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UNION TEACHER


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The Official Publication of the Chicago Teachers Union

Solidarity




Wasn't the
bailout
enough?

PLUS

Pension Alert

School Day Lies

Ivy League Teachers

Chicago Union Teacher

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Opinion

A Parent Thanks CTU

Dear Ms. Lewis:

I would like to express my sincere thanks to you for your attention to the pleas from the many concerned parents of children who attend Cassell Elementary School. I would like to thank you for sending Joe McDermott to our Local School Council meeting. His presence was noted by the entire auditorium packed full of parents, neighbors, teachers, a congressman and alderman (might I add his performance was stellar). The collected efforts of all the parents have gained the “upgrade” of one part time teacher to a full time teacher position and the splitting of the first grade class into two classes. Unfortunately, our third grade class remains at 42 students with one full time teacher crammed into one room. The additional first grade class also came at the expense of our art room. We will now have art on a cart. By the way, Cassell is a magnet school for arts. The band room had already been removed last year for additional class space. Albeit somehow, we are only considered at 74 percent maximum capacity. It is unfortunate that our school’s union delegate, the art teacher, must now service room to room on a cart.....probably just coincidental!

I also wanted to let you know that I and many of the parents have listened to your debate with CPS CEO Brizard via the link on your union website. We would like to congratulate you on a great job and would also like to thank you for your specific reference to our plight. When you speak with members of your union please express to them that many parents understand city politics and understand the pictures being painted via the media which negatively portray teachers and your union are false and that we do stand behind you and the teachers in your efforts to afford all children in Chicago the education that they deserve by providing them with the proper conditions to learn and excel in life.

~ Douglas Livingstone

President's Message



When a contract is a contract - and when it isn't

Recently, the new mayor held a town hall in the Beverly neighborhood. When he opened the floor to questions, someone asked when he was going to scrap the parking meter contract.

He replied that the agreement between Chicago and the parking meter corporation was binding.

“A contract is a contract.”

Another resident then asked him, “If that’s the case, how do you explain your decision to negate a four percent raise that the CTU and the city negotiated in good faith? Isn’t a contract a contract?”

Apparently, a “contract is a contract” when it is between corporations with clout and the City. When it comes to the rest of us, politicians and bankers see a contract as a nuisance.

I’ve spoken to union leaders in Boston, Kansas City and New York. We’ve all come to the same conclusion; so-called advocacy organizations like Stand for Children (who should honestly be called Stand ON Children) use the economic crisis as an opportunity to erode collective bargaining rights – which would make these end-runs around unions legal.

Respect for our contract is respect for us.

To many, it sounded respectful when Secretary of Education Arne Duncan said teachers should make \$150,000.

However, he wasn’t talking about those of us already in the schools. He was talking about the next crop of teachers who will stay in the system for two years and return to the private sector.

Former Chicago CEO Duncan and his crowd of rich and powerful friends claim they want to make teaching a noble profession again, but he isn’t looking to change the way we look at teachers; he is looking to change the teachers themselves.

But in order to do that, they need to destroy the unions.

They say we are an impediment to progress.

The truth is, we are an impediment to privatization schemes that deplete our communities of desperately needed resources. We are an impediment to those who would deprive poor and minority children. We are an impediment to the testing cartels that divert funds from what every school needs: a rich, robust curriculum that includes the arts and music, physical education, and a library.

We are up against some very wealthy, powerful people. One thing that they do not have is 30,000 members behind them. Join your Contract Action Committee. Let’s get organized. Let’s show them the power of 30,000.

In Solidarity,

 , NBCT
Karen GJ Lewis, NBCT

Let's Unleash the Power of 30,000

Join the CTU contract campaign and get in the fight!

The current CTU/CPS contract will expire on June 30, 2012. CPS has launched a media campaign to discredit CTU and instigate internal divisions by pushing for school-by-school waiver votes. The waiver tactic is deliberate. CPS is gambling that by negotiating with small groups of people it will be easier to take away the rights of teachers, PSRPs and clinicians in the next contract.

At the same time, CPS is trying to divide CTU members from the communities they serve. Although Unions are mainly shown in an unfavorable light by the media and politicians, opinion polls reveal that families actually appreciate their teachers. It's time to activate these relationships: 30,000 members working alongside parents and other community residents will create the strong force needed to win a contract that serves both our members and our students.

