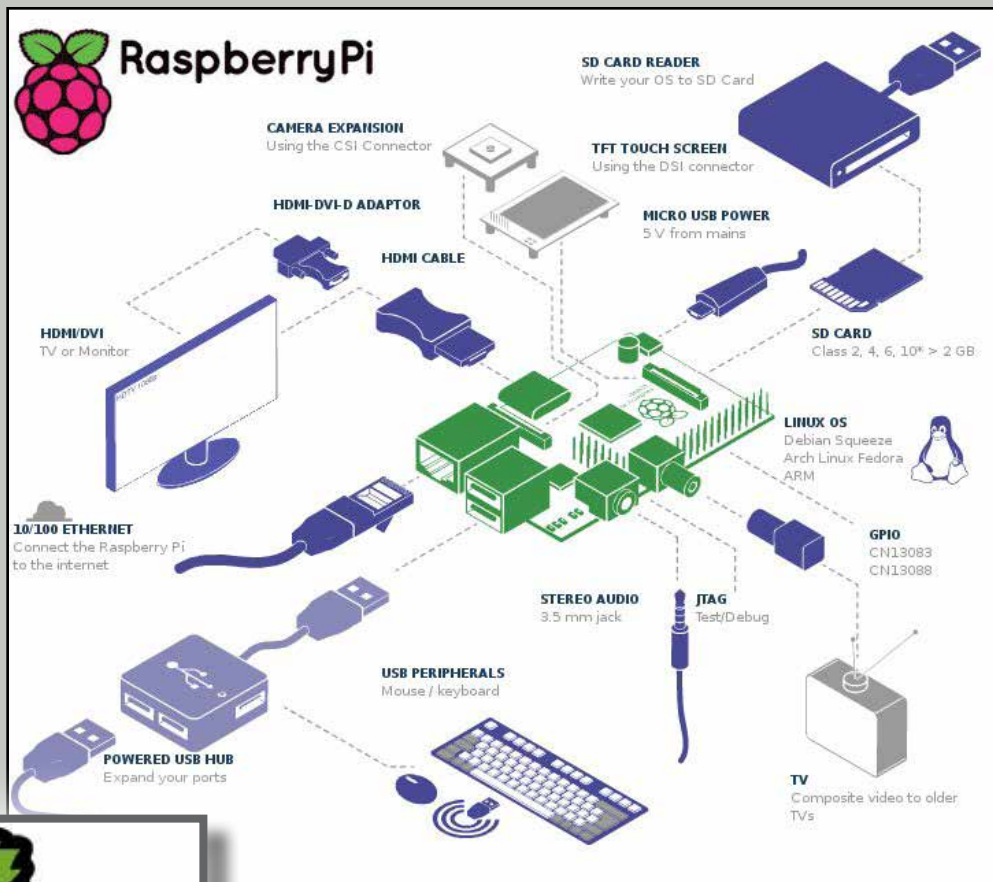
Students are going to have a blast with what this little CPU can do. The Raspberry Pi is accessible for all age and learner levels as an open source device (free to use and download), and places extra intrinsic motivation for all the computer science classes currently taught in CPS. Regardless of whether a STEM program exists in your school, you can still bring innovative computer engineering skills to your students.

So, where does the teacher come in? I encourage teachers to learn about the Raspberry Pi to

understand how it can benefit their students’ computer science education. You may even want to approach your administration to start an after school club to develop students’ interest in technology featuring the Raspberry Pi. This knowledge will also serve a dual role for your students’ access to technology in the 21st century. With a little know-how, and the amount of money needed to buy just one Air Jordan sneaker, students are able to convert any TV into a computer to write reports, do research for homework and anything else the Internet provides.

Where do you start? There are tons of books and websites for teachers to use with students in creating all sorts of hardware and software projects I previously mentioned. Find some resources at our ctunet.com/raspberry webpage. Please do a little online searching for a list of resources to get yourself started creating new possibilities at your school. ■

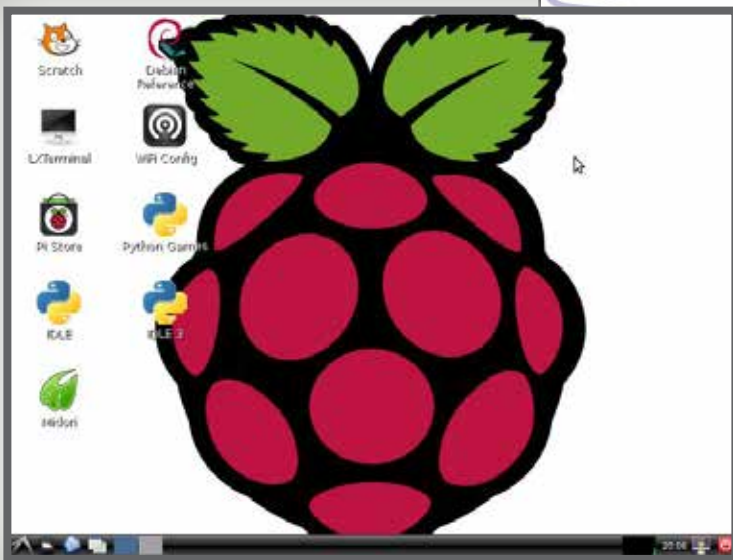
Michael Moriarty is the CTU Quest Center Special Projects Facilitator



OPPOSITE PAGE: The Raspberry Pi board

THIS PAGE (CLOCKWISE FROM UPPER RIGHT): 1) A schematic of how to connect the Raspberry Pi for several possible uses; 2) An actual Raspberry Pi board connected to display, USB and ethernet cords; 3) The Raspberry Pi board in an adult's hand for size reference; and 4) a screenshot from the desktop of the Raspberry Pi operating system.

PHOTOS: Michael Moriarty and the Raspberry Pi team.



CHICAGO STUDENTS SPEAK TRUTH TO POWER

By Michael Brunson

Every year since 2011, the American Federation of Teachers has partnered with the Robert F. Kennedy Center for Justice and Human Rights and Tribeca Films to engage youth in both global and local human rights issues. Students research current human rights heroes and issues and compose a three to six-minute video presentation which is entered into the national Speak Truth to Power contest. The contest builds upon the RFK Center's human rights curriculum that is taught in schools throughout the United States and around the world.

Last December, over 30 CTU members attended the AFT-sponsored video contest training at CTU headquarters to prepare their students for this national event. In February of this year, one of our members Juanita Douglass, social studies teacher at Lincoln Park High School, brought the event home.

Students in Ms. Douglass's class conducted a special presentation for CTU Recording Secretary Michael Brunson and Quest Center Professional Development trainer Walter Taylor at Lincoln Park High School that was not only eye-opening and inspiring, but also bears special mention. For many, the topic of human rights appears as something distant or somewhat abstract. Yet when we look into the reports of human trafficking in Ghana, child soldiers in Mozambique and environmental degradation in Kenya, startling connections can be made—connections to child prostitution, youth gang violence and industrial pollution right here in our own city and in far too many of our own communities.

We must always bear in mind that human rights violations are made possible by disempowered communities and disenfranchised persons burdened by dysfunctional non-

representative governments. This highlights the importance of a robust and well-resourced public school system that teaches not only academics but humane values, democratic principles and the importance of civic engagement. These are our protections against massive school closures, a zero tolerance disciplinary programs and the lack of employment options for our students when they leave Chicago Public Schools.

“I LIKED SHOWING PEOPLE MY VIDEO BECAUSE I SPENT A LOT OF TIME ON IT. IT WAS NICE FOR PEOPLE TO SEE MY WORK AND COMPLIMENT IT. A GIRL I DID NOT KNOW REALLY LIKED MY TOPIC BECAUSE IT WAS ON ENVIRONMENTALISM, WHICH MOST PEOPLE DON'T THINK OF AS HUMAN RIGHTS ISSUES.”

—LINCOLN PARK HIGH SCHOOL STUDENT

We must commend all students who participated in this inspiring event. The winning videos of the national contest will be posted on the Speak Truth to Power website. Please visit the site to see how this generation's youth process the social, economic, political and human issues that we as educators must prepare them to confront. There are two Chicago finalists in this national contest and the winning submissions will be announced in April. ■

To view the student videos from Chicago and from across the entire nation, please visit speaktruthvideo.com.

