

Chicago

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UNION TEACHER

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YES TO DIGNITY!



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CTU congratulates its 2012-2013 Scholarship Award Winners

Each student received a \$1,000 Scholarship:

- Rebecca A. Cuculich – Jacqueline B. Vaughn Scholarship
- Jada Jamison – John M. Feweks Scholarship
- Kyla Thomas – Jonathan G. Kotsakis Scholarship
- Paris Olawale – Robert M. Healey Scholarship
- KaJuan Jackson – Charles E. Usher Scholarship
- Mario J. Diaz – Mary J. Harrick Scholarship
- Benjamin Radinsky – Ernestine Cain Brown Scholarship
- Jimmy Guo – David M. Peterson Scholarship
- Zobia Chunara – William “Bill” Buchanan Scholarship
- George V. Vidas – Glendis Hambrick Scholarship
- Eleanor Spencer – John Marshall Scholarship

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President’s Message

President Karen Lewis’ Remarks at the June 1st Strike Authorization Press Conference



Chicago teachers and paraprofessionals are fed up. They are tired of being blamed, bullied and belittled by the very District that should support them. We live in a City that no longer trusts educators as important resources in helping our youth to develop values, skills and the knowledge required for them to enter adult life as thinking and engaged citizens. We live in a City that has done everything it can to take the joy out of teaching and learning.

Teachers in Chicago are being deskilled, unceremoniously removed from the process of school governance and reduced to technicians and babysitters. We’re being asked to work harder and longer in order to further inflict upon our students mindless experiment after mindless experiment. The school district, however, calls these experiments “reform.”

When their experiments fail it is the teacher who is blamed and evaluated. Next year, all schools move to longer school days and a longer school year—without any commitment from the District to give students and teachers the resources they need. The Board won’t even explain to the public how it will pay for a longer school year; how it will fund the hiring of the art, music, world languages and physical education teachers who are so desperately needed to help provide our students with the type of education they deserve.

Instead, what the Board has said is it wants to lengthen the school year; cut professional development days; decrease pay and benefits; and evaluate teachers based on student test scores.

More of the status quo. In all of my 22 years of teaching I have never seen a climate as hostile as the one created by Rahm Emanuel, his hand-picked school board and his handpicked leadership of Chicago Public Schools.

In the end, what we really want is what’s best for the 400,000-plus school children whom we are pleased to be able to teach and help shape their young lives.

In Solidarity,

Karen GJ Lewis, NBCT

What we really want is what’s best for the 400,000-plus school children whom we are pleased to be able to teach and help shape their young lives.

Teachers Don't Like Bullies

By Matt Farmer
Chicago Parent, Lawyer, and Musician

A couple of voices from Mayor Emanuel's "education reform" choir are up in arms because some public schools teachers are now talking seriously about the possibility of a teachers' strike in Chicago later this summer.

The mayor's folks are outraged by such talk – and by recent reports of mock strike votes in schools across the city – because they believe it distracts teachers from their primary mission, which is educating kids.

Chicago Public Schools spokeswoman Becky Carroll called news of recent mock strike votes "a disservice to our children." Charter school advocate Rebeca Nieves Huffman upped the ante, saying the Chicago Teachers Union was recklessly "playing the strike card" and would likely rely on "thuggery and intimidation" to get its way.

Give me a break.

It's not as if the city's teachers are suddenly asking their bright-eyed students to paint color-by-number portraits of Eugene Debs and Albert Shanker during their (likely non-existent) art classes. And no one, to date, has accused any CPS teachers of shaking down kids in the cafeteria for contributions to a CTU strike fund.

Teachers and their union representatives are simply gearing up – outside of the classroom, mind you – to fight for their professional lives this summer, and I'm glad they're finally getting engaged.

I say that both as a longtime CPS parent and as a local school council member. I talk to a lot of teachers around the city, and from Rogers Park to Gage Park they're angry.

They're tired of being made scapegoats for the devastating effects of the generational urban poverty that Emanuel and his aides would rather not talk about. They're tired of having their students used as over-tested lab rats by an ever-changing cast of out-of-touch, out-of-town "reformers" who specialize in "public education by press release." But what really angers the teachers I've talked to is the absolute lack of respect



Blogger, attorney and CPS parent Matt Farmer recounts how he would cross-examine Hyatt heiress and Chicago Board of Education member Penny Pritzker during CTU's May 23rd rally at the Auditorium Theatre. Photo by Powell Photography, Inc.

that this mayor and his hand-picked team have shown them during the last year.

In fact, I'd fear for my fourth-grade daughter's next eight years in the CPS system if her teachers were not mentally and emotionally invested in the ongoing contract negotiation process.

Make no mistake – I want my kid in class next September. But if her teachers ultimately vote to go on strike, my daughter will know why.

She may not have a deep understanding of tenure issues, pension contributions, or "step and lane" increases, but (like most kids I know) she has a solid grasp on the basic concept of "fairness."

Even a 10-year-old can understand that if 75 percent of the CTU's membership ultimately concludes that our charter-school-loving mayor is trying to give them (as Emanuel might say) "the shaft," then those teachers need to stand up and fight, not only for their individual jobs and their profession, but also for the well-being of the kids in the classrooms in which they now teach.

The deck is undeniably stacked against the teachers in their current negotiations with the Board of Education, and a strike vote is the only leverage teachers have to secure a fair contract.

You want to call mock strike votes a scare tactic, be my guest. But don't forget to call out Emanuel and his high-priced media machine the next time the mayor starts talking about putting 55 kids in a classroom, or complaining that CPS teachers enriched themselves for years while "cheating our children," whom, he claims, teachers effectively "left on the side of the road."

It's easy, I suppose, to make a habit of dumping on CPS teachers if the only parent-teacher conferences you ever have to attend take place at a private school.

This article was originally published in the Huffington Post.

"People in Chicago Have Much More Power than They Realize"

Journalist Ben Joravsky talks education and Chicago politics at north side event.

On May 9, *Chicago Reader* journalist Ben Joravsky spoke to a packed room of concerned Chicagoans about the state of Chicago politics. The event was held in a private room above a northside bar.