CTU's ongoing Contract Action Campaign encourages every member to contribute to creating our contract proposals. This unprecedented mass participation effort forces the Board to negotiate with 30,000 members and the communities they serve.

The most important activity in CTU's contract campaign is the establishment of a Contract Action Committee (CAC) in each school. The CAC is the body that communicates regularly with school staff and with CTU. CACs will brainstorm ideas for actions to strengthen the Union in the building and citywide. Ideally, there will be one CAC member for every 5 CTU members at a school.

The CACs will receive information from District Supervisors (DS) – the rank-and-

file activists who coordinate the schools in their respective regions. This allows for communication among schools. DSs meet monthly to discuss the issues in their regions.

CTU officers and staff are visiting schools to hear what members want in the next contract. In late September, CTU officers and organizers held regional meetings at Dunbar High School, Senn High School, Austin Polytechnic High School, Curie High School, Chicago Academy, Hyde Park High School, Steinmetz High School, and Harlan High School. They listened to members' concerns about weaknesses in the current contract and asked for proposals for the next contract. If you were unable to attend a meeting, CTU wants to hear from you. To submit contract proposals online, visit ctunet.com/contract.

If you don't know who is on your Contract Action Committee, ask your delegate. If a committee has not been organized at your school, contact CTU Organizing Department at Organizing@ctulocal1.com.

Let's build our power. If we pull together, we can win. ■

View and download photos from these and other events at CTUnet.com/pics



CTU Wins Back Members' Right to Teach

In a victory for CTU members last summer, the Chicago Board of Education (Board) agreed to remove the Do Not Hire (DNH) label from 57 teachers' personnel files. Although this designation was originally established to warn principals about persons who might pose a danger to children or had been proven grossly incompetent, CTU found that it was grossly misapplied to scores of teachers. *Chicago Union Teacher* first broke the DNH story in May 2011 with a piece on former Hope High School teacher Clato Smalling (ctunet.com/CUT).

DNH was misused by the Board in recent years when affixed to the records of 'least senior' teachers who were twice released for budgetary or enrollment reasons. Its application to these people was totally unjust since their non-renewals were not based on anything they had done wrong. The DNH designation was a virtual end to their teaching careers. The records of 47 teachers who fell into this category will now be expunged and they will be free to search for jobs at CPS again.

A number of the affected teachers were at Austin Polytechnic. Their story was featured in the *Chicago Reader* last June (ctunet.com/ReaderDNH). One fighter from the school, Lillian Kass, drew a lesson from her experience. Reflecting on what she had been through, she said, "when we are faced with people who go after us, we need to stand together and fight back."

Additionally, ten tenured teachers who had received 'unsatisfactory' ratings have had their cases reviewed and their ratings changed to "no rating." This change has resulted in the removal of the DNH from their files. This will allow them to continue their careers and seek new jobs at CPS. This is particularly significant since there has been an increase in the number of cases where principals are abusing the ratings system and utilizing it as a tool to get rid of teachers who speak up or who are "too expensive" based on years of service or education level. The Union will continue its campaign to end such misuse of the ratings and to ensure that our members are evaluated fairly and given the due process they deserve. ■

Legislative Alert!

Stop Pension Attacks

There are two bills in Springfield that would, if passed, alter your pension severely. Your pension is your security. Let's fight these bills together!

What you need to know:

HB3827 will eliminate the Chicago Teachers Pension Fund (CTPF) Board of Trustees as we know it. Currently, six trustees are chosen by active teachers, three by retirees, one by fund administrators and two by the Board of Education. The makeup of the "proposed board" will have 7 members: 4 members will be appointed by the mayor of Chicago and the remaining 2 members will be elected by the active members and 1 member will be elected by the retired members of the fund. These 3 elected members will serve for 4 years. The mayor of Chicago will have the power

to appoint four members to our pension board who serve until the mayor's term expires. This proposal gives the Mayor majority control.

SB512 "Pension Reform" would create three pension tiers. This would weaken the pension by allowing some to opt out of it. Those choosing a self-managed plan will see their retirement affected by fluctuations in the market.

What you need to do:

Write, call and visit your State Representative and State Senator. Tell them to vote NO on SB512 and HB 3827.