Michael E. Brunson is the CTU Recording Secretary



Lincoln Park HS students demonstrate the videos they produced for the Speak Truth to Power contest. PHOTOS: Michael Brunson

DEAN'S DAY: CONFLICTS AND COMPASSION

By *Magdalena Pagan, MNA*

Just over a year ago I arrived at Ames Middle school as the new dean. I remember walking into the school feeling all the normal emotions of a new job with new responsibilities and new challenges. Surrounding me were hundreds of students entering the building to start their day. I stood among the rush of students at the entrance wearing my new suit receiving strange stares from both students and staff. I thought this would be easy. Why wouldn't it be? These are just children. I had already spent over 10 years working with gang members, gang leaders and ex-felons. There just didn't seem to be much more to learn about discipline, conflicts and youth problems. I had no idea of the journey I was about to embark on.

As I sit here a year later at my desk on a Saturday morning, taking some quiet time to get organized, I reflect on the experience of this past year. This has been my first experience working in a school. As I mentioned in the beginning, I had spent over 10 years working in a youth violence prevention program nearby. I thought I knew everything about youth until now. I realize that I have learned so much from my middle school children, lessons that I could never have possibly gained in any other role.

I have learned that every child has a story and that every child is an individual with different needs and different reactions to their needs. Not every act of deviance or misconduct is a desire to do wrong. As a dean I am expected to impose consequences and to redirect bad choices. Often I am faced with very difficult decisions that can only be understood after the long story is told. I find myself throughout the day going from giving loads of hugs to handing tissues for tears—sometimes needing the tissue myself. I find some problems take only minutes. Other problems take days or even weeks. I also have discovered that not all that seems to be a problem actually is a problem. There are times when I am the person students and

staff come to for advice. I don't always know the answer and that is okay, too.

In the past year I have relied on my experiences and effective processes of restorative practices to address conflicts within the school. I cannot begin to express how important this skill has been in mediating conflicts between students and often between parents. Seeing two students who got into a fight walk out of my office together talking and smiling is one of the powers of restorative justice practices. Listening to a victim of bullying express feelings about being bullied to the "other student" has been empowering and healing. Finding the necessary resources for that one child that needs help and seeing the child's progress throughout the year is overwhelming and fulfilling. I crave the opportunity to fix problems between people and to restore a sense of normality for someone who might not see the possibility. I find deep joy in those small moments when students come to me knowing that although I am supposed to be the "mean dean," I am the "caring dean" and the trusted adult that they can rely on for their problems. I am motivated when I get letters from students expressing gratitude. I am inspired by the leadership around me—not only among administration but the leadership qualities of children. They amaze me every single day no matter what the day looks like.

Don't let my story mislead you. This job is very difficult and one of the most stressful roles within a school environment. There are days I leave work too exhausted to do much of anything else. There are workdays that

seem endless and problems that linger. Every single day is different. There are days without lunch breaks or bathroom breaks. Sometimes I forget to do these things. Nonetheless, at the end of the day, when I know I have done my very best, I can lie on my sofa at home and still feel accomplished. I can laugh at the funny things children say and do. I can relax knowing that someone feels safer. I have grown to love these kids with all of their issues and all of their successes. I have learned to forgive quickly and to not focus on the personal feelings of attack but

to see beyond the hurtful words and seek the peace needed to resolve matters. Children are not simply born "bad." They do, however, make bad choices. My role is to help them make the right choices and to teach them how to make those choices for themselves. I don't always get it right.

As the school year nears its end, I feel the bittersweet emotions of the departures and new arrivals. These children are mine for a few hours a day, but they are mine to care for and to guide as best as possible. I build strong relationships with each encounter because without that, I could not work with them to resolve conflicts. One can only do this kind of work with deep compassion, empathy reasoning and patience.

Someone recently asked me "How do you do this work without falling apart?" I replied, "Because I have to do this again tomorrow." Truth is, I choose to do this again tomorrow. It's all part of a dean's day. ■

Magdalena Pagan, MNA, is a Student Intervention Specialist at Ames Middle School.

SEEING TWO STUDENTS WHO GOT INTO A FIGHT WALK OUT OF MY OFFICE TOGETHER, TALKING AND SMILING, IS ONE OF THE POWERS OF RESTORATIVE JUSTICE PRACTICES.

AFT PRESIDENT RANDI WEINGARTEN SALUTES CHICAGO

By Gloria Henllan-Jones, NBCT

On Friday night, February 21, 2014, the Chicago Teachers Union, Chicago Public Schools, and families, friends and colleagues gathered at George Westinghouse College Prep High School to recognize and celebrate the accomplishments of 107 CPS teachers who learned this fall they achieved National Board Certification.

This is the first time the National Board Certified Teacher (NBCT) “pinning” celebration was held in a school, and it was a resounding success thanks to the work of Dr. Janice Jackson, Westinghouse Principal, and CPS central office and CTU staffs. As new NBCTs and guests arrived, they were greeted by blue and silver balloons, beautiful tables decorated with floral centerpieces, and delicious hors d’oeuvres made and served by students from the culinary programs at North-Grand, Prosser Career Academy, Clemente Community Academy, and Chicago Vocational Career Academy High Schools. Performances by the CPS Advanced Arts Jazz Combo, the Kenwood Academy Concert Choir, and Westinghouse’s Moving People Dance Company entertained the audience.

Lynn Cherkasky-Davis, CTU Quest Center director, welcomed everyone with a brief history of National Board Certification in Chicago and described the highly successful Nurturing Teacher Leadership (NTL) National Board Certification professional development and candidate support program. She told of the recent merger of the CTU and CPS National Board Certification candidate preparation programs to support teaching and learning in CPS through what is now known as “NBC Chicago.”

Randi Weingarten, American Federation of Teachers president, took time out of her busy schedule to fly in from Washington, D.C., to congratulate the new NBCTs and share her admiration for their achievement in the face of the negative climate for public education, and especially because they “have chosen to make a difference in the lives of children” and continue to do so “through really tough times in Chicago.” She reminded the audience the AFT helped start the National Board for Professional Teaching Standards (NBPTS) in



the late 1980s in response to “A Nation at Risk” as a reform created by the profession itself.

Dan Montgomery, Illinois Federation of Teachers president and a member of the Board of Directors of the National Board for Professional Teaching Standards, addressed the new NBCTs and then surprised Lynn Cherkasky-Davis with an award from NBPTS for having brought National Board Certification to Chicago more than 17 years ago and developing the NTL program, which has an achievement rate twice the national average.

The new National Board Certified Teachers were treated to a surprise video sent by Christopher Koch, Illinois State Board of Education Superintendent, who sent his best

wishes, noting that CPS had the second highest number of new NBCTs as well as overall NBCTs (2,135) in a school district, helping to make Illinois fifth in the nation for the number of NBCTs.

Other speakers included CPS Board member, Dr. Carlos Azcoitia, who shared his personal connection to National Board—his son-in-law, Christian Pederson, Union associate delegate at Amundsen High School, is an NBCT. Samantha Randall and Les Plewa, newly minted NBCTs, represented the class of 2013 and shared their experience of the rigorous process and the impact their growth and achievement has made on their students. They shared the importance of carrying on their leadership as models of growth in teaching excellence, gave advice to this year’s candidates

'S 107 NEWEST NATIONAL BOARD CERTIFIED TEACHERS



Photos (Clockwise from left):

1. CTU President Karen Lewis and CPS CEO Barbara Byrd-Bennett celebrating husband and wife Todd and Elizabeth Osborne, who together became Adolescent/Young Adult Art NBCTs.
PHOTO: Louis Byrd Photography

2. AFT President Randi Weingarten congratulates new NBCTs and advises them to lead the profession.
PHOTO: Louis Byrd Photography

3. IFT President Dan Montgomery giving award to NBC Director Lynn Cherkasky-Davis for her service to the National Board and teaching quality.
PHOTO: Louis Byrd Photography

4. New Exceptional Needs Specialist NBCT Samantha Randall giving words of advice to the current candidates.
PHOTO: Louis Byrd Photography

5. CTU President Karen Lewis asks the new NBCTs to mentor their colleagues.
PHOTO: Louis Byrd Photography



to ‘trust the process,’ and expressed their deep appreciation to CTU and CPS for their support.

CPS Chief Education Officer and former NBPTS Board Member Barbara Byrd-Bennett shared her memories of her first days of teaching and her pride at creating the new support program partnership with the CTU. Together, CPS and the CTU are committed to expand the ranks of NBCTs.

