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CTU March 2012 Endorsements

Fifty-two candidates who pledged to work with teachers, parents and school leaders to provide students with the high-quality education they deserve have been endorsed by the Chicago Teachers Union (CTU). The Union's endorsement was made official Wednesday, February 1st following an overwhelming vote of its House of Delegates.

Illinois Senate

1. Antonio Munoz (D)
2. William Delgado (D)
3. Mattie Hunter (D)
4. Kimberly Lightford (D)
5. Annazette Collins (D)
6. John Cullerton (D)
8. Ira Silverstein (D)
9. Daniel Biss (D)
10. John Mulroe (D)
11. Martin Sandoval (D)
12. Steve Landek (D)
13. Kwame Raoul (D)
15. Napoleon Harris (D)
16. Jacqueline Collins (D)
17. Donne Trotter (D)
18. Bill Cunningham (D)
20. Iris Martinez (D)
28. Dan Kotowski (D)
39. Don Harmon (D)

Judicial

- 1st Supreme (Fitzgerald)
Joy Virginia Cunningham (D)
- Cook County Circuit Court
Deidre Baumann

Illinois House of Representatives

1. Daniel Burke (D)
3. Luis Arroyo (D)
4. Cynthia Soto (D)
5. Kenneth Dunkin (D)
6. Esther Golar (D)
8. LaShawn Ford (D)
9. Arthur Turner (D)
10. Derrick Smith (D)
11. Ann Williams (D)
12. Sara Feigenholtz (D)
13. Gregory Harris (D)
15. John D'Amico (D)
16. Lou Lang (D)
17. Laura Fine (D)
18. Robyn Gabel (D)
19. Robert Martwick (D)
21. Rudy Lozano (D)
22. Michael Madigan (D)
24. Lisa Hernandez (D)
25. Barbara Currie (D)
26. Kenny Johnson (D)
27. Monique Davis (D)
29. Thaddeus Jones (D)
30. Will Davis (D)
31. Mary Flowers (D)
33. Marlow Colvin (D)
34. Elgie Sims (D)
35. Frances Ann Hurley (D)
38. Al Riley (D)
39. Will Guzzardi (D)
78. Camille Lilly (D)

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President's Message

Sisters and Brothers,

We are at the apex of the educational justice movement in our nation. All across the country teachers, paraprofessionals, parents, community leaders and students are engaged in a fight to save public education and return respect to our profession. In Chicago, we have been engaged in a highly publicized, multi-faceted fight against two decades worth of failed policies that have led to a destabilization of our neighborhood schools and the loss of jobs.

Despite every stumbling block placed in our path, we continue to stand strong. Despite every stepping stone set to impede our walk, we continue to overcome; yet we are tired of being taken for granted, treated as second-class citizens and fed-up with being blamed for all that's wrong in public education. Enough is enough. Justice is never voluntarily handed out on silver platters by the oppressor—the oppressed must demand it.

That is why we are proud of the thousands of parents, activists, students, experts and clergy who have united with us in our campaign to save 18 schools from the Board of Education's chopping block. Over the past several weeks CTU has held countless rallies, sit-ins, demonstrations, vigils, training workshops, press conferences and organizing sessions to educate the public about our struggle to ensure our students receives the world-class education they deserve regardless of their zip code or household income. We have helped build and have worked with powerful and growing coalitions.

Because of our strong opposition to the Board's misguided plans to disrupt our schools and put hundreds more Chicago educators out of work, the proponents of the status quo have resorted to underhanded tactics such as paying people to pretend they support Mayor Rahm Emanuel's education policies such as longer school days, school closures and turnarounds. Their intent was to disrupt our educational justice movement and drown out the voices of legitimate protest.

These exploited "rent-a-protesters," some of whom were themselves poor and struggling with addictions or mental health problems, were given orders by politically connected ministers to speak in favor of these failed policies with the promise of receiving between \$25 and \$50 cash for their trouble. It should not be lost on anyone that this information, first exposed by the Chicago Teachers Union and Substance News last fall, was presented in the corporate press around the time of the Dr. Martin Luther King, Jr. national holiday—a day when the spotlight is shone on inequality, injustice and racism.

Rest assured, none of these tactics will work in the end because we stand on the right side of history. Together we have the power—power to achieve purpose, power to affect change, power to ensure justice, power to offer a better future for those who will walk in the classrooms behind us.

As we go forward with contract negotiations with the Board of Education over our next contract, be active in your school. Sign up for our alerts; talk to your delegates; join your Contract Action Committee; visit our website daily and stay engaged in this process.



In Solidarity,

 NBCCT
Karen GJ Lewis, NBCCT

Parents, Teachers, and Community Leaders Hold Sit-in at City Hall

CTU members joined in a 3-day sit-in outside Mayor Emanuel's office January 4-6 of this year, with over 200 parents, students, and community leaders from North Kenwood, Oakland, and the Greater Bronzeville community along with activists from Kenwood Oakland



Community Organization (KOCO), Action Now, Albany Park Neighborhood Council, and Stand Up Chicago. The demand was a meeting with the Mayor to discuss CPS proposals to turnaround, close, and consolidate schools in the mid-south region.

Dyett High School (555 East 51st St.) was on the closing list this year. Some protestors said that its drop in enrollment was due to sabotage from the Board of Education.

Dyett computer teacher Marilyn Foster described the destabilization of her school community over the years, "In my three years

at Dyett, I've seen a drop in enrollment due to the removal of security, counselors and even the assistant principal. We started this year without an assistant principal. Students' schedules were constantly being changed. The students get very irritated when they have their programs changed; they form relationships with

their teachers. Mr. Emanuel, if you are truly a mayor of the people of Chicago, you should listen to the community."