Although he is considered a gadfly and a consummate thorn-in-the-side of the Chicago political machine, Joravsky maintained that he is not a cynical human being, but rather optimistic and truly appreciates those who stand up.

He told the audience, which included many CTU members "People in Chicago Have Much More Power than They Realize" and described why he is so hopeful.

Joravsky, praised Chicago Teachers Union for reaching out to community groups and getting their story out to parents.

"I was always picking on the teachers union [in the past], I felt that they were their own worst enemy... Teachers have stood up – they have no choice. You cannot pretend that this [mayoral] administration in any way is friendly to teachers."

Joravsky had some particularly kind words for CTU President Karen Lewis.

"I am a fan of Karen Lewis – I knew her before she was [CTU] President. I like the fact she was tough, I like the fact that she stood up to Rahm [Emanuel]. Anybody who stands up to Rahm, I appreciate"

Joravsky also praised the movement to oppose the Olympics in Chicago, which was spearheaded by the coalition "No Games Chicago." Joravsky said that story was buried by "the powers that be" in Chicago because the organizing was so effective.

Teachers from Lane Tech, Clemente, and Kelyvn Park High School posed questions to Joravsky.

Eduardo Sosa of Lane Tech High School asked about the city's plans for arts education in the city.

Joravsky said that he was "probably the last person" the Board would consult about these matters, but stated that there are no official art, drama, or music programs in the CPS. He said that schools that can raise funds will finance these programs themselves, but CPS has not committed itself to fully funding these programs.

Joravsky advocated for Chicago's students to receive the same education Mayor Emanuel received at New Trier High School which – according to Joravsky, "has a great art and music program."

A Wright College instructor voiced her outrage over a quote that Mayor Emanuel made in *The Atlantic* about his big plans for Chicago City Colleges.

From *The Atlantic* April 2012,

"Rahm fired almost all the college presidents, hired replacements after a national search, and decreed that six of the seven city-run colleges would have a special concentration. Corporations pledging to hire graduates will have a big hand in designing and implementing curricula."

"You're not going for four years, and you're not going for a Nobel Prize or a research breakthrough," he says. "This is about dealing with the nursing shortage, the lab-tech shortage. Hotels and restaurants will take over the curriculum for culinary and hospitality training" [said Mayor Emanuel].



Karen Lewis, CTU President and Ben Joravsky, Chicago Reader journalist

"Why should [students] pay for something that will give them an \$11 an hour salary?" she asked.

Joravsky, a veteran Chicago journalist, has made a career out of telling stories typically ignored by the mainstream media. He wrote a series of stories exposing Chicago's Tax Increment Financing Program (TIF), which siphons much-needed money from public schools.

The event was hosted by "Democratic Leadership for the 21st Century" — a political group for young professionals.

Photo: SubstanceNews.net

Brown v. The Board of Education 2012

Five decades later, Chicago Public Schools remain segregated and unequal

On the 58th anniversary of Brown v. Board of Education, the president of the Chicago Teachers Union (CTU) said the promise of an integrated school system remains elusive for Chicago's children. Even 32 years after the United States sued the Chicago Board of Education for maintaining a dual school system segregating students on the basis of race, and three years after the end of the consent decree that resulted, a "separate but equal" system remains in Chicago.

On May 17, another Brown v. Board was heard in the Circuit Court of Cook County. In that case, plaintiffs led by Kenwood Oakland Community Organization's Jitu Brown brought a civil rights claim on the basis that the Chicago Board of Education is disparately affecting African American students in the manner in which it conducts school closings, phase outs and "turnarounds."

On February 22nd, despite hundreds of protests by parents, community leaders, educators and students, the Board of Education voted unanimously to uphold the plan to disrupt 17 schools targeted for closure, phase-out, or turnaround — including five closures, two phase-outs, and ten turnarounds. The students attending the schools selected by schools' CEO Jean-Claude Brizard are overwhelmingly African American — approximately 87 percent of the affected students are African Americans. By comparison, less than half of the students in the Chicago public schools are African American.

A recent CTU poll showed the majority of Chicago voters oppose closing, consolidating, and phasing out chronically underperforming schools. Neighborhood schools serve as anchors in the communities where they are located. They've outperformed both charter and current turnaround schools, and yet they're under attack from those who stand to profit from the conversion of neighborhood schools. Instead of treating public schools like parking meters that can be privatized and sold off for no public gain, CPS should treat them with respect.

"Chicago's school system is built on broken promises," said CTU President Karen GJ Lewis, NBCT. "This city has never lived up to the ideal of an integrated, well-resourced school system. Our public schools today are in a similar situation as they were almost a century ago. Although public schools are free and welcoming to all students, the politics and social conditions within the community often perpetuate "separate but equal" conditions that must be challenged.



"We're asking for the Board to rescind their hurtful decisions and to discontinue these harmful policies," she said, referring to the Feb. 22nd Board vote.

Lewis also noted students and their families recognize the "apartheid-like system" managed by CPS. "It denies resources to the neediest schools, uses discipline policies that disproportionately harm students of color, and enacts policies that increase the concentrations of students in high poverty and racially segregated schools," she said.

While the CPS student body as a whole is about 45 percent African American, at these schools the student population is more than 80 percent African American, and at ten of the schools, enrollment is virtually 100 percent African American. While the law may have changed in 1955, segregation and racial inequality did not. "Whatever the reason for this disparity, it is clear that CPS has a long way to go in securing equal education for its students, regardless of their race," said Attorney Mike Persoon.

Charter Schools Should Not Receive Additional Funding

By Sarah Hains, CTU Researcher

Every year, charter schools are expanding the number of campuses they operate in Chicago and recently, the Illinois legislature increased the state cap on charters. Now charter proponents are asking the cash-strapped state of Illinois to increase per pupil expenditures for charters.

Charter schools were supposed to be innovative incubators that were given autonomy from the district in exchange for finding creative solutions to improve education, and to share those innovative ideas with the rest of the district. Charters were given autonomy in exchange for

accountability and that accountability, though legally undefined, has been commonly understood to mean higher educational achievement outcomes.