CTU President Karen Lewis, herself an NBCT, reminded the newest NBCTs that achieving National Board Certification is not an end, but rather a continuance of their professional growth and impact on student learning, and in ten years they will renew their certificates as she did just a year ago. She followed her remarks by asking Byrd-Bennett to join her

on the stage to present each new NBCT with a pin, a certificate, and a door sign announcing their new status. Each new NBCT was photographed with Byrd-Bennett and President Lewis—a memorable souvenir of this special evening.

We invite all interested Chicago Public School teachers, librarians, and counselors who will have completed at least their third year of teaching to the challenge of becoming a National Board Certified Teacher. The next recruitment meeting is April 29, 2014. Please register at www.ctunet.com/pd, or for more information, contact Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com or 312-329-6274. ■

Lynn Cherkasky-Davis is Quest Center Coordinator and heads Nurturing Teacher Leadership

A UNITED STAND AGAINST ABUSE

By Jerry Skinner

A united stand against instances of abuse, bias and favoritism surrounding the new REACH Teacher Evaluation System has been taken by the staff at Kelvyn Park High School on the near Northwest Side. The results: After 80 percent of the school's classroom teachers signed a petition protesting abusive evaluation practices, the Chicago Public Schools Office of Labor Relations has ordered the principal to offer a half-dozen teachers the opportunity to have their evaluations redone in a more fair and professional manner.

Though signs of bias and favoritism in the way the Kelvyn Park administration conducted teacher evaluations showed up last year, it was a January 2014 meeting of the school's Instructional Leadership Team (ILT) that served as the catalyst for the petition and related actions. At the meeting the principal asked that all teachers give their fall semester final exam a week earlier than usual and use the two days normally scheduled for finals as Save the Grade days when students would be provided an opportunity to make-up missing assignments. The stated purpose for Save the Grade, which in previous years had been conducted during after-school hours, was to lower the failure rate. According to the school's Chicago Teachers Union Lead Delegate and ILT member Eric Wagner, the principal was informed that "teachers had already prepared lesson plans for the two days, but she responded that [Save the Grade] was about the students; that they needed to receive every opportunity to get credit." Because the work being done during the Save the Grade days would be different for each of the students in a class, the normal lesson format based on specific Common Core State Learning Standards (CCSS) was to be suspended and teachers were to take an approach closer to that of a study hall for the two days. Teachers were even informed by their department chairs that for the days of January 21 and 22 they were not to fill out lesson plans but instead simply enter the words "Save the Grade" as the days' activity.

The entire school was surprised then when the principal and one of school's assistant principals walked into classrooms on these two

days stating that they expected to observe a lesson targeting the mastery of specific CCSS skills. Of course, what they saw instead were classrooms full of students all working on different types of missing assignments in an effort to either avoid failing the class or to raise an already passing grade. Additionally, almost all of the teachers that the administrators choose to observe those two days were veteran teachers or active CTU members or both, raising suspicions of targeting and harassment.

Wagner responded quickly to the administration's "Gotcha!" observations, protesting vigorously at a January 23 meeting of the school's Professional Problems Committee (PPC) that:

Teachers have expressed concern over what they see as unfair and unsubstantiated evaluation ratings and scores [that] are not based on the REACH protocol but on personal bias and prejudice of individual administrators. Teachers believe they are being targeted due to their criticism of administration policies in the past, service to the CTU or because of personal conflicts they may have had with an individual administrator and the evaluation process is being wrongly utilized for the purpose of retribution.

Noting also that some teachers had been observed during final exams the week before Save the Grade, Wagner proposed to the principal that, "The evaluations of staff targeted on January 21 and 22 be thrown out and redone at an appropriate time and not during a special schedule day or similar situation." His concerns were not just for teachers, as he noted that, "a demoralized and captive staff member is no longer fully effective and this constitutes a detriment to the education of students." Wagner's proposal came nine days before the ratings from the observations by state law had to be made permanent, giving the principal plenty of time to undo

any damage to teachers' records caused by these inappropriate observations. At the PPC meeting, the principal expressed agreement with Mr. Wagner's main points but refused, even when pressed by other PPC members, to commit to redoing any observations.

As teachers' post-observation conferences with the principal and assistant principal took place over the next nine days, outrage over the administration's dirty tricks intensified. Special education teacher and Professional Personnel Leadership Committee

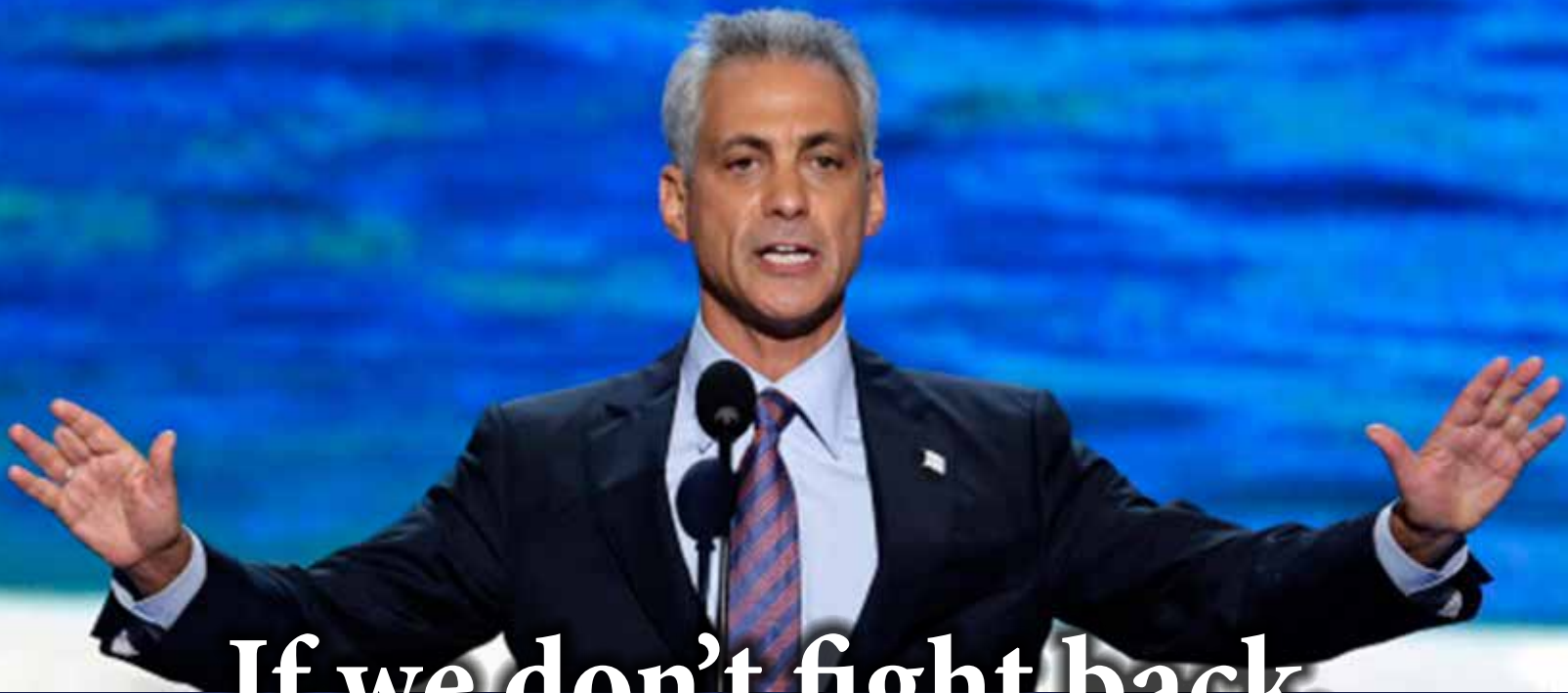
(PPLC) member Andrew Lisec was told by the assistant principal that Save the Grade days were intended as an "opportunity to reteach mastery of skills" and not for having students make up missing assignments. What the assistant principal forgot, however, was that in the January 13 school newsletter, under the title "Save the Grade," the principal herself stated that, "This decision [for Save the Grade] was made so that every student has the opportunity to make up work and also to provide additional incentive for students to attend school during these days after finals"; or that on January 21 she herself had described Save the Grade as "students at 50-59% for Save the Grade Intervention - dept. to provide students opportunity to recover missing work/assignments." As the administration's storyline changed from day to day, what became clearer and clearer was that Save the Grade served an additional and more important purpose than the one found in its name: To trash the performance ratings of veteran and activist teachers in furtherance of the ultimate goal of removing them from the school and the CPS system.