"The Board of Education and Mayor Emanuel have yet to respond to parents' efforts to garner support and implement their plan and save their schools," said Jitu Brown, education organizer for KOCO. "Instead of respecting the very community that helped put him in office, he has gone deaf and unyielding in his mission to turn our schools over to politically connected school operators without a proven record of

school success. We want to tell the Mayor that the honeymoon is over. Our community will not just sit back and take it. We are not his subjects to be done with as he wishes. Our children deserve equal access to high quality schools now."

Although the sit-in was organized to draw focus on the schools in the Bronzeville area, teachers from Casals, Crane, and Marquette, which have also made this year's closing and turnaround list came to show solidarity. The protestors agreed to leave in the evening, but returned the next morning. Many of the elderly protestors brought chairs to the sit-in, which were confiscated by Chicago Police under orders from the Mayor's office. This decree was in defiance of a plea by Reverend Paul Jakes who, speaking on behalf of the Christian Council on Urban Affairs, asked the City not to mistreat the protestors. ■

Marilyn Foster

Computer Teacher Sits In for Justice



Marilyn Foster has been teaching in CPS for 13 years. She is currently the computer teacher at Dyett High School, a school that is slated for closure.

This year, Foster is piloting classes in video game programming, which has been a popular elective with her students.

"I'm having fun along with the students. I'm teaching them that creating a video game is about working together. Everyone has his part and in the end, they'll have a

"The students get very irritated when they have their programs changed; they form relationships with their teachers. Mr. Emanuel, if you are truly a mayor of the people of Chicago, you should listen to the community."

Rallies for Quality Schools on Martin Luther King Jr.'s Birthday

To commemorate the legacy of Dr. Martin Luther King Jr., parents, students, teachers, and community activists organized two rallies for schools slated for turnaround by CPS.

President Karen GJ Lewis spoke at the first rally, which was organized by the community around Marquette School (6550 S. Richmond). She congratulated the parents and students for standing up to defend their school, saying, "We fight for education justice... stop these takeovers of public schools."

Marquette School's alleged sabotage by the Board of Education was documented last year in the *Chicago Union Teacher*. [See "Marquette" page 8] The demonstrators marched through Marquette Park, where King marched for housing equality in the 1960s.

Later in the afternoon, protestors congregated at Dvorak School (3615 W 16th St) in the North Lawndale neighborhood—also a site of King's activist legacy—and marched to the location of another proposed turnaround at Herzl School (3711 W Douglas Blvd).



Educators rally at Marquette Elementary School.

At a press conference outside Dvorak School, Herzl School parent Kim Hemphill put the turnaround process in perspective:

"I was told that CPS cares so much about my child that they have decided to do me a favor and destroy the morale of our students mid-school year and make it seem pointless for them to try their hardest on this year's state tests.... CPS is unhappy with the job that CPS has done so CPS will clean up the mess that CPS has caused by removing CPS and replacing it with CPS because CPS can do a better job of raising test scores and improving student curriculum than...CPS. I am confused as well."

Herzl teacher Barb Schwartz said that the school has raised test scores and she does not understand why CPS would turn the school over to AUSL, a private corporation.

When the protestors arrived at Herzl School, they sang "We Shall Overcome." Vice President Jesse Sharkey rallied the crowd, stating, "The situation is that the fight for our schools is not contained in the four walls of our building. It must be

marketable product. They could even make lots of money," said Foster.

Video games are extremely popular with students and this class allows students to connect their interest with computer programming and graphic design. This kind of program is becoming a rarity in neighborhood schools, where the push is on core subject areas and standardized test preparation.

Foster said that she guides the students through designing a game in the first semester, and in the second semester the

students work in teams to design their own games. There are restrictions, though. Students are not to create blood-and-guts games like Grand Theft Auto.

"The games have to be educational. I know that it may sound dorky to them at first, but I explain that I am laying down a foundation. Later when they have the skills, they can create the games they want," said Foster.

The school allowed her to pilot the program despite the amount of resources taken out of the school, according to Foster. She saw resources and staff depleted from the school,

Women in CTU History



A Pulaski Day Event

Join the CTU Women's Rights Committee and other members and friends on Pulaski Day, Monday, March 5th, for a special Women's History Month presentation on the role of women in CTU history and struggles. They will also have a dramatic story hour for kids, and tasty refreshments. The event will take place from 10:00 AM to 11:30 AM at Women and Children First bookstore, which is located one block north of Foster at 5223 North Clark Street. Children from two to ten will love the story hour co-produced by a children's librarian and an Actor's Guild dramatist. Come on out; learn more about our committee and the courage and struggles of our CTU sisters past, present and future. ■

thought of as contained in the four walls of our society."

Go to CTU.net/mlk to watch videos of the marches. ■

but was so passionate about the classroom, she became an activist rather reluctantly.

"I haven't been as involved as I'd like with the actions because I'm too busy teaching. I knew I had to get involved once I saw Dyett make the closing list. I came to the sit-in today because of the constant hype around closings and turnarounds. In my research, I've found that students are not being sent to schools with higher performance levels. This is not justice." ■

Congratulations to the 141 NEW National Board Certified Teachers in CPS!

There are so many we don't have room to print them all. Go to CTU.net.com/141 to read about them. See pictures from our Nurturing Teacher Leadership pinning ceremony at CTU.net.com/pics.