While some charters are producing higher test scores than the city average, half of them aren't. Research from across the nation is showing the same results, even research funded by the Gates Foundation and conducted by the Mathematica Institute — so it's not just an anti-charter conspiracy.

None of these charter operators are publicly sharing their great ideas for "what works." In fact, countless

investigative journalists and education researchers have been working really hard for years to figure out what goes on in the daily operations of charter schools — what is being commonly called the "secret sauce."

Update: Thanks in part to the efforts of members like you, House Bill 4277 — which would force school districts to divert more funds from neighborhood public schools to charter schools — was defeated in Springfield. We can expect this kind of bill to return. Sign up for email alerts at ctunet.com.

Charter School Facts

- Charters are in debt in Chicago, owing at least \$130,000,000 in bonds
- Charters serve only 51% of neighborhood kids, according to the most recent CPS report.
- 3,000 students transferred out or were kicked out of charters in 2010
- CPS spent a minimum of \$206 million on 33 facilities it leases to charters for \$1
- The Civic Federation reported that administrative costs are much higher at charters than CPS — 16.7% vs. 8.5%
- The Civic Federation was unable to evaluate the financial status of 8 charter operators for lack of information
- In 2010, the 11 biggest charter management organizations pocketed over \$6 million in student fees
- According to pages 209 – 225 of the FY11 audit, nearly a quarter of traditional public schools in Chicago have lower per pupil expenditures than charter schools. Increasing the amount that charters get will mean that more traditional neighborhood schools will receive less and thus will be unable to provide the resources their students need to improve academic achievement.
- Charter schools received \$5.9 million from CPS this year for Small School Support — something that many neighborhood schools want and need in order to better serve their students.
- There is no public oversight for how charters spend their money. When audits or annual reports are made available, they aren't uniform and difficult to compare, as the Civic Federation stated.
- Between FY11 and FY12, CPS expenditures on charters rose almost 16% while enrollment only rose about 12%.
- CPS allocated \$7.2 million in FY12 to support new charter schools.

Dyett High School Celebrates the Arts, despite not having them

On Monday, May 14th starting at 3:00pm, artists, teachers, community members and students gathered to create art at Dyett High School (555 East 51st Street). Students participated in multiple art stations after dismissal.

Local artists shared their knowledge with students about how to create comic books, build drums, paint banners, design posters, silk-screen t-shirts, and more. The art fair was precipitated by the growing concerns of Chicagoans at the lack of essential supports and programming for neighborhood Chicago Public Schools.

In fact, since 2011, Dyett High School students have been denied an art program by

the Chicago Public Schools. Adding insult to injury, this past February the Chicago Board of Education unanimously decided to close the school despite a history of neglect and sabotage by the school district.

During the school closings battle earlier this year, the district's Chief Operating Officer, Tim Cawley, acknowledged the tendency of CPS to close schools after years of divestment;

"If we think there is a chance that a building is going to close in the next five to 10 years, if we think its unlikely it's going to continue to be a school, we are not going to invest."

"Now the district is reducing their facilities budget by 85% for next year, they are going to do to other schools what they've already done to Dyett," said June Webb, a science teacher at Dyett. "Parents and teachers alike are outraged that CPS has the audacity to close our schools after they have failed to provide art, music, world languages and the appropriate numbers of support staff to make our schools successful. It's important to defend our schools. My union, the Chicago Teachers Union, has spoken out repeatedly about the need for more enrichment, adequate staffing and appropriate facilities for our schools; it's about time that CPS started listening."

Chicago Teachers Union Honors Distinguished Puerto Rican Educators

By Zulma V. Ortiz and Angel Quiñones

Chicago Teachers Union will participate in the Annual Puerto Rican Parade that will take place on Saturday, June 16, 2012. The Parade will close the week's activities that commemorate each year the Puerto Rican Week in the City of Chicago. During that week the city of Chicago in general, and the Puerto Rican community in particular celebrate and recognize the richness of the Puerto Rican culture, commemorate the history of the Puerto Rican people and the contributions they have made in the area of public education on the Island and the world. This is a historically significant moment, for many people do not want to constantly see the actions that threaten the very existence of our public education institutions, by the

privatization of our educational services and the proliferation of charter schools, both in the United States and Puerto Rico.

During this year's Puerto Rican Parade the Chicago Teachers Union will recognize, honor, celebrate, and pay tribute to the lives and works of two extremely important and widely recognized Puerto Rican educators who exemplified, on the Island and abroad, the true essence of what a genuine teacher should be and must do for our youth. We are referring to two Puerto Rican teachers: El Maestro ("The Teacher") Rafael Cordero Molina (1790-1868) and "Citizen of the Americas and Teacher of the Youth," Eugenio María de Hostos, Esq. (1839-1903).

For over a hundred years these two Puerto Rican educators, Maestro Rafael Cordero and Hostos, have historically represented the highest values of our public education institutions. The basis for the right to a free, public and egalitarian education in Puerto Rico, as well as in various Latin American countries, have rested and has embedded its roots, since the 19th century, on the shoulders of these two Puerto Rican teaching leaders. This year our CTU will pay a well-deserved tribute to both of them.



Collins High School Teacher Wins CTU's Allen Wardell Inspiration Award

By Carrie Maxwell

This year's annual Allan Wardell Inspiration Award winner is Emily Tongue, a Special Education Science teacher at Collins Academy High School and faculty sponsor of their Gay-Straight Alliance (GSA).

Tongue helped her students organize an anti-bullying day of service. Through this day of service, students created anti-bullying videos shown at a neighborhood elementary school. The school held a competition for the best video and Collin's GSA won.

Students and teachers have worn pride ribbons and no hate buttons throughout the school year and since the GSA's creation it is far less common to hear students use anti-LGBT statements and phrases while they are in school thanks to Tongue's efforts with the GSA. Although the GSA was snickered at and their meeting signs were torn down at the beginning of the school year, GSA members eventually became leaders at the school. Also, a number of teachers and staff hung Safe Zone signs on their doors so students would know with whom they

could talk to about LGBTQ issues and bullying concerns.