Concerted action by the staff became imperative. Wagner sent out messages to all teachers encouraging them to fight back at post-observation conferences and to email him the

"DEMORALIZED AND CAPTIVE STAFF CANNOT BE EFFECTIVE, WHICH IS A DETRIMENT TO THE EDUCATION OF STUDENTS."

Continued at "Kelvyn Park" on page 21

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.

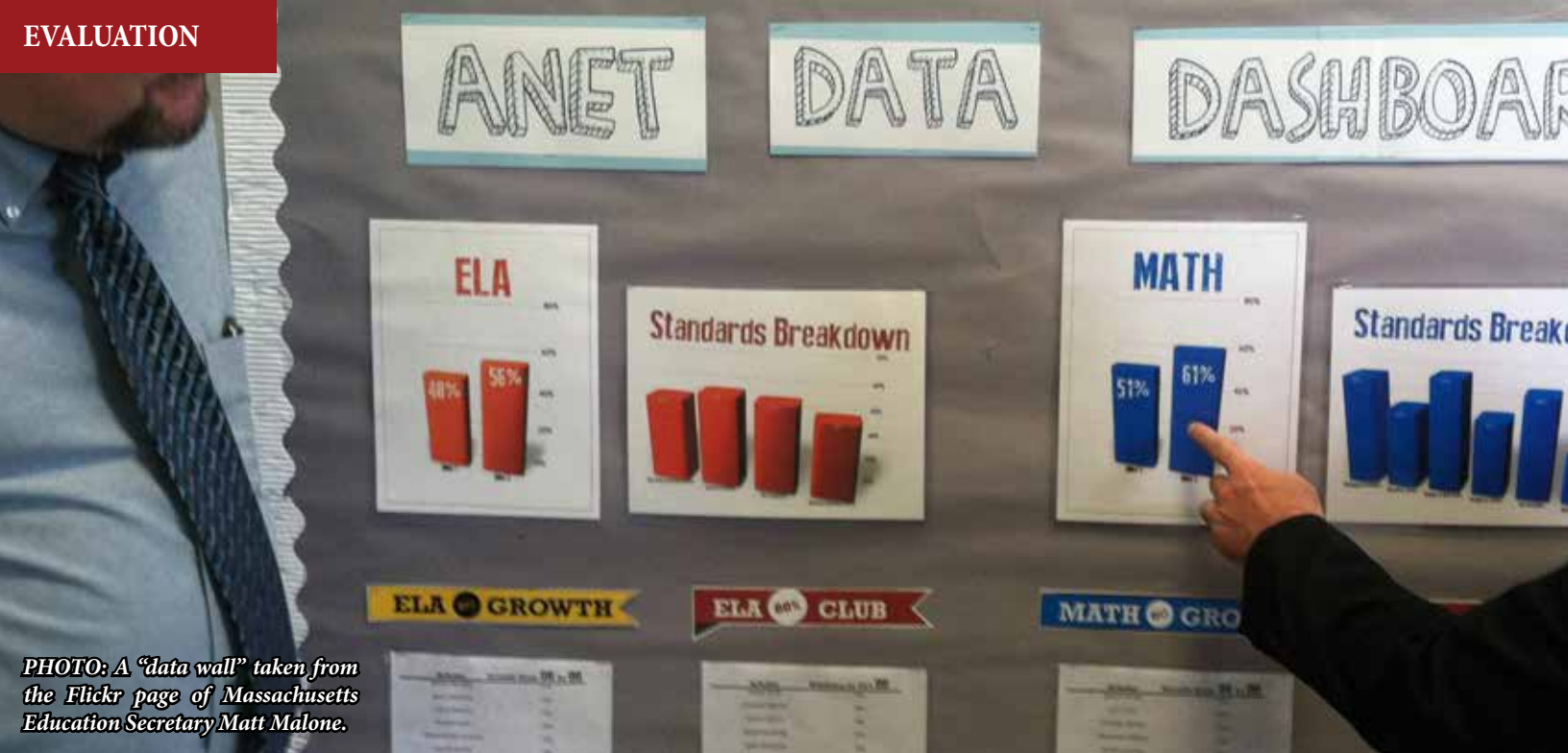


PHOTO: A “data wall” taken from the Flickr page of Massachusetts Education Secretary Matt Malone.

USE OF EPAS IN TEACHER EVALUATIONS

By Pavlyn Jankov

The Chicago Teachers Union abhors the standardized ranking approach to teacher evaluation, which requires that some teachers are always identified as ineffective. Attaching test scores to teachers does not accurately measure teaching performance or help teachers improve their craft. An example of this is the use of Educational Planning and Assessment System tests this year in high school teacher evaluation. Despite hearing from both teachers and researchers about the inappropriateness of EPAS for this purpose, Chicago Public Schools refuses to consider alternative measures of student performance in their teacher evaluation system.

CPS is intent on using the EPAS as a part of high school teacher evaluations this year but has not yet decided how they will turn student test scores into a ranking and sorting measure for teachers. Neither of the options that CPS is considering, an expected gains measure or a Value-Added Model (VAM), can correct the inherent problems of using EPAS. Also, both methods have their own limits, which invalidate their use in a fair teacher evaluation system.

Many high school teachers are rightfully outraged that EPAS tests do not reflect the curriculum that they are expected to teach, but their evaluations incorporate EPAS test growth. This disconnect does not just apply to teachers of “untested” subjects—social sciences, the

arts, and foreign languages, for example. Even the English, mathematics, and science tests are only slightly correlated to those curricula. Teachers should not have their teaching limited by EPAS assessment preparation. The problems with using student tests to evaluate teachers are not resolved by moving to tests that are less improper and aligned to curriculum. Whenever standardized tests are used in an accountability system, curriculum is inevitably narrowed to fit the test and real learning suffers.

To use EPAS in evaluations this year, CPS is planning on constructing a Value-Added Measure. The district intended in the beginning of the year to use a different model for EPAS called “Expected Gains,” where student growth on the EPAS exams is compared to expected national and local growth based on students prior exam scores. “Expected Gains” does not account for any factors that have significant influence on student test score growth such as socioeconomic circumstances, school resources or the influence of other students in a classroom. This means that the model expects all students who start off with the same score to make the same gains. Any deviation below that is then attributed to teacher instruction. CPS’s own Technical Advisory Committee on teacher evaluation has little confidence that the expected gains model is appropriate to use. Due to these issues, CPS has indicated they will use VAM instead.

The researchers advising CPS are also not confident that VAM can be applied to EPAS without significant problems. VAM is a statistical technique that tries to measure the portion of students’ test score growth that is due to the teaching of the instructor, and not to any other factors that may affect a student’s learning. Some of the reasons for lack of confidence are based on the nature of EPAS itself. Student growth on EPAS test scores are very closely related to their initial scores, meaning that students who scored high previously tend to also have high growth. This relationship is stronger on the EPAS than on the test scores used at the elementary level. In high school, there is also far more tracking and grouping of students by ability status than at the elementary level. Moreover, the research base on the use of value added at the high school level is relatively thin. What existing research has found is that ability-tracking in high school has substantial impact on the value added results, meaning that conclusions drawn about teacher effectiveness based on those results are inaccurate. Furthermore, the same problems with value added models in general apply to the use of value added in high school: teachers ranked at the top one year can end up at the bottom the next year. VAM is not a reliable measure. ■

Pavlyn Jankov is a CTU researcher.

THE DESTRUCTIVE USE OF THE VALUE-ADDED MODEL

By Eric Skalinder

NON-CORE AREA TEACHERS

I disagree that non-core subject matter teachers should have reading and math scores count in their evaluations. Each non-core class—whether music or art, law or philosophy, physical education or social sciences, history or debate—is inherently valuable in their own right. To assign reading and math scores to these content area teachers narrows education in the same way that over-testing narrows teaching and learning. For example, I have been required to replace 25 percent of my rehearsal time and music teaching with literacy instruction, because according to state law and 10 percent of my CPS evaluation, I am also a reading teacher. The use of VAM is destructive to rich and varied curricula and the entire concept of a liberal arts education.

COMPETITION VS. COLLABORATION

VAM creates a powerful disincentive to collaborate, something we all know is essential to student, teacher, and school success. It's not just VAM, though. Context matters. Employment instability in the district due to closures and turnarounds, CPS policies that pit schools against one another for scarce resources, the growth of charter schools as part of the competition model, and now VAM, all intensify teacher self-interest at the expense of factors known to improve teaching and learning—trust, collaboration, communication and teamwork. We know that collaboration results in better outcomes for kids, and we know that ranking and sorting kills collaboration. This is true across

both public and private sectors. This past fall, Microsoft ended its internal employee evaluation system called “stacked ranking,” which forced employees to compete with one another. The system was described by employees to a reporter as “the most destructive process inside of Microsoft, something that drove out untold numbers of employees.” Bill Gates and other corporate leaders impose these destructive processes onto education while using their wealth to sustain the myth that these are successful business practices that the public sector needs. ■

Eric Skalinder is a music teacher at Kelly High School.