You can help stop these legislative attacks by visiting ctunet.com/pensionSOS to automatically contact legislators. ■

Ten Thousand Protest Corporate Greed

On October 10, 2011, more than 10,000 people marched through the streets of downtown Chicago protesting corporations and banks that take tax breaks while cutting jobs and essential services. The coalition of union members and community activists called "Stand Up! Chicago" organized five separate marches, each taking on the theme of "schools," "jobs," or "housing."

Chicago Teachers Union members led one of the marches which started at the Chicago Board of Trade, the site of the Occupy Chicago protests. Occupy Chicago voted to endorse and march in solidarity with Stand Up! Chicago.

All five marches convened at the Art Institute, the site of a meeting of the American Mortgage Bankers Association. The reckless behavior of the mortgage industry, which led to the 2008 financial collapse, left Chicago with one of the highest foreclosure rates in the nation. The banks were bailed out by taxpayers, but no relief was given to people whose homes were foreclosed. This prompted CTU to sponsor an ordinance in City Council that would require banks to secure vacant properties they own near schools.

In Chicago, corporate handouts often take the form of Tax Increment Financing (TIF), which takes \$250 million away from schools each year. One teacher at the protest, David Hernandez of

Lawndale Little Village High School explained the situation, "We have a corrupt TIF system, millions of dollars are being left in slush funds for corporations, and we're asking today that those TIF funds be put back into schools." CTU sponsored an ordinance that would do just that -- return TIF funds to schools.

David Robbins, a teacher at King College Prep said that the effects of the givebacks directly hurt kids, which prompted him to attend today's rally. He said, "I came down to add my voice in asking for decent conditions for our students."

Protestors sat down on Monroe Street outside of the bankers meeting to tell them to pay their fair share. About 20 activists, including CTU Vice President Jesse Sharkey and Financial Secretary Kristine Mayle were removed by police and issued citations for blocking the entrance to the Art Institute.

Tara Stamps, who teaches at Jenner elementary, the site of CTU's TIF rally last March, summed up the day, "I am out here to stand up... it is a time for teachers and the working class to end greed in Chicago, take back our schools, and add our voice to this very critical conversation about the future of our city." ■

Photos/Video: CTUnet.com/standup



Central Illinois Teachers Strike and Win!

The Illini Bluffs Federation of Teachers (IBFT) went on a 10-day strike this school year after contract negotiations went to impasse, meaning both sides could not come to an agreement and ratify the new contract. This was over a single issue – mandatory, random drug testing of school employees. Teachers felt that this issue showed a lack of respect by the school board.

Members of IBFT had support from residents of their downstate community of Glasford, IL, many of whom packed a school board meeting in mid-September to speak against drug testing. Teachers voluntarily submitted themselves to drug tests to prove that the issue of drug testing was arbitrary, but spoke to the larger problem of a lack of respect from the school board. Some from the community went so far as to circulate petitions demanding for the resignation of School Board President Dennis Brown.

The IBFT held a community rally at the American Legion Post attended by several parents and students. State Senator Dave Koehler and Illinois Federation of Teachers President Daniel Montgomery spoke at the rally, as did other local union representatives and a community member.

The day after the rally, the School Board announced they would hire workers to cross the picket lines and replace the striking teachers. Parents refused to send their children to school with replacement teachers, to which the district threatened to declare those children truant.

After ten days, the School Board, agreed to the teachers' terms and school started for the school year. ■

Board of Education Pushes Schools to Waive Contract Rights

CTU Sues Board; Launches Contract Education Campaign



Beaubien teachers represent at Take Back Chicago!

Since August, CPS has been running a costly political campaign to uphold a campaign promise by Mayor Emanuel to extend the school day, a change that has not proven to improve student achievement (see Quest Center article on page 10). The slick public relations campaign aimed to drive a wedge between teachers and the public and force CTU members to sign away job protections, causing divisions in the Union in a contract negotiation year. This was a strategic move as a recent poll showed that nearly three-quarters of Chicago voters have a favorable impression of public school teachers.

Despite decrying financial instability and citing a \$200 million budget deficit, CPS has offered to pay schools willing to lengthen its school day this year \$150,000 each which could cost taxpayers more than \$100 million if implemented system-wide. The schools had to approve a schedule waiver – a vote to augment the current CTU/CPS contract. The waiver being used not only waived the length of the school day, but also preparation times, salary schedules, and National Board stipends. At the time of publication, 13 schools voted to waive their rights while over 130 said “no.”