The GSA, with Tongue's guidance, sponsored the National Coming Out Day in October. They worked with the Humanities Department to organize a school wide service-learning day in December focused on anti-bullying strategies and identity empowerment and participated in the recent National Day of Silence. As the year went on more and more students throughout the school felt confident to confide in their teachers, stick up for their friends, promote equality throughout the school and create a culture of safety and respect due to Tongue's leadership on LGBTQ issues.

Congratulations to the other nominees; Nathan Campbell of Bogan High School, Lisa Ehrlich-Menard of Curie Metropolitan High School, Sara Sayigh of Daniel Hale Williams Preparatory School of Medicine located at the DuSable Campus, Joyce Yang of TEAM Englewood High School and Anita Zajac from Stockton Elementary School for the recognition they



GLBT Committee Chair Mel Ferrand presents the Alan Wardell Inspiration Award to Emily Tongue.

received from their colleagues. Thanks to everyone for their nominations.

With the number of Chicago Teachers Union members advocating for LGBT people's safety and equality both in schools and the community as a whole growing each year, it was a difficult decision in selecting this year's winner among so many highly qualified nominees. If you know someone who has promoted gay and lesbian history and/or GLBT rights in the classroom, school or community, please consider nominating them next year for this annual award.

CTU IS BORICUA AND PROUD!

2012 PUERTO RICAN PARADE
JUNE 16, 2012
AT COLUMBUS & BALBO
PARADE STARTS AT NOON

Chicago Teachers Union logo

Parade participants need to be at the float located on Columbus (between Roosevelt & Balbo) at 10 am sharp. Marshals will be available to direct participants to the CTU float.

FOR FURTHER INFORMATION CONTACT:
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 312-329-2521

100% of CTU's National Board Candidates Submit Portfolios

By Lynn Cherkasky-Davis

On midnight Saturday, March 31st, the 49 candidates in the CTU Quest Center's *Nurturing Teacher Leadership* (NTL) National Board candidate support program, reached a milestone in their progress towards becoming National Board Certified. Every member of the group submitted massive portfolios representing hundreds of hours of work, including videotapes of their teaching and descriptions, analyses, and reflections of their teaching.

These teachers have discovered what more than 1900 of Chicago's National Board Certified teachers (NBCTs) already know – that it is the relentless drive to improve instructional quality that helps our schools deliver results to the children and families we serve. The NTL process has been transformative for many. It's hard to realize how many ways that teacher collaboration could change the way we see teaching and student learning, but this is surely one of the most intense, involved, and supportive professional development programs around.

As one candidate put it, "My thinking about my own teaching has blown me away; I have thought, re-thought, altered and re-reflected on my practices to the point to which I now know my craft better than ever, and teach accordingly. And I thought I *already* knew to do that!" As of April 1st, candidates were exhausted but relieved, and ready for their Spring break. They now look forward to hours of study before the 2nd phase of this year's program: preparing for June's assessment center exams, six

on-demand assessments of their content knowledge.

Quest Center's professional development programs like NTL help clarify the deep need of system-wide teacher collaboration: as one NTL mentor said, "if teachers were provided collaborative professional engagement like this, imagine what teaching and learning could become." Elementary and high school teachers and counselors make up the NTL 14 cohort.

For teachers, the four-part portfolio process includes a close examination of student growth over time, self-analysis and reflection of small and large group videotaped lessons, and an assessment of a teacher's professional learning and documented accomplishments and professional involvement outside of the classroom (within the professional community, teacher leadership and collaboration, interactive communication and work with parents, and outreach to the community). These teachers' work began in earnest last July during summer

institute, and they have been supported by weekly classes and mentor NBCTs through the CTU.

NTL is now accepting candidates for their 15th cohort, which begin this July with a Summer Institute. Recruitment and information sessions are being held now for teachers interested in honing their craft for the NTL 15 cohort. This may be the last year for candidates to receive the state scholarship to cover their \$2,000 application fee. There is no cost for the 11 month NTL program, although teachers wishing to pursue 12 Lane Placement Credits or a Master's degree (in Teacher Leadership or in Curriculum and Instruction) or receive up to 33 graduate credits do pay a fee.

For more information on becoming a candidate for National Board Certification and enrolling in NTL, contact Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com or register online at ctunet.com/nbct



Summer 2012 Professional Development

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

**Two Hours Graduate Level CPS Lane Placement Credits and/or 30 IL Recertification CPDUs/PTPs
\$130 course fee for Chicago Teachers Union members
Any non-members will pay an additional fee of \$30 for each course registration.**

PLEASE SEE INDIVIDUAL COURSES FOR REGISTRATION DEADLINES

Differentiation in the Literacy Classroom (2 Lane Placement Credits - 30 CPDUs/PTPs) - **Chicago Teachers Union, 222 Merchandise Mart Plaza, Chicago, IL 60654**, June 25, 26, 27, 28, 29, 2012, 9 a.m. - 4 p.m., Walter Taylor, NBCT, Instructor. Participants will learn about unique strategies for providing differentiated instruction, focusing on how content, learning experiences, and assessment can all be modified to address the unique needs, learning styles, interests, and skills of all students. Course participants will participate in inquiry-based learning activities with their peers to develop differentiated lessons that can be implemented in their very own classrooms. In addition, participants will infuse 21st century skills to provide robust and rigorous lessons that are relevant to a digital native student population. All levels - **THE DEADLINE FOR THIS COURSE IS JUNE 18TH, 2012.**

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institutions (2 Lane Placement Credits-30 CPDUs/PTPs) **The first and final sessions will be held at the CTU Quest Center 222 Merchandise Mart Plaza #400, Chicago, IL 60654, 4-7 p.m., all other sessions will be held at Chicago's Museums from 1:30 - 4:30 p.m.** The dates of the course are: July 23, 24, 25, 26, 27, 30, 31, Aug 1, 2, 3, 2012. The locations for the museum visits will be distributed at the first session. Linda Comminos, NBCT, will be the instructor. This course is designed to expose teachers to the professional development support resources of the Chicago cultural institutions involved in the Museums in the Park Program. Teachers will uncover the authentic uses of museums as sites for extended teaching and learning experiences. Teachers/teams will create a presentation highlighting their visits and the resources found during the visit. All levels. The cultural institutions for this course will not be duplicated in the course entitled - **Integrating Chicago's Visual Culture into the Curriculum.** **THE DEADLINE FOR THIS COURSE IS JULY 6TH, 2012.**

For further information, contact Debbie Pazera, Chicago Teachers Union, 312-329-6271.