KELVYN PARK

continued from page 18

results. Lisec, a former debate coach, produced a persuasive, point-by-point rebuttal of both his evaluator's decision to observe him on a Save the Grade day and her explicit refusal to use the Critical Attributes¹ from the REACH Evaluation Rubric as a concrete method for determining his ratings. His bottom line conclusions regarding the assistant principal's conduct expressed the verdict of most teachers:

I am entirely unsatisfied with my evaluation on two levels: 1) the specific day of the event, a Save the Grade Day, inherently handicapped me and made low-ball evaluation inevitable. Claiming that the day should have been focused on ‘revisiting new skills’ is disingenuous at best; you are positing a change in the universally understood rules of play after the game is over. 2) Your interpretation of the domains, and specifically your reluctance to use the Critical Attributes, in effect arbitrarily moves the goal post to wherever the evaluator wants it to be.

1 In *The Framework for Teaching: Evaluation Instrument*, Charlotte Danielson describes the Critical Attributes as “essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.”

Lisec also composed the “Petition to the Kelvyn Park High School Administration” which stated and requested that:

1. Administrators have conducted classroom observations during irregular instruction days such as Final Exams and Save the Grade;
2. Some teachers received low evaluations scores based on instructional practices on these days during which little to no formal, direct instruction was possible or could be expected;
3. At the PPC meeting on January 23rd, the administration agreed to forgo observations on those days on the grounds that such restructured days were not conducive to objective observations.

Lisec then added:

Therefore, we ask in the interest of fairness that teachers who were observed on the restructured days such as Save the Grade, Midterm Exams, and Final Exam be given the opportunity to void those evaluations and be re-observed on a normal instructional school day.

Several teachers volunteered to take the petition around for colleagues to sign. Eventually, 44 teachers signed the petition in time for it to be formally presented to the principal at the next PPC meeting on February 26. However, feeling the increasing push back

from staff, the principal chose not to attend the meeting in violation of Article 1-12 of the Board-Union Agreement. The principal continued her evasive tactics at the next local school council meeting on March 3, leaving after 15 minutes with the excuse that she had a previously scheduled meeting to attend. But if the principal wanted to pretend that the petition and the anger over her practices that it reflected did not exist, teachers were determined to make sure that the whole Kelvyn Park community knew about it. The day after the principal played truant at the PPC meeting, the petition and signatures were presented to the parents and students who attended the monthly Parent Advisory Council meeting. Dozens of teachers responded to Wagner's call to wear red to school on March 7 in protest of the evaluations. The anger did not fade away; it spread as teachers kept dialoguing with each other, sharing and comparing what had happened at their post-observation conferences.

Now, the teachers who were observed during Save the Grade days will be observed again and have only the higher of the two ratings retained. The entire Kelvyn Park staff sees the order from the Office of Labor Relations as a victory for fairness and professionalism. More importantly, they learned that you can fight against abuses and win. ■

Jerry Skinner is a delegate and Local School Council representative at Kelvyn Park High School.

CTU RETIREE BEA LUMPKIN HONORED BY COALITION OF LABOR UNION WOMEN

Bea Lumpkin, CTU retiree member, is a lifelong labor activist and fighter for the rights of working women. She was honored March 27, 2014, by the Coalition of Labor Union Women's National Executive Board with the Pioneer Award for a lifetime of dedication to the cause.

PHOTOS: Debby Pope



CHICAGO FEDERATION OF LABOR AWARDS \$2,000 SCHOLARSHIP TO DAUGHTER OF CTU MEMBER

Sophia Svoboda—daughter of Daniel Svoboda, a special education teacher at Senn High School—was awarded the William A. Lee Memorial Scholarship for 2014 by the Chicago Federation of Labor and Industrial Union Council (CFL). The one-time cash award of \$2,000 will be presented to Sophia and nine other recipients (also the children of Chicago-area union members) at a

reception on Tuesday, May 15, 2014 at the office of the CFL.

Ms. Svoboda was eligible to compete with hundreds of other highly qualified students because the Chicago Teachers Union is affiliated with the CFL. William A. Lee was the president of the CFL for 38 years. He was also active in labor and community affairs. ■

CHICAGO LABOR FEDERATION NAMES PRESIDENT LEWIS CHICAGO LABOR WOMAN OF THE YEAR



CTU President Karen Lewis was honored April 1, 2014, as Chicago Labor Woman of the Year by the Chicago Federation of Labor. From left to right: CFL Secretary-Treasurer Robert Reiter, CFL 1st Vice President Rosetta Daylie, Lewis and CFL President Jorge Ramirez. PHOTO: Debby Pope



Chicago Teachers Union Scholarship Awards

Karen GJ Lewis, President

Visit CTUNET.COM/SCHOLARSHIPS for application.

Applications are due May 2, 2014.

The Chicago Teachers Union shall present regular, vocational and special education awards each in the amount of \$1,000 awarded to the daughters and sons of CTU members.

In honor of

Jacqueline B. Vaughn

CTU president from 1984 to 1994, vice president from 1972 to 1984, recording secretary and field representative from 1968 to 1972. President of the Illinois federation of Teachers from 1989 to 1994. Vice president of the American Federation of teachers and Illinois State AFL-CIO. Initiated education reform and restructuring initiatives through the establishment of the CTU Quest Center.

John M. Fewkes

First CTU president from 1937 to 1941 and from 1947 to 1966. President of the American Federation of Teachers, 1942 to 1943. Signed original CTU charter in 1937 amalgamating five small unions into Local 1 of the American Federation of Teachers.

Jonathan G. Kotsakis

CTU assistant to the president for education issues and field representative from 1972 to 1994. Under the leadership and guidance of President Jacqueline B. Vaughn, he spearheaded the CTU Quest Center for restructuring and reform.

Robert M. Healey

CTU president from 1972 to 1984, financial secretary from 1968 to 1972. President of the Illinois Federation of Teachers from 1971 to 1989. Vice president of the American Federation of Teachers. President and secretary-treasurer of Chicago Federation of Labor from 1984 to 1994.

Charles E. Usher

An active member of the Chicago Teachers Union and more than thirty year teacher in Chicago Public Schools. Served as member of the CTU House of Delegates and as a delegate to several conventions of the American Federation of Teachers and the Illinois Federation of Teachers. Career education teacher at Forte Dearborn School.

Mary J. Herrick

First editor of the CHICAGO UNION TEACHER. Vice president of the American Federation of Teachers. Signed original CTU charter in 1937 amalgamating five small unions into Local 1 of the American Federation of Teachers.

Ernestine Cain Brown

CTU Functional vice president for teacher assistants, field representative for paraprofessionals, and finally assistant to the president for paraprofessionals. Retired from the Chicago Teachers Union in 1993.

David M. Peterson

Chief CTU lobbyist from 1972 to 2001 and was highly respected on the local, state and national levels. Helped draft legislation which benefitted the working men and women of the Chicago Teachers Union, the Illinois Federation of Teachers and the American Federation of Teachers.

John E. Desmond

CTU president from 1966 to 1972, vice president, treasurer and legislative director. Secured collective bargaining right in 1966 and negotiated first CTU contract in 1967. Vice president of the American Federation of teachers and Illinois State AFL-CIO.

William "Bill" Buchanan

Bill was a Board employee for 24 years, teaching math and special education at Farragut and Foreman High Schools, and later as a math coach for teachers throughout Chicago.

Glendis Hambrick

CTU treasurer from 1972 to 1984. Vice president of the Illinois Federation of Teachers. Special vocational and occupational scholarship established to honor his leadership in this area.