On September 8th, CTU filed an unfair labor practice lawsuit against the Board of Education for coercing CTU-represented teachers at elementary and other schools to waive their rights in order to lengthen the school day this year. The lawsuit, filed with the Illinois Educational

Labor Relations Board (IELRB), contends CPS threatened to close schools if teachers did not approve contract modifications; interrogated teachers about their Union activities; directed teachers to report their communications with the Union; wrote and distributed the contract waiver; and banned CTU representatives from consulting with teachers before they were coerced into waiving parts of their labor contract. As *Chicago Union Teacher* went to press, the IELRB issued a complaint confirming that CPS committed dozens of unfair labor practices.

As the wheels of justice turn slowly, CTU's organizing team worked overtime to educate schools on the ramifications of signing off on schedule waivers. At the time of publication, the team visited over a third of all Chicago Public Schools to inform members of their rights and set up Contract Action Committees in each school (see “Let's Unleash the Power of 30,000” on page 4). Organizers will continue their school visits throughout the year.

Patty Koza, a veteran PSRP at Mireles School was the first to sign onto her school's Contract Action Committee. She attended a Union meeting held by CTU organizer Kathy Murray, who is currently on leave from Owen Scholastic Academy. Koza, a 32 year veteran of the school, explained why she signed up immediately, “Enough is enough, if we let the Mayor get what he wants, we'll have no contract.” ■

Showing the Public We Already Work an Extended Day

Teachers Plan and Grade in Public Spaces on Thursdays in September

By Adam Heenan: Curie High School Delegate, Public Relations and Communications Committee Member, Save Our Schools Teach-In Lead Organizer

Every Thursday in September, teachers from across Chicago “went public” with what they typically do with their evenings. They graded papers and planned lessons. A multigenerational group of teachers took these tasks to public spaces to demonstrate how much work they do outside of the classroom under the banner of “Save Our Schools: Chicago.”

The first “Teach-In” on September 1 was modest in size, but turn-out doubled at the second event outside an Apple Store on the City’s near north side.

Lydia Zubrek, a 17-year veteran CPS teacher at Greeley School attended an SOS grade-in at the Apple store. Her colleagues refer to her as the “gentlest fighter.”

Zubrek said, “The public needs to know the hours we work.” As she pored over reams of documents, she added, “We want what kids need, but all we get is overloaded with paperwork.”

The National Education Association reports that the average teacher works about 20 hours beyond the work week.

Keri Mann, a fifth-year teacher at Greeley attended the Teach-In and explained the rationale for these public demonstrations, “We want to show that we do care about kids – we are not giving them the shaft. Kids get cheated with more tests, not by us.”



Teachers plan and grade outside the Apple Store September 29.

Doris Alvarado, a 30-year veteran and colleague of Mann and Zubrek participated in many strikes over the course of her career and was concerned about the current climate against teachers. “We had to go and walk for everything we have, people are being too nonchalant about that,” she said. ■

To get involved visit:

SaveOurSchoolsMarch.org

Tacoma Teachers Defy Corporate “Reformers” and a Court Injunction to Maintain Contract Rights

Tacoma, Washington teachers voted 98.9% on September 22 to ratify a contract that maintains their seniority, prevents pay cuts and strengthens limits on class size. They won the contract against high-powered opposition.

The Tacoma Education Association (TEA) had been in the crosshairs of the “Vibrant Schools Tacoma Coalition” which included local chapters of *Stand for Children* and Bill Gates-backed *League of Education Voters*. TEA was also required to meet an **80% member vote to approve a strike**. 87% voted to strike.

As negotiations between TEA and the Tacoma Public Schools (TPS) began, TPS demanded pay cuts, a raise in the class size cap and an end to seniority-based job protections. TPS hired anti-union negotiators at \$1,500 per session. They used robo-calls, deceptive “polling” and various

measures to attack the union, but TEA stuck together using picket bulletins, creative actions, and support from unions across the state.

When the teachers first went out on strike, TPS won a court injunction from Pierce County Superior Court Judge Bryan Chushcoff that ordered teachers back to work. Yet, 93% of union members voted to ignore the injunction and maintain their picket. That tenacity paid off.