LCD: oteg-743-dp



CTU Quest Center

Summer 2012 Professional Development

Registration Form

Name used with Chicago Public Schools (CPS): _____

Current Status (tenured, substitute, PAT, TAT, school clerk, etc.): _____

School: _____ Highest Degree Achieved: _____

Home Address: _____

City/State/Zip: _____ Preferred Phone #: _____

Preferred E-mail Address: _____ **(This must be provided)**

Chicago Teachers Union Member YES NO

How did you hear of the 2012 Summer CTU Quest Center offerings? Chicago Union Teacher Newspaper _____
CTU Quest Center Website _____ Colleague _____ Flier _____ Other _____

Registration/payment is available online at: ctunet.com/pd, or

Check/money order for all fees should be made payable and sent to: **CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654 - Attention: Debbie Pazera**

Any non-members will pay an additional fee of \$30 for each course registration.

Registration/fees must be received by each individual deadline date of the course. No cash accepted.

Course Title(s): _____

Participants will receive an online confirmation prior to the first day of class PROVIDED all registration/fees have been received.

The Quest Center reserves the right to cancel classes because of low enrollment.

Please note: your tuition fee will not be refunded if you cancel after the individual deadline date of the course.

Book Reviews By Sarah Spector

If you have a book to recommend and/or a book with a review, please contact: CarolCaref@ctulocal1.com.

Kaboom: How One Man Built a Movement to Save Play by Darrel Hammond

Rodale: NYC. 2011.

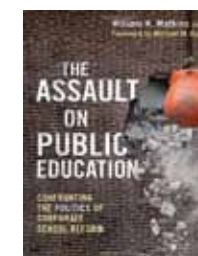


Kaboom tells three stories simultaneously: the importance of play, how to get a “build” off the ground and childhood memories of Darrel Hammond. Kaboom

now is a large successful not-for-profit which pairs corporations with community organizations who want to build a playground. The final product-the playground-is important but the process is just as important. If community members are instrumental from the beginning, then they will be there both to use the equipment and take care of it. It is uplifting to read how both Kaboom came to be and how playgrounds have impacted communities. The author states in the beginning that there is a play deficit in the US- that kids have lost between 9-12 hours of free play each week, that one in four kids get no free-play time for physical activity. Many kids do not have access to safe play areas, many spend hours with electronic media and the schools have cut recess. Hammond points out that in Finland, schools known for high test scores, children receive a 15-minute session of free play after every 45 minutes of instruction. The 2,000 playgrounds built by Kaboom and community organizations are making a dent but much more needs to be done. Read this book for inspiration to see what can be done and information on how to do it.

Review of The Assault on Public Education by William Watkins

Teachers College Press, NY, 2012



In the Foreward, Watkins set the tone for the book in referring to the damage of No Child Left Behind and the hope for change in educational policies. But, he says, very little has changed in the past few years. The effects of “conservative modernization” are very visible and educators and others need to understand what is happening and mobilize. The book is actually two essays by Watkins and seven essays by other others, including Pauline Lippman, Alfie Kohn, Kenneth Saltman, Jack Gerson and others. This is important to read as it brings the reader out of their own local situation and to the national and international picture. For example in the essay by Saltman, venture philanthropy is explained as a new form of philanthropy which pushes privatization and deregulation by supporting charter schools, vouchers, tax credits, corporate models of curriculum, accountability. The major venture philanthropists are the Bill and Melinda Gates, Foundation, Eli and Edythe Broad Foundation and the Walton Foundation. As the Board of Education is closing schools and creating charters and turnarounds in Chicago, it is important to know this is part of a national trend. Other chapters look at issues such as testing, race and school reform, unions, the role of religion and eugenics. While at times the information seems very academic, overwhelming and even a some “knowledge is power and powerful”. We cannot fight to improve education and teaching conditions without the necessary knowledge.

William Watkins is a Professor at the College of Education, Department of Curriculum and Instruction at the University of Illinois at Chicago

Review of Urban Teaching by Lois Weiner

Teachers College Press, New York, 2006.



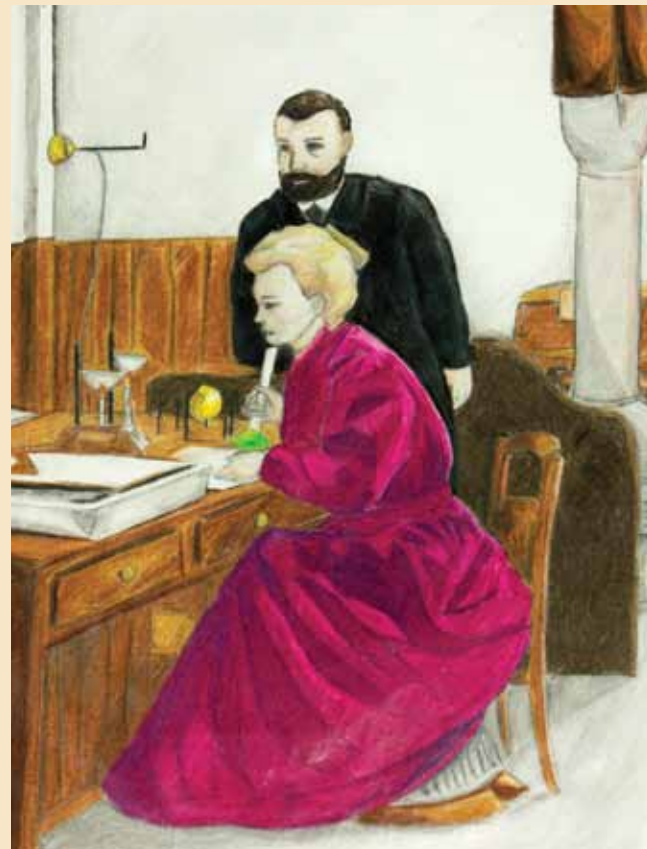
This book is a realistic description and evaluation of the urban teaching experience. The author has taught in both suburban and urban school systems and is able to compare the two based on her experience. Although this short book (100pp) is directed to the person who is considering teaching, in training or in the first year, veteran teachers can benefit from the thoughtfulness, which is present in every description. New teachers in an urban setting will be more successful if they have the ability to reflect—on what they are doing, what they see, what they think and how they feel. The first year will be overwhelming with students, curriculum, mandates, administrators, colleagues, tests, supplies but you will survive if you are able to step back, slow down and think about what you are doing and why. Chapters on school systems, teachers, unions, administration, classroom management and students offer great insight on how to manage, survive and be successful in the first years. One great piece of advice is to get to know your students. The author gives quite a few examples of how knowing, really knowing the students impacted her handling of a situation. While teaching in an urban area can be both exhausting and exhilarating, Lois Weiner also feels that teachers are irreplaceable in the struggle to change the schools and make improvements. This book would be great in an education course and should be required for all alternate certification programs. It is also a valuable read for a veteran teacher who needs a bit of renewal.