Emotional Pinning Ceremony Celebrates New NBCTs

During an emotion-packed ceremony filled with testimonies, tributes and motivational speeches, more than 300 people crammed the Chicago Teachers Union (CTU) headquarters on Jan. 14 to celebrate 36 educators who were honored during a pinning ceremony as new National Board Certified Teachers (NBCTs), the “gold standard” for educators.

CTU, which produces about 40 percent of Illinois' professional certifications, runs the rigorous program through its Nurturing Teacher Leadership (NTL) program. The program's mission is to increase student learning by improving the quality of teaching in the Chicago Public Schools; to nurture teachers as leaders from within their classrooms, schools, union, and district so that they do not need to leave teaching to be a leader and affect systemic change; to advance school reform initiatives; and to prepare teachers for, and support them through the process of National Board Certification. See page 10 for information on joining the program.

Illinois has the second largest number of nationally certified teachers of any major city, a majority of whom are trained through CTU's Quest Center.

“The Chicago Teachers Union is committed to the national board process,” said CTU President Karen GJ Lewis, NBCT. This Union will never look back and say there is something we left on the table that we didn't try to do to help our members instill in them the joy and passion for teaching and learning. This Union will never leave anything on the table when it comes to support of our members because ultimately in the classroom it's the small things we do here that make big changes elsewhere. There are a variety of ways we can do this but the most exciting way is to have teachers reflect upon what it is they do and how they

can become better educators and better education leaders.”

Lewis, the only nationally board certified educator in the country to lead a teachers union, closed her remarks with admiration for the graduates, “This is about building a professional community. We are all here for the same reason, we care passionately about our students and about their lives and about this work that we do.”

Also addressing the graduates was International Federation of Teachers President Dan Montgomery, IFT President, National Board of Professional Teacher Standards (NBPTS) President D. Ronald Thorpe, and Chicago Public School Chief Education Officer Noemi Donoso.

“No one achieves board certification anywhere near the rate of (NTL),” said Thorpe. “In fact, when I've heard more and more about what happens at the Quest Center around board certification it feels to me that what's really happening here is what should be happening with teacher preparation programs across the country.”

NTL has maintained an achievement rate of 96 percent upon the release of results for its 13th cohort. Of all those who completed the certification process for the 2010/11 school year, including first-time candidates and retake candidates, 80 percent achieved.

“I want to thank the CPS leadership for continued partnership, supporting professional development through NBC, and for funding a large part of the NTL program,” said Lynn Cherkasky-Davis, director of the Quest Center and long-time mentor to hundreds of educators across the country. “If you want school improvement to increase exponentially, continue to invest in NBC and NTL, rethink the roles of our NBCT talent and you will see how fast schools turn around.” ■

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



Crane Closing Hearing Sheds Light on Paid “Protesters”

By Marty Ritter, CTU Organizer

The ongoing and not-so-secret fact of “paid protesters” showing up to testify at Chicago Public Schools public hearings is finally a concern being raised by Chicago’s news media and the public.

Substance News started reporting of the advent of paid protestors after the CPS public hearing at Malcolm X College on January 6 regarding the closing of Crane High School. Later in the month, *Chicago Sun-Times*, WBEZ radio, and *The Catalyst* school news continued their coverage of the manufactured spectacle.

Chicago Teachers Union staff attended the January 6th session along with over 200 Crane supporters, including community allies and Crane students, alumni, and staff. Another 200 people were not quite sure why they were there. They all arrived together on busses saying that they were there to “help the schools,” but were unclear as to what that actually meant or what exactly was being debated. Many said they were paid for their time.

Donald Fraynd, former principal of Jones and head of the Office of School Improvement was the master of ceremonies. School board member Jesse Ruiz was also present.

As at other hearings, CPS staff began with a presentation on its rationale for closing the school. However, Crane supporters came prepared with their own PowerPoint presentation, but were told they could not present it. After the CPS presentation, 10-15 Crane supporters staged a peaceful protest by making a statement and then standing silent for several minutes.

The nearly half hour-long show of solidarity, with one speaker after another approaching to speak and then standing silent, was powerful. It even had an effect on the paid protesters who finally joined with Crane school supporters to shout, “Show the power point!” The CPS representatives were caught off guard and didn’t know how to respond. They finally relented and let the Crane supporters show their Powerpoint presentation. The presentation refuted CPS’ manipulation of data. The auditorium

erupted in cheers as many of the paid protestors took the side of the Crane allies.

News media reporters - who were present from the beginning, taking notes, and recording the entire scene - interviewed some of the bussed-in protesters who admitted they were paid to attend. Sentiment at the meeting in favor of keeping Crane open increased later in the meeting when a group of public officials walked in together. They were State Sen. Annazette Collins, Alderman Walter Burnett, U.S. Congressman Danny Davis, former Alderman Ed Smith, and Alderman Bob Fioretti who wore a Crane letterman jacket. In general, they made comments urging the CPS officials to “listen to the people” and spoke against phasing out Crane.

CPS tried to run a sham meeting, but the community was organized and got its message across loud and clear. This is a testament to building relationships with community allies. Continue your work building coalitions during the current contract fight. ■

Curie Metro High School hosts 2nd Annual Youth Slam Poetry Event

By Adam Heenan, Curie HS delegate

On January 12, the night of Chicago’s first major snowfall of the season, 13 south and southwest side slam poetry teams made the trek to Curie High School for the second annual *Riots on the Warpland* South Side Youth Poetry slam competition. *Riots on the Warpland*, named for imagery from Chicago poet Gwendolyn Brooks’ work, is a precursor event to the annual *Louder than a Bomb* (LTAB) competition hosted each March by Young Chicago Authors, the world’s largest youth poetry slam. LTAB has recently gained national fame due to a documentary made about the event.