NURSE'S
NOTEFOOD ALLERGY
REACTIONS ON
THE RISE

By Denise Racky

The incidence of allergic food reactions has been on the increase. Some estimates are that one in five Americans has an allergic condition. Allergic reactions can be common and unpredictable. Symptoms can be minor such as localized rash, hives, itching, tingling of lips or mouth. Coughing, sneezing and shortness of breath may occur. When symptoms are rapid in onset and severe, the medical diagnosis is anaphylaxis. Symptoms of an anaphylactic episode could include sudden shortness of breath, tightening of the throat, air hunger, sudden facial flushing, cramping and/or drop in blood pressure and collapse. Anaphylaxis is a serious allergic reaction. Prompt recognition of symptoms is critical and prompt administration of an intramuscular epinephrine auto injector is vital. Management should be activating the emergency medical system by calling 911 and administration of an epinephrine auto injector. Epinephrine (EpiPen) is the only medicine effective in treating severe reactions. ■

For more information on food allergies and using the epinephrine auto injector visit the Ann & Robert H. Lurie Children's Hospital Food Allergy Community Education (FACE) Program page at www.luriechildrens.org/FACE and view a video aligned with the Illinois State Health Initiative Plan at vimeo.com/89950584

Certified School Nurse Denise Racky is a CTU delegate.

FIRST ANNUAL INTERNATIONAL CONFERENCE
OF CREATIVITY, THINKING & EDUCATION
SET FOR MAY 3-4 IN CHICAGO

CONFERENCE TO EXPLORE THE IMPACT OF CREATIVITY IN THE CLASSROOM;
ACCLAIMED AUTHOR T.A. BARRON TO DELIVER KEYNOTE SPEECH

Synchronicity Publishing has announced details for its first annual conference, The International Conference of Creativity, Thinking & Education, taking place on May 3-4, 2014, at the Congress Plaza Hotel in Chicago. This first of its kind solution-oriented conference is the result of new, old thinking about learning and will explore the passionate world of happy teachers and techniques to help students enjoy learning and develop creativity.

The two-day event—\$200 per day or \$350 for two-day registration—brings together powerful, charismatic speakers and educators to discuss horizons on the cutting edge of creativity, brain-based education, mind mapping and stress relief.

Keynote speakers include Rhodes Scholar and highly acclaimed American author of children's fantasy literature (The Merlin Saga, Atlantis Rising, Heartlight Saga and many more) T.A. Barron, and Sharon Promislow, author of the best seller Making the Brain Body Connection. Barron will share his ideas on how to make children better thinkers and Promislow will help participants understand how body and brain feed off one another.

The multi-faceted agenda provides something for all, consisting of interactive workshops that will help educators and their students reconnect with the essence of teaching and learning. In addition to keynotes, The International Conference of Creativity, Thinking & Education will feature the following sessions:

- Creating a High Achieving Classrooms Through Music, Movement and Visualization
- Altering Our Internal Paradigm, A Possible Path to the Finnish Success in Education
- Critical Creative Pedagogy
- What Colors Are In the Tapestry of Your Life?
- Creative Explorations: Teaching the Whole Child

“Enthusiastic, upbeat teachers have a positive effect on everyone,” said Patricia Rose Upczak, president of Synchronicity Publishing. “Imagine a new classroom setting where the philosophy of “let's create” rules the classroom. Imagine students willing to challenge what is, to question assumptions. Imagine students enjoying class and their learning. Teachers must realize there are options and answers to the daily classroom problems. We have them.”

A portion of the proceeds from the conference will benefit the Renaissance Knights Chess Foundation of Chicago. Chess has long been a method of teaching strategy, self-esteem and cause and effect along with clear thinking of alternative solutions. Chess requires concentration, visual imaging, critical thinking, problem solving and abstract reasoning. This Renaissance Foundation of Chicago will host a chess booth for teachers at the event.

To register for the conference, please visit www.happyteachershappystudents.com. For information on exhibiting or registration, please contact Patricia Rose Upczak at synchron@boulder.net.

- iPads Across Curriculum: How Access To Technology Inspires Students

OUTSOURCING CPS CUSTODIAL WORK

By Sarah Hains

“No layoffs are immediately planned” for the 825 custodians working in Chicago Public Schools. But there is nothing reassuring in that statement whatsoever, especially for those whose families depend on their income.

In CPS Chief Administrative Officer Tim Cawley’s presentation to the Chicago Board of Education on February 26, 2014, he laid out in detail what he believed to be the problems with custodial work at CPS and why he wanted the Board to vote to privatize it through Aramark. There were, however, several glaring inaccuracies in his PowerPoint presentation.

1. “Too many suppliers.” Cawley is claiming there are currently over 1,000 suppliers but this CPS document shows there are actually only five: “Janitorial Supplies Priceshet Booklet 2013 – 2018.” http://www.csc.cps.k12.il.us/purchasing/uploadedfiles/how_to_buy/janitorial_priceshet.pdf.



2. “Principals are spending time and budget managing this area.” This is entirely CPS’s fault. For over 100 years, the engineers in the Operating Engineers Local 143 had been managing the custodians (http://local143.org/?page_id=13). The supply budget came from CPS central office. In 2012, CPS moved the engineers out of the schools and put the custodial supply budget into the school, making the principals responsible for managing the custodians and the custodial budget for the first time ever. This was also during a lot of other changes being imposed on the schools, including administrative churn at the networks and central office.

3. “Greener cleaning supplies.” CPS already approved the Green Cleaning Schools Act in 2008 (08-0827-PO6).

Now, CPS is going to spend \$260,300,000 over three years to privatize the custodial service in order to potentially save “up to” \$40 million in that same time period. That means that taxpayers will be paying Aramark nearly \$87 million per year to provide a service that was provided for free through the Operating Engineers. Furthermore, CPS has not produced much in terms of “efficiencies” by moving the engineers out of the buildings—the difference in total salary between 2011 and 2013 is -\$1,730,970.

This is classic disaster capitalism. Not only is this a completely suspicious contract that will more than likely end up costing additional money as it gets amended, with no accountability or penalty for failing to deliver on all the promises, but Mr. Cawley also successfully bamboozled the Board of Education into believing this was absolutely necessary and beneficial to the district. The Board report, the presentation

and the remarks made to the press all emphasize how dirty the schools are—this is a major part of the “crisis” that capitalism will rush in to save. In none of the statements on the cleanliness of the schools did anyone care to mention that custodial staff has been cut and the people who were trained to manage the remaining staff were taken out of the buildings. Principals should never have been in charge of managing the custodians, and now CPS is acting like a benevolent savior by allowing them to get back to their normal tasks.

The second “crisis” is CPS’s favorite go-to for implementing anything unpopular—the “we’re broke and need to find ways to save money crisis.” How is Aramark going to (not) save the district this money? By cutting staff, refusing cost of living wages and replacing humans with machines that will clean the buildings overnight. Aramark is notoriously anti-labor, which is probably why they were selected for this.

This is all for the children, of course. Mr. Cawley thinks test scores will go up (“custodial services...will result in an enhanced learning environment”) and principals will be able to “focus on instruction and family and community engagement.”

Currently, the custodians are part of SEIU Local 73. The union contract expires in 2015. The Aramark contract expires in 2017 with two options to renew. ■

Sarah Hains is a CTU researcher.

CHANGE IN CPS JANITORIAL STAFF SALARY DUE TO PLANNED OUTSOURCING

	8/1/2011	10/1/2013	Difference
Average salary	\$33,999	\$33,651	-\$348
Total salary	\$25,397,013	\$23,354,030	-\$2,042,983
Total employees	747	694	-53

Source: CPS Employee Position files:

cps.edu/About_CPS/Financial_information/Pages/EmployeePositionFiles.aspx



NURTURING TEACHER LEADERSHIP

The National Board Certification Support Program
for CPS teachers/counselors

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

Accepting applications for 2014/15 school year.

ATTEND OUR INFORMATIONAL MEETING

Tuesday, April 29th, 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 under the "Quest Center" tab

Transportation:

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

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



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

What is Nurturing Teacher Leadership?

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

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

NTL: The sole support program for CPS teachers

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

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

What is National Board Certification?

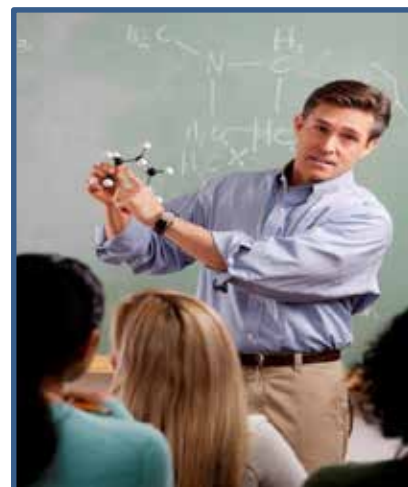
NBPTS Certification offers teachers the opportunity for career advancement. It:

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

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

What are the Benefits of NTL?