Congratulations to this year's student artists and their teachers!

Valerie Rosero • 12th Grade • Kelvyn Park



Zhan Chen • 11th Grade • Curie HS



Devon Williams • 5th Grade • Ruggles Elementary



Thanks to Lourdes Guerrero for photographing the art.

Alison Sandoval • 8th Grade • Calmecca Academy



Cheyenne Morgan
6th Grade
O'Toole Elementary



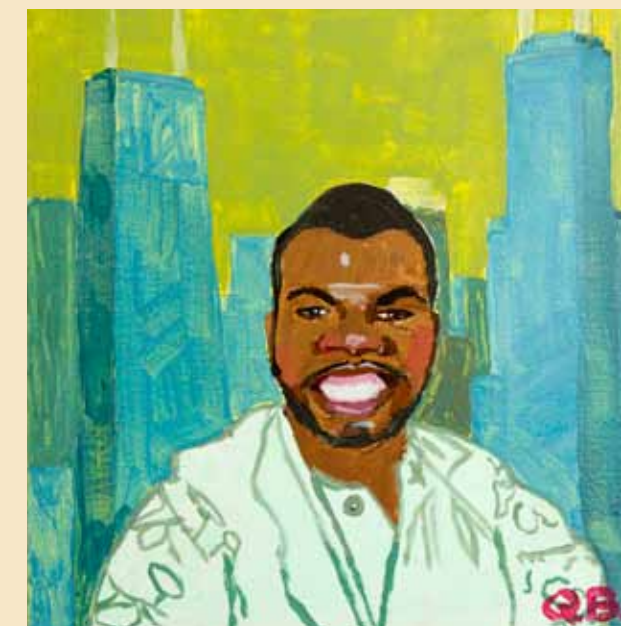
Imani Dawson • 11th Grade • Mather HS



Sara Trapanga • 11th Grade • Kelly H.S.



Johnea Jarrett • 4th Grade • Attucks Academy



Quevon Baugh • 12th Grade • Graham Training Center



Diana Domingo • 5th Grade • Belding Elementary



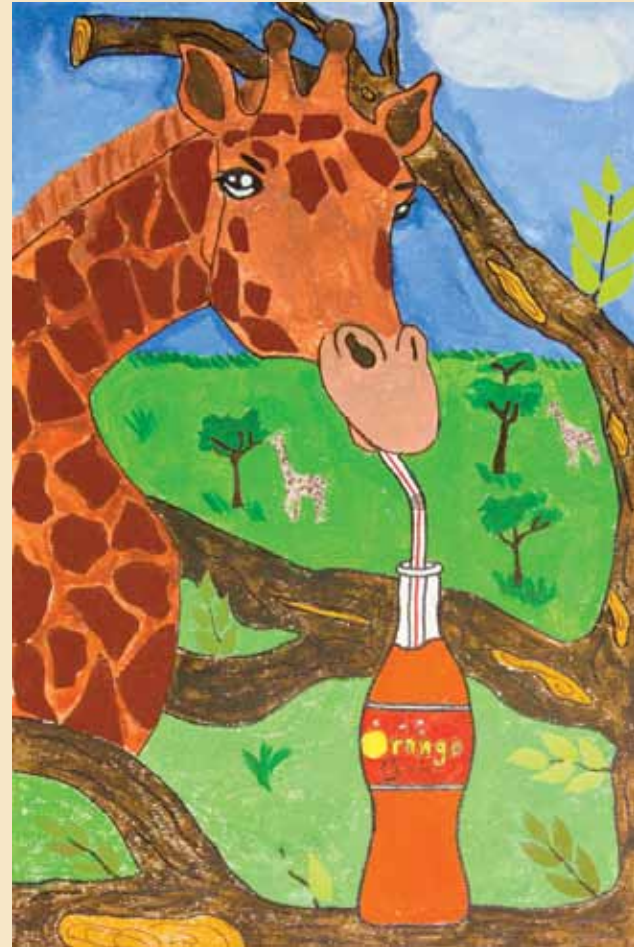
Trezher Banks • 3rd Grade • Schmid Elem.



Dinah Hernandez • 2nd Grade • Avondale-Logandale



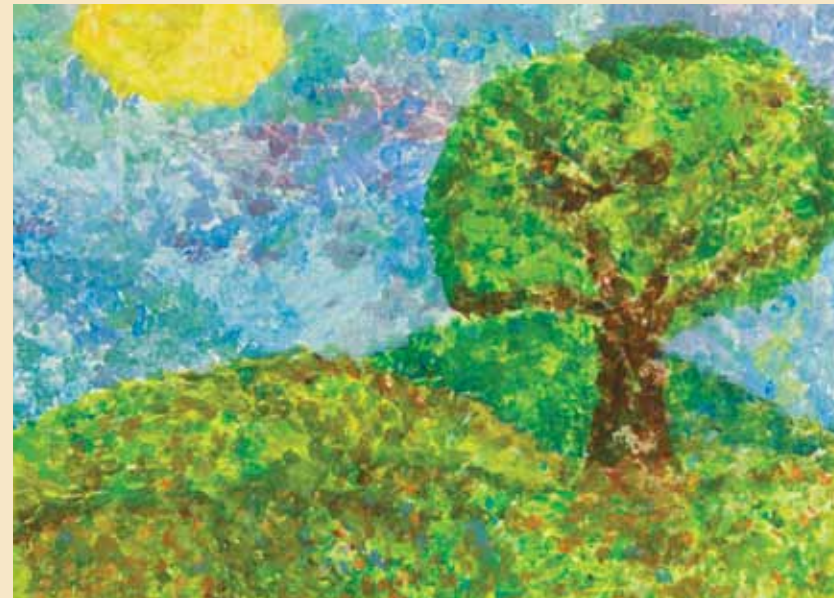
Lorenda Barren • 12th Grade • Manley Career Academy