Slam poetry, often considered a celebration of youth voice, pits individuals representing schools or teams “against” others in a competitive space, but the competition is more for structure than bragging rights. As the saying goes, “The points are not the point, the point is poetry.” Students from schools across the

city cheer each others’ teams on. When poets forget lines, or make mistakes at the mic, the audience will bellow, “take your time,” or “you got it, don’t give up,” and clap in support of each other.

As the legend goes, slam started by poet Marc “So What” Smith on the north side of Chicago at the famous speakeasy the Green Mill. Smith still plays host to the Sunday night slams there. Slam departs from the tradition of beat poetry thanks to its encouragement of audience participation, especially in the scoring of poets. Five random judges from the audience are picked to judge the competition.

Four schools at a time square off in preliminary rounds, with three to four teams taking the stage in a final bout. Poets from TEAM Englewood, Kenwood, and Urban Heroes competed to see who would be the 2012 South Side Champion.

At the end of the night, the Urban Heroes team was able to defend the champion title they won last year.

It was also a very emotional night for TEAM Englewood and the community of student-poets. TEAM Englewood coaches Dave Stieber and Melissa Hughes read a statement in remembrance of a student who was killed the night after last year’s competition. Often the topics students speak about deal with very personal issues and problems in their community such as violence or abuse.

Louder than a Bomb is hosted around the city of Chicago and also features teams from the suburbs. Find out more at www.youngchicagoauthors.org and you will soon be able to listen to the event on WBEZ.com and watch the event on CANTV.com. ■

Was Marquette Elementary School Set Up for Turnaround?

We first highlighted Marquette School in the December 2010/January 2011 issue of *Chicago Union Teacher*. A few brave teachers came forward to describe what could be called sabotage. In the past three years, the school (6550 S. Richmond) has had three different principals. With each principal, there were new mandates and new standards. The current principal, Wendy Oleksy started her tenure at the school under the regime of Area 11 Chief Administrative Officer Janie Ortega.

Ortega was known for her brash style and drive-by classroom observations. She picked up notoriety in the local press after sending an e-mail to the principals in her area in which she implied a mandate requiring them to “E3” two teachers per year. E3 is the process where a tenured teacher is placed on probation and can be summarily fired. She claimed no evidence that there were specifically two teachers at each school requiring remediation. The email leaked and had a chilling effect throughout the area. Teachers were afraid that they could be next for speaking out against the sabotage they believe existed in their schools.

One brave teacher, Nancy Serrano went on record with what was going on at the school.

“[Oleksy] tells the staff to forget what’s going on outside because we need to focus on the test scores to get off probation,” recalled Serrano. She contrasted that attitude with her belief that Marquette should “develop curricula that addresses the needs of our students and which are relevant to the community.” Serrano also noted that the school’s traditional bilingual education program was dismantled by a new administration in early 2010. It was later restored, but under a different model. She concluded, “It’s like we’re being set up for failure.”

The word “turnaround” was thrown around quite a bit at the Marquette campus.

Last year, teachers were required to make “Key Learning Targets” (KLT)—benchmarks monitored by computerized tests given every five weeks. Teachers complained that the tests were laden with inaccuracies. Teachers were concurrently required to use the “FOSS” (science) and “Trailblazers”

(math) pacing guides for curriculum, but have complained that both series are also flawed. One of the problems is that there is no alignment between the pacing guides and the KLT tests.

The teachers were mandated to teach one sequence of material, but had to evaluate students based upon completely different criteria. The local administration made it clear that the teachers would also be evaluated on the results. If the district didn’t like what they saw, the school would be put on the CPS “turnaround” list.

Although the E3 threat had a chilling effect on the staff at Marquette, some brave teachers organized a fight back. Serrano and teacher Maria Moreno, from Nightingale Elementary School (5225 S. Talman), attended the December 2010 Chicago Board of Education monthly meeting. They testified about the sabotage that occurred in Area 11 and at Marquette School specifically.

Nancy Serrano:

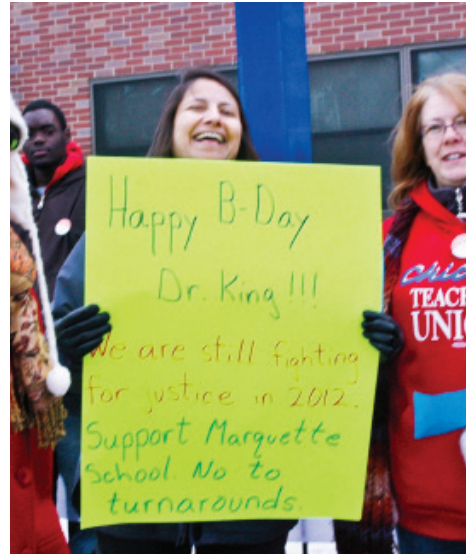
Area 11 staff has been meeting regularly since early October to discuss our common issues and concerns in regards to leadership, curriculum, and testing practices. In response to Area 11’s ineffective leadership and the intimidation tactics used by some school administrators, we have been organizing to be proactive so that our teachers and community stakeholders are respectfully included in the school improvement process.

For years Area 11 has implemented over a dozen new programs, processes, and initiatives that teachers were trained for and worked hard to implement and then, without warning, were abruptly ended and replaced. How could anything

initiated under Area 11 control be successful when it appears one day and is dropped the next?