Finally, TPS agreed to a contract with no pay cuts, seniority protections maintained during year-long negotiations over future job protections, and stronger class size limits. TEA still faces challenges from a school board determined to weaken them, but the unity they forged in the strike will serve them in the years to come. ■



Striking teachers in Tacoma, WA. Photo courtesy of WeTeachTacoma.org

Marty Black (left)
with Benjamin Jaffe



Using art to connect students to the world

In CPS, change can often be swift and unexpected. Sometimes it's a welcomed change. Late last summer, as Marty Black prepared for the year ahead with two half-time art positions at two different schools, he received a call from Benjamin Jaffe, the arts coordinator at Senn High School. Not only did they have a full-time teaching position for him, he would have the opportunity to help build the new Fine Arts Magnet program at the school.

"We have a crew of people with multiple talents [at Senn High School], Marty fit right in. He understands the complexity and variety of artistic styles and genres," recounts Jaffe.

Black and Jaffe worked together in the past on the All-City Art Competition when Jaffe taught art at Kenwood High School. Black, a professional artist, was elated to find a position at school where art was the focus.

"In other countries, kids are allowed to do extraordinary things," Black explained, "U.S. schools are often compared to Japanese schools. This is not fair because Japanese schools have had robust art programs since the 1950s."

Black teaches art to give students voice. This goal is evident in his classes where he doesn't ever tell students that what they are doing is wrong. He guides them through the process and encourages them to be expressive in their work. When addressing students, he makes a point of addressing students at eye-level as partners in a journey.

"Art is about seeing things in a particular way; we want to see [students'] individual points-of-view."

Profile: Marty Black

Black, an animal lover, was featured in TAILS magazine (tailsinc.com) last August for a unit he taught on animals. Each student picked an animal, researched it, and constructed papier mâché interpretations of the animals. Black said that the students became more socially conscious about the plight of animals through their research.

Marty has always sought new ways to inspire students to be interested in art over his teaching career, which began in 1990. He started at Gunsaulus Elementary. He was inspired to teach and was passionate about helping students with special needs early in life when he worked as a swimming coach.

"I had a student in my swimming class who had epilepsy. He took to me immediately because I treated him like the other kids. His own mother didn't think he could swim. If I could believe he could do it; he could do it. This experience made me decide to become a teacher," remembers Black.

Black is not only an advocate for his students, but also for his CTU brothers and sisters. He currently serves on the union's Arts Committee and is engaged in discussions about what he would like to see in the next contract related to arts education.

"We need to lower the number of students required for a full time art position at a school. We shouldn't have half-time positions for art in schools."

Students of art are fortunate to have an advocate like Black on their side. ■

Chicago Teachers Go Ivy League

CTU members bring a rigorous professional development model to Chicago

By Andrew Martinek, Gage Park High School

CPS teachers went Ivy League this year as new or returning fellows to the Yale National Initiative's (YNI) National Teachers Institute, a seminar-based professional development opportunity. Each seminar was comprised of around a dozen teachers from across the country and a seminar leader from the Yale faculty. Together they devoted countless hours of preparation and study to develop engaging unit plans for their students.

The newest fellows this year were: Razan Almiladi, Jennifer Fleck, Andrea Kulas, Autumn Laidler, Andrew Martinek, Molly Myers, and Kristin Peterson. All had to apply to attend specific seminars.

Myers, who teaches at Lindblom Math & Science Academy, explained that the "teacher institute" model of professional development, "[R]espects teachers as professionals while at the same time advancing their knowledge of content."

The teacher institute model takes unit plan creation very seriously and allows teachers the freedom to be creative in tailoring complex ideas to their particular students.

The Yale National Institute was launched in 2004 after successfully testing its model in a four-year national demonstration project. This model follows collaboration between Yale University and the New Haven Public Schools dating back to 1978. The Initiative is a long-term endeavor to establish in most states Teachers Institutes that will provide state and local policy makers effective examples of the innovative Institute approach in their own communities.

The unit plans that were developed incorporated cultural identity, technology, and critical thinking. All unit plans produced at institutes across the country are accessible to anyone via the Yale National Initiative website (www.teachers.yale.edu).

Peterson described the Institute as "...a celebration of learning, inspiration, and collaboration."

For more information on the Chicago Yale Teachers Institute please visit www.cyti.pbworks.com. ■

CTU Social Committee Wants You!