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



In



February 2014

Memoriam

May 2013

Richard Halvorsen 20th Cleveland

January 2014

Adrienne Heard	18th	Pasteur
Matilda Cohen	19th	Avondale
Lucile Hendricks	19th	Ross
Brenda Joyce Gary	20th	Ward
Rebekah Jackson	21st	Bateman
Betsy M. Foxwell	22nd	Clinton
Joseph Washington	23rd	Dyett Acad Ctr
Marguerite Clakis	26th	Onahan
Jeanne L. Jones	29th	Einstein
Ruby H. Nakagawa	29th	Brennamann
Francis Prendergast	29th	Kelly HS
Mary C. Shapiro	30th	Jamieson
Matthew W. Stewart	31st	Hearst

Patricia Alexander	1st	Cook
Robert E. Dulak	1st	Bell
Mary A. Applewhite	3rd	Henderson
Acordia B. Miller	3rd	Raymond
Robert L. Tyroler	3rd	Bogan HS
Rosa H. Acevedo	3rd	Hurley
David S. Cole	5th	Jefferson
Hannah L. Schaffer	5th	Raymond
Charles S. Stines	5th	Phillips HS
Thomas M. Culhane	6th	Cameron
Mary V. Kinsella	6th	Scanlan
Willie Brown	7th	Henson
Norma V. Duncan	7th	Hyde Park HS
Jerome J. Wachter	7th	Talcott
Aida Vilma Wilczynski	7th	Lang & Cultural E
Grady L. Reynolds	10th	Fenger HS
Lorraine K. Huber	12th	Washington HS
Angelina T. Evangelista	13th	Prescott
Sheila Burstein	14th	Schurz HS
Samuel L. Dolnick	14th	Area Office
Barbara B. Manuel	14th	Jefferson
Mary R. Smiley	14th	Clark Middle
Edna F. Mcquillan	14th	Marconi
Alice C. Richards	15th	Westinghouse HS
Florence Buehler	16th	Goethe
Flora Mae Williams	17th	O A Thorp Acad
Wilma J. Hansen	18th	Central Office
Charles L. Six	18th	Chicago Vocational HS
Lillian Margolis	19th	Sub
Helen M. Nemish	19th	Sullivan HS
Jane A. Rutz	19th	Nettelhorst
Susan Chyrese Schlitz	19th	Chicago Agr HS
John D. Faulls	19th	Sub
William D. Smith	20th	Northside Learning Cntr
Jerome A. Koscielniak	20th	Kelyn Park HS
Evangelyn R. Taylor	21st	Garvey
Bernethea Khan	22nd	Gresham
John A. Marton	22nd	Austin HS
Rose Ato	23rd	Earle
Jerry C. Hogston	23rd	Central Office
Pearlie C. Ferguson	24th	Franklin
George R. Kotil	26th	Holden
Shirley A. Langridge	27th	Stevenson
John A. Hall	28th	Chappell
Dorothea E. Hely	28th	Solomon
Barbara J. Lewis	28th	Talcott

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

ATTENTION ALL CPS EMPLOYEES

Last fall you received information stating that the Deferred Compensation Program will end for the 2013-2014 school year. As a result of this, you will not be receiving a paycheck during the summer months. According to the Payroll Calendar the last check for this school year will be on June 13, 2014. The first check for the upcoming school year will be on September 19, 2014.

If you opened a savings account to save money for the summer months, you need to contact your financial institution to instruct them on how you want those funds distributed during the summer.

For example, if you are a member of United Credit Union:

For loan payments, you have the following options:

1. Set up an automatic transfer from your savings to pay your required loan payments over the summer months.

2. Visit one of our Member Service Centers in person to pay your required loan payment by the due date.
3. Use Home Banking or Call 24 to transfer funds from your savings to your loan.

For general living expenses you can use any of the following methods:

1. Visit any of our Member Service Centers to withdraw/transfer funds.
2. Use Home Banking or Call 24 to transfer funds from your savings to checking.
3. Use your Debit Card or ATM Card to access your funds.

Please check with your financial institution to establish the proper distribution of funds from your savings account over the summer months to best handle your financial affairs.



Build your Financial “NEST EGG”

*Start your plans today,
and you'll enjoy the benefits in the future.*

NOW IS THE TIME TO START FILLING YOUR NEST EGG BASKET!

- **SAVE** a small portion of your hard work earnings in your savings each payday... **PAY YOURSELF FIRST**
- **SAVE** by opening a Holiday and/or Vacation Club account and have **\$\$\$** when the time comes to enjoy
- **SAVE** by opening a Share Certificate account and earn a competitive rate of return
- **SAVE** by opening an IRA and take advantage of tax savings
- Open a **FREE** no fee checking account
- **SAVE THROUGH** Direct Deposit or Payroll Deduction of your earnings with safety and convenience on your payday
- **SAVE** by taking advantage of Bill Pay and save time and money
- **SAVE** by taking advantage of the convenience of Home Banking and Call 24 to have access to your accounts 24 hours a day/7 days a week.

Ask a Member Service Representative for details!

FINANCIAL SERVICE CENTERS



CHICAGO WEST
4444 S. Pulaski Rd.
Chicago, IL 60632-4011
773.376.6000

CHICAGO EAST
1526 E. 55th Street
Chicago, IL 60615-5550
773.843.8900

EVERGREEN PARK
9730 S. Western Ave., Ste 633
Evergreen Park, IL 60805-2788
773.843.9300

CHICAGO NORTH
5901 N. Cicero Ave., Ste. 106
Chicago, IL 60646-5711
773.843.8500

OUTSIDE ILLINOIS
800.848.3444
www.unitedcreditunion.com



DELEGATES NOT PRESENT AT THE HOUSE OF DELEGATES MEETING WEDNESDAY, APRIL 2, 2014

AL 1 AUSTIN-NORTH LAWNDALE

Anderson, Grace A.
Beltran, Katrina B.
Blackwell, Jeffery B.
Horton, Kenyatta M.
Poole, Alethea
Smith, Lisa L.
Smith, Tanya Y.

AL 2 AUSTIN-NORTH LAWNDALE ELEMENTARY

Egwuekwe Maxey, Kelechi S.
Fullerton, Katrina
McKee, Valerie L.
Young, Joanne

BP 1 BURNHAM PARK ELEMENTARY

Blakey, Nina
Butler-Mitchell, Paulette
Cherone, Michael J.
Laidler, Autumn M.
McIntyre, Katherine E.
Shaw, Janice D.

BP 2 BURNHAM PARK ELEMENTARY

Harper, Janelle I.
Lofton, Patricia A.
Nze, Christian E.
Paranjape, Janak S.
Ringhand, Allison B.
Weems, Pricilla W.

EG 1 ENGLEWOOD-GRESHAM ELEMENTARY

Carrethers, Loreal S.
Robinson, Lorna R.
Ruff, Nadra C.

EG 2 ENGLEWOOD-GRESHAM ELEMENTARY

Gilmore, Jacqueline
Mangum, Marcus L.
Middleton, Gladys C.
Rogers, Joyce M.
Smith, Kelly L.

FR 1 FULLERTON ELEMENTARY

Bildires, Michael C.
Chavez, Lisa B.
De La Pena, Alejandra
Eckerman, Shelley L.
Haritos, Penelope
Jackson, Richard
Koutny, Elizabeth M.
Morris, Leanne D.
Muhlberger, Mireya
Poellinetz, Andre D.
Rivera, Anna M.
Santacruz, Erica P.
Vacco, Angela L.

FR 2 FULLERTON ELEMENTARY

Aucutt, David
Haga, Jonathan P.
Jacobson, Johanna T.
Kearns, Donald E.
Llanes, Cynthia
Lossin, Leah L.

FL 1 FULTON ELEMENTARY

Pema, Vera

FL 2 FULTON ELEMENTARY

Beaulieu, Allison K.

FSS FAR SOUTH SIDE HIGH SCHOOL

Guterz-Kwaaning, Tanisha
R.
Holt, Sylvie
MacDonald, Francis J.
McFarlane, Kelly P.
Rountree, Eric F.
Winston, Gerald O.

GH 1 GARFIELD-HUMBOLDT ELEMENTARY

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

GH 2 GARFIELD-HUMBOLDT ELEMENTARY

Biancalana, Jodi L.
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.
Reddick, Rosemary
Saunders-Wolffe, Tanya L.
Spearman, Nicole N.

LC 2 LAKE CALUMET ELEMENTARY

Craig, Sharion D.
Curtin, Carolyn E.
Garza, Susan K.
Harty, Taryn M.
McKinney, La Conya
Oliva, Melissa M.
Silva, Soila R.