One might wonder if all these initiatives and programs were simply moneymaking opportunities for outside vendors. There is no consensus on what to teach between school, area, and central office. For example, at Marquette, teachers were highly invested in the standards-based change process started [prior

to] current area leadership. When the new leadership took over Area 11, it was dropped without warning. Two years of hard work was in vain.



Maria Moreno protests against Turnarounds at Marquette Elementary. CTU.net.com/pics

A Letter to Marquette Elementary School Teachers from a Former Colleague

By Mariana S.

Mariana once taught at Marquette Elementary School on the southwest side of Chicago. Upon hearing the news that Marquette was to be turned around by AUSL, she felt compelled to write the following letter.

Chicago Teachers Union's Annual
Big Brothers Big Sisters
Bowl for Kids' Sake
Saturday, April 21

Register as an individual or team:
ctunet.com/bowl



Skyway Bowl
9915 S. Torrence Ave.
Chicago, IL 60617
9 a.m. - 12 p.m.

Oak Lawn Brunswick Zone
4700 West 103rd Street
Oak Lawn, IL 60453
12:30 p.m. - 3 p.m.

Brunswick Zone Niles
7333 Milwaukee Ave.
Niles, IL 60714
12:30 p.m. - 3:30 p.m.

Waveland Bowl
3700 N. Western Ave.
Chicago, IL 60618
2 p.m. - 5 p.m.

Teachers had worked hard to create a literacy staircase curriculum.

Moreno spoke specifically about the KLT tests.

I'd like to share more about the Area 11 mandated KLT. On some questions the text is in one language and the answers are in another. The test has numerous questions where none of the answer choices are correct. It is evident that the text is not at grade level. Teachers are required to analyze the results of this test and then plan their instruction based on the data. Students are becoming demoralized as they are repeatedly exposed to this test.

The Area 11 school community met, organized, and shed light on the problems. Before the end of the school year, the area dropped the KLT tests.

However, much of the damage had already been done. The morale was low in the building. After years of threats, the Board announced this school year that they are proposing a school turnaround for the staff at Marquette.

This did not stop the staff from fighting. The Marquette community participated in the School Closings Vigil on December 13th and spoke at the "Mic Checked" Board meeting the following day. A number of Marquette teachers participated in solidarity with Dyett school at the sit-in at the Mayor's office in early January. They organized a march on Martin Luther King Jr. Day (see page 5) that drew hundreds from the community.

Through all the negativity, one former Marquette teacher wrote a letter in solidarity with her former colleagues (see sidebar) which was published in The

On Behalf of my Former Colleagues at Marquette Elementary,

I am a 2001 graduate of CPS, and Marquette Elementary was my introduction to teaching in the Chicago Public School system. In my time there, the most inspiring and helpful people were my fellow teachers. CPS's decision to turnaround this school belittles and dismisses the fact that the faculty there is a hardworking and dedicated group and ignores the true needs of the community.

While there, I was surrounded by colleagues who arrived early and left late. Colleagues who used their own money to help their students be successful in class. Colleagues who visited students' homes to help build better relationships with students, parents and the community. I was always encouraged to search for and continue my professional development. My colleagues taught me how to use data to plan engaging and responsive

lessons, as well as how to keep working in spite of the overwhelming odds against my students and, by extension, myself.

If it hadn't been for my colleagues, I wouldn't have learned how to deal with an often demeaning administration or how to meet the area office requirements (which often had more to do with how my classroom looked physically, rather than how it operated as a learning environment).

By turning around Marquette, CPS is getting rid of its most valuable assets in the community: the teachers who have built bonds and an understanding of the problems Marquette students face every day. They do not sit in an office and make policies based solely on numbers; they see the actual students affected by those numbers and policies.

Classroom Sooth blog (classroomsooth.blogspot.com).

This staff is determined to fight for their school and the students they serve. ■

Dismissing the faculty also validates the politically valuable and acceptable, but completely inaccurate, idea that if a school is performing poorly, those to blame must be the teachers. Yet, CPS has failed to acknowledge that at Marquette, poverty and violence make education secondary to survival.

Closing this school, dismissing its teachers, and making it harder for students in the community to get to their place of education will only make things more difficult for every student affected. CPS must look beyond the numbers at the real people and children whom your policies are supposed to be helping. ■

For Prestige, Success & Acclaim
Make Us Your Choice...

Nurturing Teacher Leadership

ATTEND OUR INFORMATIONAL MEETING:

Tuesday, February 27
4:00 p.m. to 7:30 p.m.

CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400

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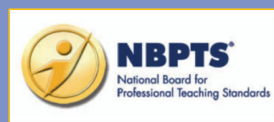
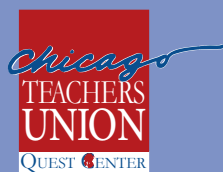
Illinois Master Certification

24/7 Computer Lab Access

Leadership Opportunities Available

12 Lane Placement Credits

Master's Degree Options



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

Evaluation Update

By Carol Caref, Quest Center Coordinator

You know the checklist that principals use to “evaluate” you and give you a rating? It will be history, as of September, 2012, in at least 300 Chicago public schools. As you may know, a state law passed in January, 2010, mandates that districts develop new teacher evaluation systems which include both student growth and teacher practice. The 90-day period of negotiations with CPS required in the law has begun and this report will discuss the major issues.

CTU’s position is outlined in Promoting Quality Instruction: Teacher Evaluation or Teacher Collaboration? which can be found on CTU.net.com. Basically, we support using teacher evaluation if it helps us become better teachers, but don’t support it for ranking and sorting of our members.