Karina Monrreal • 8th Grade • Stevenson Elementary



Madison Wilson • 5th Grade • Aldridge Elementary



Alexis Giff • 6th Grade • Keller Regional Gifted Academy



Annie Chan • 6th Grade • Healy Elementary



Jacqueline Aguila • 5th Grade • Hanson Park



Kimberly Gutierrez • 8th Grade Peabody Elementary



Erika Cheng • 7th Grade • Holden Elementary



Taeya McGee • 7th Grade • Sayre Language Academy



Edalynn Villagracia • 9th Grade • Lincoln Park HS



Melody Kulich • 3rd Grade • Hamilton Elementary



Yanina Villagomez • 8th Grade • Evergreen Academy



Guadalupe Martinez • 5th Grade • Sandoval Elementary



Jaiden Mayer • 1st Grade • Cassell Elementary



June Bolden • 5th Grade • Kipling Fine Arts Acad.



Lupe Torres • 7th Grade • Ruiz Elementary



Juan Soto • 8th Grade • Orozco Academy



Ana Brito • 5th Grade
Jordan Community



Nurse's Note

Three Kinds of Nurses

By Helen Ramirez Odell,
Certified School Nurse

Did you know that there are three different kinds of nurses who work in the schools?

Although all three have basic nursing skills, they have different educational preparation and different responsibilities. All work under the Illinois Nurse Practice Act.

Certified school nurses (CSNs) are registered nurses (RNs) licensed by the state of Illinois to practice professional nursing. They have baccalaureate degrees and have completed postgraduate education in the public health specialty of school nursing.

Some of their coursework is in educational psychology, human growth and development, special education law and policies, and health education. They serve an internship and obtain Type 73 school nurse certification from the State of Illinois. They must obtain continuing education each year to maintain certification. Only certified school nurses may participate in multidisciplinary conferences to decide on educational placement and write IEPs. Only certified school nurses are legally allowed to perform duties requiring teaching or the exercise of instructional judgment or educational evaluation of pupils. Certified school nurses in Chicago are paid the same as teachers and were formerly called teacher nurses.

CPS also hires non-certified registered nurses called **health service nurses (HSNs)**. They are paid as paraprofessionals and have limited duties as required by law. They are strongly encouraged to obtain certification so they can perform all school nurse functions. HSNs are not allowed to perform duties requiring teaching or the exercise of instructional judgment or educational evaluation of pupils. Like certified school nurses,

they work to achieve health examination and immunization compliance at each school, provide early intervention services to students with health issues, provide follow up to students with health deficits including vision and hearing, administer medications and treatments; work with chronically ill and medically fragile students, promote wellness, provide first aid, emergency care and referrals for illness and injury.

Licensed practical nurses (LPNs) are high school graduates with one to two years of additional education to become an LPN. They are paid as paraprofessionals in the schools and work under the supervision of registered nurses. They administer medications (including insulin injections) and treatments in the schools as required by student IEP and 504 plans. They usually care for students with severe health disabilities and also provide first aid and emergency care.

National guidelines call for one school nurse to every 750 well children and more nurses at schools where students have special health needs. CTU strongly supports state certification and professional pay for school nurses.



In Memoriam

December 2012

Eileen M. Byrne 26th Nurse

March 2012

Pembroke W. Taylor	14th	Amundsen HS
Patricia R. Scott	17th	Cuffe
Ruth A. Posternack	18th	Kilmer
Darlene A. White	19th	Shoop
Dorothy Moriarty	23rd	Sub
Juanita Whitman	23rd	Young
Mary B. Monroe	24th	Dulles
Viola G. Brown	25th	Thorp
Miriam C. Lykke	27th	Senn HS
Edward Pfingston	28th	Gresham
Charles W. Black	29th	Dvorak
Alecia R. Holloway	29th	Goodlow
Marie T. Wackrow	30th	Howe
George L. Armstrong	31st	Green
Donna Ruth Horsmann	31st	Fenger HS
Lawrence Jones	31st	Central Office
Charles Johnson	10th	Lindbloom HS

April 2012

Anne M. Jakob	1st	Dirksen
Catherine T. Cunnea	2nd	Gary
Burnette B. Stamps	3rd	Willard
Robert J. Walker	3rd	Sub
Marie L. Derwinski	4th	South Shore HS
Madeline F. Roche	5th	Kilmer
Margaret Mendez	6th	Pullman
Edith P. Cook	8th	Harlan HS
Theodis R. Leonard	8th	Paderewski
Maybelle T. Ryan	8th	Kennedy HS
Agostino A. Alagna	9th	Healy
Carol A. Gaul	9th	Field
Reba J. Haliburton	9th	Holmes
Charles Johnson	10th	Lindbloom HS
Edwin V. Kelley	10th	Curie HS
Henry B. Stein	11th	Stagg
Margaret Ratchford	12th	Peterson
Adele C. O'Grady	13th	Gray
Fuller M. O'Malley	13th	Burbank
Ralph J. Vesecky	13th	Spry
Donald P. Biernat	15th	Pickard
J. Quinn Brisben	17th	Harlan HS
Helen A. Pavichevich	17th	Thorp
Richard Bernard Doran	20th	Libby
James E. Smalley	20th	Earle
Ruth E. Diaz-Rose	22nd	York
Arthur R. Lehne	22nd	Central Office
Gilbert D. Newchurch	22nd	Kelly HS
Dorothy G. Kozeluh	26th	Oakenwald
Josephine Koprcina	27th	Healy
G. Joanne St. Angelo	27th	Cameron

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.