ME 1 MIDWAY ELEMENTARY

Davis, Sharon D.
Diaz, Miranda M.
Finn, Nancy A.
Hester, Kamau L.
McMahon, Mary L.
Muir, Jeanine E.
Outlaw, Cassandra
Preciado, Diana
Sanchez, Mary E.

ME 2 MIDWAY ELEMENTARY

Bonds, Joyner E.
Contreras-Espinoza, Jose A.
Dantes, Mauricia E.
Jameson-Hardy, Jacqueline
Krzak, Jennifer L.
McKay, Megan J.

NW 1 NORTH-NORTHWEST SIDE H.S.

Difrancesco, Gregory T.
Duarte, Samuel
Hurtado, Erin M.
Incandela, Rosa R.
Jacko, Paula
Maeda, Ann T.
Olson, Audrey R.
Plum, Keith R.
Santana, Wilfredo
Searcy, Anna L.
Smith, Laura

NW 2 NORTH-NORTHWEST SIDE H.S.

Arter, Amy B.
Grays, Angela M.
Hungerford, Robert
Mead, Thomas C.
O'Shea, Mary R.
Stephani, Joanne T.
Warczak, Lauren M.

OH 1 O'HARE ELEMENTARY

Blaszczyk, Diane L.
Green, Laurie J.
Irwin, Melissa L.

OH 2 O'HARE ELEMENTARY

Barnhart, Kent A.
Block, Caryn T.
Davidson, Susan K.
Dillon, Barbara K.
Ortiz, Lorraine G.
Salas, Janet M.

PE 1 PERSHING ELEMENTARY

Barragan, Eden
Dunn, Joseph M.
Spedale, Mary L.
Torres, Leticia M.

PE 2 PERSHING ELEMENTARY

Porter, Shay
Stalzle, Lauren M.

PL 1 PILSEN-LITTLE VILLAGE ELEMENTARY

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

PL 2 PILSEN-LITTLE VILLAGE ELEMENTARY

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

RR 1 RAVENSWOOD-RIDGE ELEMENTARY

Arnold, Ruth M.
Feeney, Charles L.
Goff, Linda S.
Lancaster, Elizabeth R.
Roberts, Jason M.
Rodrigues, Patrick
Sawchuk, Michael J.
Thomas, Katherine G.

RR 2 RAVENSWOOD-RIDGE ELEMENTARY

Benavides, Angela M.
Ebstein, Jody
Garcia, Marc
Lang, Albert J.
Skweres, Steven

RI 1 ROCK ISLAND ELEMENTARY

Carroll, Margaret L.
Collins, Linda S.
Mahoney, Rosemary F.
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.
Mason, James J.
Parker, Andrea S.
Scott, Shereen E.
Stepney, Tiffoni T.
Taylor, Dewana T.
Tyson, Nadine V.

SK 1 SKYWAY ELEMENTARY

Bares, Kenneth W.
Doyle, Kathleen N.
Hatchett, Simone K.
Kile, Carmen L.
Naumann, Jeffrey W.
Reed, Cynthia M.

SK 2 SKYWAY ELEMENTARY

Allen, Sekinah A.
Ball, Tamika
Brown, Marlene
Brown-Murray, Adrienne
Wilford, Terri

SSH SOUTH SIDE H.S.

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

SW 1 SOUTHWEST SIDE H.S.

Benedetto, Sandra Y.
Brode, Amanda A.
De Santiago, Marco A.
Dobert, Kenneth G.
Nguyen, Quang V.

SW 2 SOUTHWEST SIDE H.S.

Cox, Martha E.
Ginyard, Randi S.
Gonzalez-Reyes, Efrain F.
Spee, Leah M.
Stieber, David F.
Zehnder, John M.

WS 1 WEST SIDE H.S.

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

WS 2 WEST SIDE H.S.

Dudley, John B.
Horton, Bennie H.
Konieczko, Gregory J.
Kulas, Andrea
McCannon, Susanne R.
Rau, Jay P.
Rehak, Jay C.
Zoldan, Sara R.

CITY-WIDE CAREER SERVICE

Bonet, Damaris
Bullocks, Latonya
Butler, Lynne M.
Butler, Mary S.
Collazo-Robinson, Carmen
Flowers, Wylene
Hill, Delphine
Johnson, Kareem J.
Lampley-Davis, Faye A.
Lofton, Saria C.
Lopez, James B.
Malyj-Lendel, Eileen H.
McCoy, Anthony
Miller, Carmella M.
Munoz, Guadalupe
Myron, Deanna L.
Piggee, Marilyn
Quinones, Susie
Ramsey, Barbara
Shaw, Sharlene
Stewart, Gloria J.
Swanson-Lagesse, Nancy A.
Wallace, Lashawn A.
Watson, Kimberly A.
Williams, Linda F.

CITY-WIDE

Bures, Robert F.
Douglas, Cheryl D.
Grudis, Paul J.
Keegan, Arthur E.
Knudstrup, Karen A.
Korach, Albert
Matthews, Sheresa L.
Morgan, Monroe
Simmons, Jenean D.
Socoloff, Miriam A.
Tuite, Jacquelyn L.
Tulley, Thomas E.
Vezina, Heather

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- » Early Childhood Education (Master's & Doctoral options)

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2014 YOUNG ARTIST AWARDS

The annual CTU Young Artist Contest is open to all students in Chicago Public Schools from kindergarten thru 12th grades. Its purpose is to showcase student talent, recognize students, parents, and teachers and to display prize winning creations by our students in the CTU Office.

1. Flat drawings, prints, paintings, or sculpture that reflects original ideas will be accepted.
2. All entries must be original student art. No copies accepted.
3. Artwork must be matted or mounted and protected with cover flap, except sculpted pieces and **the maximum size (excluding mat) is 24"x30"**.
4. Any medium may be used, including original, computer-generated work. Pieces may be in either black and white or color, but charcoal, pastels, chalk, or crayon works must be sprayed with fixative to prevent smearing. No framed work or canvas on stretchers allowed.
5. There is no theme; quality of the art is the only criterion for judging.
6. Any student attending a Chicago Public School is eligible to enter.
7. Selection of final winners will be published on the CTU Website.
8. Each winner will receive:
 - A gift card
 - A certificate of recognition
 - Invitation with one guest to a reception at the CTU Office
 - Invitation to teacher or art teacher to attend reception
 - Art displayed in the CTU office for one year
 - One winner will have their artwork showcased on CTU's magazine cover - June 2014 issue
9. Winning artwork becomes the property of the CTU if not picked up 30 days after letter is sent out to the school for artwork to be picked up.
10. Please print or type forms entries. Attnx one form to the back of artwork, submit the other in a separate envelope.
11. Entrant gives the CTU the right to reproduce winning artwork.
12. Entries must be submitted to CTU offices between Tuesday, April 1, 2014 and Friday, April 25, 2014.
13. Entries must be received at CTU offices no later than 5:00 p.m. on Friday, April 25, 2014.
14. Questions? Contact April Stigger at AprilStigger@ctuLocal1.com or 312-329-6225.

**ALL SUBMISSIONS MUST BE RECEIVED
BY FRIDAY, APRIL 25, 2014**

**ATTN: APRIL STIGGER
CHICAGO TEACHERS UNION
222 MERCHANDISE MART PLAZA, SUITE 400
CHICAGO, IL 60654**

YOU MUST COMPLETE BOTH FORMS BELOW TO ENTER YOUR STUDENT'S ARTWORK

CTU YOUNG ARTISTS 2014 ENTRY FORM

AFFIX THIS FORM TO THE BACK OF THE ARTWORK

Student Name
Student Address
Student Phone Number
Grade _____ Age _____ Medium
School
School Address
Zip _____ School Telephone
Art or Classroom Teacher
Teacher Email Address
Contact Number for Teacher
CTU Delegate
Principal's Name

PLEASE TYPE OR PRINT LEGIBLY - THANK YOU IN ADVANCE!

CTU YOUNG ARTISTS 2014 ENTRY FORM

SUBMIT THIS FORM IN A SEPARATE ENVELOPE

Student Name
Student Address
Student Phone Number
Grade _____ Age _____ Medium
School
School Address
Zip _____ School Telephone
Art or Classroom Teacher
Teacher Email Address
Contact Number for Teacher
CTU Delegate
Principal's Name

PLEASE TYPE OR PRINT LEGIBLY - THANK YOU IN ADVANCE!