Some of you may be familiar with the Charlotte Danielson teaching framework (more information here: chicagoteacherexcellence.org). The framework was originally developed for use by individuals or groups to guide teacher reflection and collaboration. It is a basically sound framework that promotes professional development on its components. CTU supports the use of Danielson, but we are still determining which of the CPS-proposed changes we will support.

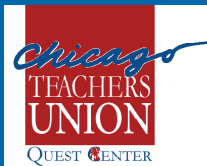
The law requires that “student growth” be part of a teacher’s evaluation. Student growth basically means the difference between where students are at the beginning of the year and where they are at the end of the year. We know there are many factors that determine this, but the law requires districts to put a value on how much of the difference is due to the teacher.

There are two ways generally used to measure the teacher’s contribution to student growth. One is called “value added,” which you can learn more about by reading Problems With the Use of Student Test Scores to Evaluate Teachers, found on the epi.org website. This method claims to use statistical measures to sort out which part of a student’s test score growth is because of the teacher, rather than student characteristics such as free/reduced lunch eligibility, ELL or IEP status, race, or homelessness. Studies have found that value added is an unfair method to use for teacher evaluation.

Another way to measure student growth is to look at evidence from the classroom. This evidence can be in the form of student work samples, pre- and post- tests, student learning objectives, performance assessments, or other instruments that can be used to determine growth. The proposed rules associated with the teacher evaluation law require that classroom evidence be used to calculate student growth for every teacher, in addition to evidence from standardized tests if available.

CTU opposes the use of student growth in teachers’ evaluations for the 2012-2013 school year for many reasons. First, there are already many new initiatives for the coming year that teachers and principals have to learn to use correctly, including Charlotte Danielson and Common Core Standards. Second, CPS has not yet developed a plan for using classroom evidence, so it is highly unlikely that the plan will be implemented well. Finally, there is no standardized test that is aligned to the Common Core based curriculum we are expected to teach next school year.

For more information or if you have questions, contact Carol Caref carolcaref@ctulocal1.com. ■



Early Childhood Bilingual/ESL Endorsement

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- *25% tuition reduction for members of the Chicago Teachers Union (via a special scholarship offered by DePaul if 20 members participate in the cohort)
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- Courses offered at DePaul's Lincoln Park campus on Tuesdays and Thursdays from 6:00-9:15pm
- Onsite cohorts available for groups of 20 or more

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information: **Walter Taylor, NBCT**
PD Facilitator • 312.329.6273
WalterTaylor@CTUlocal1.com

CTU.net.com/DePaul

**DOES YOUR TEACHING
CERTIFICATE EXPIRE IN JUNE?**

YOUR JOB IS AT RISK!

GOTO WWW.ISBE.NET/ECS

If your certificate expires in June, *START THE RENEWAL PROCESS NOW*. CPS has warned us that they *will not hesitate to fire* teachers whose certification lapses. The process can take months and involves several steps:

- Enter all completed professional development activities in the Educator Certification System (ECS) at isbe.net/ecs, as each activity is completed, but before June 30, 2012.
- Maintain a portfolio of your professional development per Illinois State Law.
- Make sure you pay the fee.

All questions: E-mail the Illinois State Board of Education via isbe.net/ecs: select ISBE Info (located on left side of page); scroll down to ISBE Web Site and select "e-mail us." E-mails checked and answered daily!

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Get 30 CPDUs/PTPs and 2 LANE PLACEMENT CREDITS in 4 DAYS!

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

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\$130 tuition, \$160 non-members

For further information contact Deborah Pazera • 312.329.6271 or DeborahPazera@CTUlocal1.com.

Brown & Purple El lines stop on the 2nd floor of the Merchandise Mart.



**Effective Classroom Management:
How to Attain It**

2 Lane Placement Credits - 30 CPDUs/PTPs

The course will be held Monday through Thursday, April 2, 3, 4, 5, 2012, 9 a.m. - 5 p.m., at the Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago. Walter Taylor, NBCT, will be the instructor.

This course will assist teachers in learning new ways to effectively manage a classroom through student engagement, motivation, collaboration and differentiation. There will be an emphasis placed on teacher collaboration, leadership and reflection. The participants will be provided with readings and viewings, and will engage in individual, small-group, and whole-class activities that showcase Best Practices associated with effective classroom management. Teachers will enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Also, participants will develop effective professional habits of mind: collaboration, leadership and reflection.

Integrating Art into the School

Curriculum: Critical Links to Learning

2 Lane Placement Credits - 30 CPDUs /PTPs

This course will be held Monday through Thursday, April 2, 3, 4, 5, 2012, 9 a.m. - 5 p.m. at Manley High School 2935 W. Polk, Chicago. Linda Comminos, NBCT, will be the instructor.

The course is designed for teachers who are seeking strategies for including the arts in their core curriculum implementation. It provides Critical Links to Learning in the Arts and other academic areas including connections between arts learning and achievement in reading, writing, social science, science and math. Teachers will learn standards-based instructional practices to integrate and strengthen visual arts instruction in the core school curriculum areas. Participants will learn how to improve students' academic performance, motivation and appreciation including skills in creating and responding to the arts.



Nurse's Note

Breastfeeding and Working Mothers

By Denise Racky RN, MA
Certified School Nurse

The benefits of breast feeding are immeasurable. Breast milk is the best food for a baby and provides all the nutrients that are needed. It helps protect a baby from many health problems including ear infections, digestive, and respiratory problems. Benefits for the mother include reduced risk of breast and ovarian cancers. Also, bonding between baby and mother is increased. Breastfeeding is less expensive and easier than using baby formula. Breastfed babies tend to be healthier, so working mothers may have fewer work absences caused by child illness.