...to have fun with your CTU Sisters and Brothers

Were you at the Social Committee's night at the Howl at the Moon piano bar in September? Teachers, PSRPs, Clinicians, and CTU staff came together to enjoy a great night of music and conversation.

We are always looking for new events to bring CTU members together. We've sponsored roller-skating nights, dancing, and WhirlyBall. We need you to help us brainstorm new places to go and things to do.

We are organizing a Halloween weekend event. Will you help us plan? Visit ctunet.com/committees and follow the instructions to join the committee.

CTU Halloween Social

**Saturday
Oct 29
7pm**

• **Costume Contest**

• **Prizes**

• **Drink Specials**

**RSVP:
CTUnet.com/social**

Simone's 960 W. 18th St.
simonesbar.com



Extending the School Day **DOES NOT** Improve Achievement

In the September edition of *Chicago Union Teacher*, CTU's Pavlyn Jankov dispelled the myth about merit pay, showing the simple truth that not only does it not improve achievement; it causes harm. This contradicted CEO Brizard's claims. The complete study can be found at ctunet.com/meritpay.

This month, the Quest Center looked at another one of the CEO's claims -- extending the school day increases student achievement. At the September 13th debate at UIC Forum between President Karen Lewis and CEO Brizard, Brizard referenced the Massachusetts Extended Learning Time (ELT) experiment as proof that extending the school day leads to greater achievement. President Lewis politely challenged this claim.

A report produced by ABT Associates on all four years of the Massachusetts ELT concludes:

The student achievement results indicate no overall impact of ELT; nor do the various descriptive analyses suggest any meaningful patterns of achievement for the ELT schools relative to the matched comparison schools, the ELT schools' respective districts, or the state as a whole.

There were no statistically significant effects of ELT after one, two, or three years of implementation on MCAS student achievement test outcomes for 3rd, 4th, or 7th grade ELA; 4th, 6th, or 8th grade math; or 5th or 8th grade science.

Extended school time — longer school days, longer school year, or both — has not been shown to have a positive effect, nor are the results better for students from low socioeconomic backgrounds. The positive results seem to be limited to early childhood at the pre-school or kindergarten level. The positive results are also driven

by complementary reforms, such as better professional development and focused improvements of classroom environment.

Extending the school day — much like introducing merit pay — is not a silver bullet for improving schools. CTU's plan for a better school day includes a rich curriculum, time for teacher collaboration, and recess for all. These are research-based components of an effective system.

Visit ctunet.com/extended to read the study. ■

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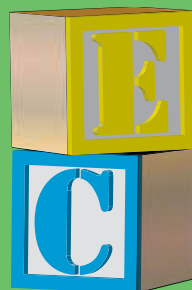
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can get reinstated.**



**Early
Childhood
Educators**

To teachers in pre-kindergarten through third grade:

Early Childhood Education has been defined by the National Association of State Boards of Education (NASBE) (<http://nasbe.org>) as birth through third grade, not just the preschool years. They concluded that children from birth through age eight learn and reason differently than older children. It is important that early childhood educators advocate for their programs and the children whom they serve.

If you would like to help support bringing early childhood back to classrooms through 3rd grade, please consider joining the CTU's Early Childhood committee for the 2011/2012 school year. If you are interested, please contact Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com.

For Prestige, Success & Acclaim

Make Us Your Choice...

Nurturing Teacher Leadership

ATTEND OUR INFORMATIONAL MEETING:

**Monday, November 14
4 p.m. to 7:30 p.m.**

CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400

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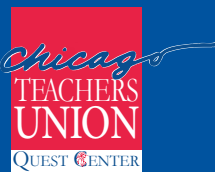
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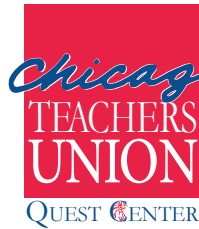
REQUIREMENTS:

- 3 years teaching at current certificate level
- 2 year commitment to teach in CPS after certification

**For further information, or to register, call
Lynn Cherkasky-Davis at 312-329-6274
or e-mail LynnCherkasky-Davis@ctulocal1.com**