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shakespeare
theater
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Delegates not present at the House of Delegates Meeting on Wednesday, May 9, 2012

AL1 AUSTIN-NORTH LAWNDALE ELEMENTARY

Claudy, Margaret L.
Harris, Vera
Robinson, Jacqueline
Shere, Nicole R.
Smith, Lisa L.
Smith, Tanya Y.

AL2 AUSTIN-NORTH LAWNDALE ELEMENTARY

Christopher, Margaret M.
Hildreth, Iris E.

BP1 BURNHAM PARK ELEMENTARY

Sims, Monica L.
Washington, Darlene

BP2 BURNHAM PARK ELEMENTARY

Cusick, John F.
Fischer, Janice L.
Stapinski, Rachel I.

EG1 ENGLEWOOD-GRESHAM ELEMENTARY

Carrethers, Loreal S.
Pugh, Anthony R.
Ruff, Nadra C.
Sweeney, Jonathan M.

EG2 ENGLEWOOD-GRESHAM ELEMENTARY

Evans, Charnelle C.

FSS FAR SOUTH SIDE HIGH SCHOOL

McDonald, Franics J.

FR1 FULLERTON ELEMENTARY

Costas, Queenie W.
DeLaPena, Alejandra
Koutny, Elizabeth
Murphy, Michael S.
Nevarez, Antonia
Vacco, Angela L.

FR2 FULLERTON ELEMENTARY

Billingham, Joan M.
Brennan, Jennifer L.
Byrd, Marcie A.
Davis, Heath
Morrison, Cynthia
Weingarten, Wendy J.

FL1 FULTON ELEMENTARY

Monarrez, Diana M.

FL2 FULTON ELEMENTARY

Body, Jerline
Mitchell, Angeleta M.
Shimkos, Karina M.
Silverman, Danielle S.

GH1 GARFIELD-HUMBOLDT ELEMENTARY

Bonds, Joyner E.
Greco-Serwa, Sandra M.
Pechota, Amber R.
Wendorf, Lori S.

GH2 GARFIELD-HUMBOLDT ELEMENTARY

Bugala, Julie R.
Savage, Lekia D.
Sidaway, Stephanie
Trentham, April L.

LC1 LAKE CALUMET ELEMENTARY

Lande, Jennifer E.
Melton, Wilene M.

LC2 LAKE CALUMET ELEMENTARY

Tofilski, Mary

ME1 MIDWAY ELEMENTARY

Hester, Kamau L.
Preciado, Diana
Serpa-Beltran, Dalizy
Veasy, Iley A.

ME2 MIDWAY ELEMENTARY

Julian, Denise S.
Kosek, Suzanne D.
Magallanes, Lucero
Morris, Valerie L.
Paulinski, Juanita N.
Shields, Darlean
Shine, Latoya N.

NW1 NORTH-NORTHWEST SIDE H.S.

Cox, Ron O.
Lombardo, Martin R.
Maeda, Ann T.
Meegan, Timothy S.
Plum, Keith R.

NW2 NORTH-NORTHWEST SIDE H.S.

Bateman, Benjamin G.
Arter, Amy B.
Fasana, Matthew P.
Grays, Angela M.

OHI O'HARE ELEMENTARY

Allison, David R.

OHI O'HARE ELEMENTARY

Barnhart, Kent A.
Block, Caryn T.
Kelly, Deanna L.

PE1 PERSHING ELEMENTARY

ALL PRESENT

PE2 PERSHING ELEMENTARY

ALL PRESENT

PL1 PILSEN-LITTLE VILLAGE ELEMENTARY

Cosme, Maria T.
Dawson-Casper, Gwendolyn
Johnson, Philomena M.

PL2 PILSEN-LITTLE VILLAGE ELEMENTARY

Chavez, Marlene
Olazaba, Phillip J.

RR1 RAVENSWOOD-RIDGE ELEMENTARY

Mays, Alison G.
Rodrigues, Patrick.

RR2 RAVENSWOOD-RIDGE ELEMENTARY

Clancy, Patrick A.
Ebstein, Jody
Nash, Michelle J.

R11 ROCK ISLAND ELEMENTARY

Anderson, Mahiri
Brown, Leanne Y.
Mahoney, Rosemary F.
Martin, Donna M.

R12 ROCK ISLAND ELEMENTARY

McGinty, John B.

SK1 SKYWAY ELEMENTARY

Doyle Kathleen N.
Ellis, Tanya M.
Hatchett, Simone K.
Johnson, William R.
Pates, Cynthia M.
Rogers, Jimmie

SK2 SKYWAY ELEMENTARY

Bowers, Tony A.
Brown-Murray, Adrienne J.
Burt, Betty A.
Cooney, Cheryleta
Green-Gates, Darlene
Jancaric, Lucille A.
Sanchez, Lora

SSH SOUTH SIDE H.S.

Menzies, Frank L.

SW1 SOUTHWEST SIDE H.S.

Newcomb, Bernard C.
Nguyen, Quang V.
Williams, Rhonda L.

SW2 SOUTHWEST SIDE H.S.

Perry, Donna M.

WS1 WEST SIDE H.S.

Bartholomew, Gibbons
Hernandez, David
Palamore, Martin W.
Stout, Alyson H.

WS2 WEST SIDE H.S.

Gallagher, Morgan D.
Hough, Kevin M.
Rehak, Jay C.
Topel, Scott G.

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Bures, Robert F.
Keegan, Arthur E.
Korach, Albert
Morgan, Monroe
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Reilly, Mary Sharon
Schechtman, Judith B.
Scott, Willie E.
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Flowers, Wylene
Heard, Yvonne
Hill, Delphine
Malyj-Lendel, Eileen H.
McCoy, Anthony
Miller, Carmella M.
Myron, Deanna L.
Robinson, Patricia
Santiago, Milagros
Scott, Ella M.
Shaw, Sharlene
Simmons, Ruth M.
Stewart, Gloria J.
Swanson-Lagesse, Nancy A.

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