Work satisfaction can be higher if suitable arrangements are made to accommodate nursing mothers. Many union members return to work soon after giving birth as family and medical leave is an unpaid leave after sick days are used up.

How can you balance expression of breast milk (pumping) and working? The CTU Women's Rights Committee has written a proposal for the next contract that calls for a clean and sanitary location for lactating mothers to express breast milk during the school day. The location must have at minimum a table, a chair, and an electric outlet for the breast pump. You must be able to lock the door to ensure privacy. The room should have a sink nearby for washing equipment and hands. A bathroom is not the best place to pump because germs could get into the breast milk. A refrigerator is needed to store the milk or at least an insulated bag containing a cold (frozen) pack.

President Obama's Affordable Care Act requires employers to provide reasonable break time for a mother to express milk as well as a clean, private place (not a bathroom) in which to do so. Illinois passed the Nursing Mothers in the Workplace Act in 2001 which requires employers to provide adequate space and time for mothers to breastfeed at work. It is your right to plan how you are going to feed your baby.

Maternity leaves help new mothers set up regular breastfeeding schedules. However, returning to work can be challenging and overwhelming. New mothers may feel guilt or pressure trying to balance breastfeeding and working. It is essential that working mothers have what is necessary to pump milk for their babies in the safest environment that their work place can provide.

Contact the American Academy of Pediatrics at <http://www.aap.org> for more information. ■

Join the Elementary Steering Committee

The CTU's Elementary Steering Committee needs your input! The purpose of this committee is to propose solutions to contract-related issues that impact elementary school teachers, such as use of time and personnel, curriculum and instruction, and administrative abuses. With contract negotiations underway, the committee is currently discussing models for implementing a better school day next school year and reviewing contract proposals. We meet once a month on Wednesdays from 4:30 to 6:00. Parking at MartPARc on the corner of Kinzie and Wells is paid by the Union. Be part of the solution and let your voice be heard!

If you wish to join the committee please email Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com. Please join us for our next meeting on Wednesday, March 21st from 4:30 to 6:00. We hope to see you there!

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Luna, Maureen J.
Miller, Tommy
Robinson, Jacqueline
Shere, Nicole R.
Smith, Lisa L.
Smith, Tanya Y.
Watts Henderson, Shirley J.

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Kizart, Camille A.
Robinson, Terri A.
Stephanos, Peter
Wynn, Ola

FSS FAR SOUTH SIDE HIGH SCHOOL

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

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Getzendanner, Sandy
Koutny, Elizabeth M.
Kowalczyk, Candace M.
Nevarez, Antonia
O'Gara, Laura E.
Townson, Linda M.
Vacco, Angela L.
Villa, Mary

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Rogers, Claudette
Townsel, Jennifer R.

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Balark, Lawrence

FL2 FULTON ELEMENTARY

Buckley, Jennifer L.

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Greco-Serwa, Sandra M.
Pechota, Amber R.
Sturgeon, Melissa S.
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Dragos, Luminita
Savage, Lekia D.

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Coleman, Angela K.

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Gwin, Zipporah D.
Jenkins, Charlotte
Refakes, Dean A.

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Hanyzewski, Gerald

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Preciado, Diana
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Oshea, Patricia A.
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Reed, Cynthia M.
Sharrieff, Aisha J.

SK2 SKYWAY ELEMENTARY

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Jancaric, Lucille A.
Johnson, Melaan S.
Khou, Carol S.

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Gomez, Nhora E.
Gooden, Amy
Kuijper, John D.
Miller, Martin
Robinson, Annette M.

SW1 SOUTHWEST SIDE H.S.

Balcazar, Cesar A.
Beavin, James H.
Hease, Paul J.
Nguyen, Quang V.
Stieber, Stephanie M.

SW2 SOUTHWEST SIDE H.S.

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Maniates, Evan P.
Perry, Donna M.
Saqri, Ahmed A.
Wagner, Natalie T.
Zehnder, John M.

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Sager, Daniel H.
Venegas, Salvador
Ward, Rachel

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Nowlin, Amme A.
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Hanson, Mary A.
Henry, Dorothy
Javaras, Barbara K.
Kane, Margaret M.
Kedvesh, John A.
Koffman, Gail
Korach, Albert
Kreinik, Karen L.
Matthews, Sheresa L.
Nijim, Majd W.
Parsley, Audrey L.
Pisano, Angela M.
Ruiz, Evelyn
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Schmidt, George N.
Scott, Willie E.
Shanley, Kirstie J.
Starnicky, Thomas J.
Swift, Maureen C.
Tuite, Jacquelyn L.
Ward, James F.
White, Norma J.
Wilson, Melvin

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Bullocks, Latonya
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Robinson, Helena M.
Santiago, Milagros
Scott, Ella M.
Shaw, Despina A.
Silva, Rosa G.
Simmons, Ruth M.
Sled, Donna J.
Stewart, Gloria J.
Swanson-Lagesse, Nancy A.
Thompson, Lucille
Tirado, Roberto E.
Trotter-Harris, Denise
Vivians, Sheila
Washington, Ruth
Wright, Valarie A.