More information can also be found at

www.ctunet.com/nbct



Spring 2012 Professional Development Institute

CTUnet.com/PD

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Two Hours Graduate Level CPS Lane Placement Credits and/or 30 IL Recertification CPDUs/PTPs • \$130 and book fee/materials fee, if required (see individual course descriptions)

Registration deadline for the 2012 Spring Professional Development Institute is January 17, 2012

Encouraging the Discouraged Learner (3 Lane Placement Credits) Site TBA, Thursdays, Feb. 2, 9, 16, 23, March 1, 8, 15, 22, 29, April 12, 19, 26, May 3, 10, 17, 2012 from 4:30-7:30 p.m. Eulene Carter, NBCT, Instructor. This course is designed to help classroom teachers develop teaching strategies that utilize methods/materials to capture the students' individual interests. Issues as to why students become discouraged and how to engage and encourage them will be explored. A book is required for this course.

Organizing the Elementary Classroom for Teaching and Learning (3 Lane Placement Credits) - Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654. Tuesdays, Feb. 7, 14, 21, 28, March 6, 13, 20, 27, April 10, 17, 24, May 1, 8, 15, 22, 2012 from 4:30-7:30 p.m. Nicole Cesario, NBCT, Instructor. This course encompasses the fundamental professional responsibilities required of all elementary teachers: classroom management and community building, establishing routines, participation in the professional community, managing and monitoring student learning, communication with families, and motivating students. Participants will study theories and methods related to these aspects of teaching and will bridge theory and practice by exploring their practical applications in the classroom and school. *This course is tailored to the needs of teachers in their first five years.*

In Memoriam

May 2011

Mamie L. Sanders 17th Peck

June 2011

June L. Bailey 26th JNThorp

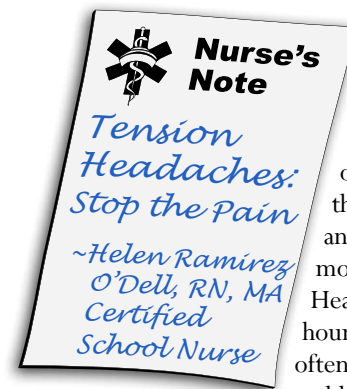
July 2011

Mariann Bending	7th	Sutherland
Yvonne P. Eskridge	9th	McCormick
Joyce M. McCoy	11th	Spencer
Charles R. Randall	15th	Terrell
Mary A. Bradford	17th	Caldwell
Florence Mary Stancy	17th	Chalmersq
Marion R. Douglass	22nd	Mayo
Beatrice C. Heimerdinger	25th	Ella Flagg Young
Ruth D. Shouba	25th	Avondale
Josephine Tomita	27th	Goudy
Marvin D. Hobbs	29th	McClellan
Luvina L. Gorman	31st	Newberry
Claudette Pierce	31st	Pickard

August 2011

Robert E. Kennedy	1st	Collins HS
Harold Dale Hale	2nd	Von Steuben HS
Estelle Lanier	3rd	Dyett
Willie N. Young	3rd	Simeon HS
Sandra Abrams	6th	Brown
Sharon Alicia Criddell	7th	Sub
Anne B. McNally	7th	Byford
Kathleen G. Grabo	8th	Metcalfe
Barbara L. Lebda	8th	Morgan Park HS
Linda Joyce Lewis	8th	Gillespie
Anne J. Wallace	8th	Sherman
Catherine Zachar	8th	Steinmetz HS
Frances A. Altman	9th	Anderson
Vera C. Peterson	9th	Sherwood
Carolee I. Cunningham	10th	Jensen
Abraham Fink	10th	Mather HS
Margaret Figliulo	11th	Shields
Robert E. Hansen	11th	Lane Tech HS
Anne Stuerhoff	12th	Pulaski
Anthony M. Palese	13th	Burns
Ivan Komar	14th	Hamline
Lesley A. Custus	15th	Drake
Dollie M. Taylor	15th	Van Vlissingen
Angela Bottiglieri	20th	Juarez HS
Roy M. Scheid	20th	Sawyer
John C. Stephens	25th	Curie HS
David S. Blumofe	26th	Von Steuben HS
William Foster	28th	Park Manor

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 312-329-6252 so a correction may be made in a subsequent edition.



Almost everyone experiences a headache at one time or other. Headaches that are minor, brief and infrequent are little more than a nuisance. Headaches that last hours or days and occur often can be a significant problem. They can interfere with one's ability to function well and even cause absence from work.