In Memoriam

October 2011

Dorothy Petak 25th Howe

November 2011

Ruth E. Simmons	3rd	Lawndale
Emma B. Gibson	10th	West Pullman
Amelia V. Garcia	17th	Orozco
Lucille Glickman	22nd	Monroe
Carol N. Hyman	24th	Franklin
Lura M. Aurelius	27th	Bennett
Yvonne G. Fowler	27th	Tilden HS
Rena Panter	27th	Bell
Ann Russell	28th	Central Office
Walter C. Vinson	29th	Curtis
Benita L. Freeman	30th	Woodson South

December 2011

Virginia G. Tait	1st	JN Thorp
Kathryn Kruger	2nd	Onahan
Robert H. Stone	2nd	Whistler
Edwin T. Enright	3rd	Harper HS
Peggy S. Leibik	3rd	Sullivan HS
Arthur W. Short	4th	Clark
Bertha F. Ward	4th	Crane HS
George J. Dayiantis	5th	Lane Tech HS
Barbara A. Werner	5th	Grant
Marilyn Franklin	6th	Smyth
Lillian Nunziato	6th	Spaulding HS
Erving P. Scorza	6th	Austin HS
Dorothy Marie Carroll	7th	Curie HS
Edward James Robinson	7th	De La Cruz
Martha H. Less	8th	Peck
Fred Babbin	9th	Von Steuben HS
Patricia A. Brown	9th	Earle
Bernadette M. Gilbert	9th	Kozminski
Shirley A. Ruffner	9th	Grissom
Dorothy E. Stewart	9th	Gillespie
Doris A. Young	9th	Drake
Roslyn Lawrence	11th	Haugan
Gabriel Bernal	14th	Lloyd
Hannah C. Lewis	15th	Seward
Patrick C. Dunne	16th	Mather HS
Merline K. Fitch	17th	Southside
Occupational		
Dorothy P. Stevens	17th	Whistler
Dorothy K. Benschop	18th	Scott
Ollye Worthington	19th	Farren
Arthur L. Paternek	23rd	Clemente HS
Christophine A. Marshall	25th	Hamline

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.

Chicago Teachers Union Scholarship Awards

*Awarded to the daughters and sons
of CTU members*

In Honor of

Jacqueline B. Vaughn

Mary J. Herrick

John M. Fewkes

Ernestine Cain Brown

Jonathan G. Kotsakis

David M. Peterson

Robert M. Healey

John E. Desmond

Charles E. Usher

William "Bill" Buchanan

Glendis Hambrick

Awards

The Chicago Teachers Union shall present regular, vocational and special education awards each in the amount of \$1,000. Students will receive \$500 each semester and will need to provide proof of enrollment.

Eligibility

The awards are entirely unrestricted as to race, religion, political affiliation, or choice of accredited college, university, business, trade, or vocational school. The applicant must be a son or daughter of a currently employed, active member in good standing of the Chicago Teachers Union, or a son or daughter of a deceased member who was in good standing with the Chicago Teachers Union at the time of death, and a high school senior who will graduate this year before August 31, 2011. Students applying for a special education scholarship must be presently enrolled in a special education school, class or program for students designated as EM H, TM H, blind, deaf, emotionally disturbed, speech impaired, or physically handicapped.

How to apply

Visit CTU.net.com/Scholarships

INCOMPLETE INFORMATION WILL BE CAUSE FOR REJECTION

The application must be postmarked or delivered to the CTU office **before 5:00 p.m., May 4, 2012.**

The completed forms should be mailed to:

Scholarship Committee

Chicago Teachers Union

222 Merchandise Mart Plaza, Suite 400

Chicago Illinois 60654-1016.

All winners will be notified by letter of the committee's decision by May 20, 2011. A list of the winners will be published in the Chicago Union Teacher. The material received by the committee will become the property of the committee and will not be returned.



The Allan Wardell Inspiration Award

Given by the Gay, Lesbian, Bisexual and Transgender Rights Committee of the Chicago Teachers Union

Allan Wardell was a Chicago teacher, CTU brother and gay activist whom the award memorializes. Nominations are open to any CTU member, regardless of sexual orientation, who has helped foster a safe and healthy learning environment for all students through the positive teaching of tolerance. The person receiving this award is one who has demonstrated commitment and courage in the pursuit of equality for all students and staff.

By **April 30, 2012** please complete the nomination form available for download or online completion at:

ctunet.com/inspiration




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2012 Young Artists Awards



Submit entries between **Monday, April 9** and **Friday, April 20, 2012**

No artwork will be accepted before or after these dates. If you have questions contact Linda Newsome at 312.329.6225 or LindaNewsome@CTUlocal1.com Complete both forms below. For entry requirements visit:

CTUNET.COM/artists

CTU Young Artists 2012 Entry Form

Please print or type and affix to the back of the artwork.

STUDENT NAME _____

GRADE ___ AGE ___ MEDIUM _____

ART OR CLASSROOM TEACHER _____

TEACHER EMAIL _____

TEACHER PHONE _____

SCHOOL _____ ZIP _____

SCHOOL ADDRESS _____

CTU DELEGATE _____

PRINCIPAL _____

Entrant grants CTU the right to reproduce winning artwork. Entries must be submitted to CTU offices between 9:00AM Monday April 9, 2012 and 5:00PM Friday April 20, 2012

CTU Young Artists 2012 Entry Form

Please enclose this entry in an envelope to accompany the artwork.

STUDENT NAME _____

GRADE ___ AGE ___ MEDIUM _____

ART OR CLASSROOM TEACHER _____

TEACHER EMAIL _____

TEACHER PHONE _____

SCHOOL _____ ZIP _____

SCHOOL ADDRESS _____

CTU DELEGATE _____

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