Some headaches are due to medical problems such as infections or concussions. Medical treatment for these causes is required. Other headaches can be caused by factors such as side effects of medications, certain foods, overindulgence in liquor, too little sleep, hunger, heat, dehydration or stress.

The most common type of headache is a tension or stress headache. It usually begins gradually and occurs in the middle of the day. Symptoms are pain and pressure around the forehead, back of the head and neck. It can last 30 minutes to several days. This type of headache is episodic if it occurs occasionally or even several times a month. Build up of stress or a single stressful event can trigger an episode. Tension headaches can become chronic, occurring more than 15 days a month or even daily. Daily stress can lead to chronic tension headaches.

The goal of treatment is to relieve pain and prevent further headaches. Over-the-counter medications such as aspirin, ibuprofen or acetaminophen can effectively stop pain, especially if they are taken at the beginning of a headache before symptoms become severe. Relaxation exercises, hot or cold compresses, massage to the head, neck and shoulders can be helpful. Doctors can provide prescription medication including strong pain relievers and muscle relaxants to stop pain. Prescriptions are sometimes given to prevent headaches. These may include antidepressants, blood pressure medications and anti-seizure medications which have been found to be effective in stabilizing the level of brain chemicals involved in headache development.

Pain medication is not a substitute for recognizing and dealing with the stressors that may be triggering the headaches. Counseling to cope with stress or cognitive behavioral therapy can be very useful. Consider becoming active in your union if you deal with job related stress. Working together for workers' dignity, justice and security in the spirit of brotherhood and sisterhood can ease stress and empower us all. ■

Delegates not present at the House of Delegates Meeting on Wednesday, September 14, 2011

ALI AUSTIN-NORTH LAWNDALE ELEMENTARY

Anderson, Grace
Crowder, Sharon
Keller, Kristina
Lopatka, Marcia
Luna, Maureen
Miller, Tommy
Shere, Nicole R.
Smith, Lisa L.
Williams, Nancy

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Harper, Carla T.
Miller, Wesley
Sands, Judith A.

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Butler-Mitchell, Paulette

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Coleman-Beckam, Valerie D.
Fischer, Janice L.
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Harper, Janelle I.
Sticca, Jacquelyn A.

EGI ENGLEWOOD-GRESHAM ELEMENTARY

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Neely, Dwight C.
Pugh, Anthony R.
Sharp, Daisy L.

EG2 ENGLEWOOD-GRESHAM ELEMENTARY

Kizart, Camille A.
Wynn, Ola

FSS FAR SOUTH SIDE HIGH SCHOOL

Fitzgerald, James B.
Knowles-West, Kristine E.
Pincham, Robert E.
Robbins, Elizabeth

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Hidalgo, Eva
Vacco, Angela L.
Valcik, Margaretmary
Villa, Mary

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Kearns, Donald E.
Kovach, Gerard J.

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McGowan, Cherice
Peshel, Alicia M.

FL2 FULTON ELEMENTARY

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Lewandowski, Kevin B.
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Sturgeon, Melissa S.
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Trentham, April L.
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Miernicki, Anne M.
Richardson, Dawn S.
Salisbury, Kate N.

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Jones Hansbrough, Doris
Morris, Valerie L.

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Malugen, William B.
McIntosh, James E.
Santana, Wilfredo

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Bateman, Benjamin G.
Iselin, Garbriella
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Dobert, Kenneth G.
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Nash, Jesse W.
Nguyen, Quang V.
Sabo, Jason

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Demski, Alan J.
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Wagner, Natalie T.
Zehnder, John M.

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Jones, Jennifer D.
Vaccarezza-Isla, Adrienne
Venegas, Salvador
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Woodley, Audrey L.

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Dziemiela, Brian J.
Giranio, Ronald
Lawson, Donielle C.
Levy, Jonathan H.
Moore, Eleise
Rau, Jay P.
Topel, Scott G.

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Hardaway, Eugenia
Javaras, Barbara K.
Kelly, Ellen R.
Koffman, Gail
Korach, Albert
Kreinik, Karen L.
Matthews, Sheresa L.
Nijim, Majd, W.
Pisano, Angela M.
Schechtman, Judith B.
Schechter, Jeff M.
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White, Norma J.
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