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Educators—whether CTU members or charter teachers—share the same challenges no matter where we teach. Our collective power is the means by which we fight for the better world that our students deserve. PAGES 8 AND 9
Can you help us get this fixed?

Kenwood Academy High School community organizes to hold district accountable and improve long-neglected engineering issues

By MICHAEL SHEA

“Can you help us get this fixed?” was part of the email that created the Clean Kenwood (Academy High School) Coalition, and in our short time working together, we’ve won some immediate improvements for our school and laid out a path to realize our demands.

Our math office sits on the third floor, directly below boilers that control the temperature of our three-wing school building. The boilers regularly leak, resulting in water transforming into corroded brown ooze which then periodically drips down the walls from the sagging, saturated ceiling tiles into the math department office and onto teachers’ desks. Similar leaks occur throughout the building from other sources.

After a particularly bad leak in May 2017 led to the desperate email mentioned above, we realized we had been hearing comments like the following for years:

“Does it [the ceiling tile] contain asbestos?”
“I had sinus surgery because of this place.”
“I never sounded like this before.”
“There are three pregnant teachers in here.”

“As a result, we, the delegates, decided to collaborate with Kenwood community stakeholders and take action. First, we made surveys and spoke to faculty members. Many of them were intensely concerned about this issue and wanted to help, especially after Kenwood failed two health inspections earlier this year. Teachers also reported having students in their classes who suffered from chronic sinus and allergy-induced asthma issues.

After discovering the leak in the math department, we started by leafleting the faculty to make sure everyone had information about what happened. Then we called for two meetings in the first week of June—a faculty meeting on Tuesday followed by a meeting with interested parents on Thursday.

From these meetings, four clear demands surfaced: replace the heating, ventilation and air conditioning (HVAC); deep clean all the ducts and vents; fully abate asbestos (which our administration started in 2012 but was derailed by the perpetual budget crises); and fully staff our schools with engineers and custodians.

We reached out to representatives on the Local School Council (LSC), our Parent Advisory Committee (PAC) and other volunteers at our school to bring in as many committed parents and stakeholders as possible. Members of the LSC, PAC, Friends of Kenwood, Kenwood Alumni Association and a few student leaders attended the Thursday meeting.

It was a small meeting with fewer than 15 people, but everyone was passionate about this issue, asked questions and shared their own examples and experiences regarding the HVAC in our school. Alumni were shocked that the HVAC system—installed in 1969—was still in use well beyond its life expectancy. Attendees committed to reaching out to other stakeholders such as our fourth ward alderman, Sophia King, and to other parents to see how we could work together to win our demands.

From this group came the Clean Kenwood Coalition, which met every week in June to strategize around getting our four demands met. We invited Sarah Rothschild of the Chicago Teachers Union who helped us understand how Chicago Public Schools (CPS) manages its capital budget, and how to analyze CPS online facilities reports. We also reached out to other CTU members to learn how their school won large capital projects in recent years.

We decided to approach the Chicago Board of Education, our alderman and Aramark—whose contract with CPS has been at the center of cleanliness issues throughout the district—without broadly organizing at the grassroots/school level. We delayed this broad, grassroots organizing effort because parents were rightly concerned that our activism could be seen as distracting to students during final exams, which were only two weeks away. The coalition realized that our core demands would require a long-term, sustained effort. We delayed organizing at the grassroots level until school resumed in the fall of 2017, which allowed us a better chance to win at least one of our demands and solidify our core group of coalition members.

The meeting with the alderman and our presentation at the June Board of Education meeting were great successes and really boosted our energy. The student organizers in our coalition especially represented our group with a team of their classmates, and won promises from the CPS department of operations and facilities. Their work also brought some press coverage that was picked up by several trade publications, including a stock trading site which included our complaints on their “Aramark” page.

Unfortunately, both CPS departments were subject to staffing turnover, leaving us concerned about promises made to our coalition. Throughout the summer, the Clean Kenwood Coalition strategized ways to raise our issues, and assessed outcomes from presenting at the June Board meeting and our meetings with Aramark and Ald. King. One of the most important lessons our coalition learned through its activism is how to organize and navigate the numerous challenges behind winning a multi-million dollar project.

With the start of the 2017-18 school year under way, our progress this summer led to one of our demands being met—deep cleaning of all the ducts and vents in our building. The coalition is ready to regroup and re-strategize for this school year. We are taking the lessons we learned throughout the summer and applying them to achieve our long-term goal of having all four demands met by CPS. Everyone in the coalition recognizes that this will be a long struggle and a long process, so we are organizing and strategizing as much.

One thing we all unanimously agree on is that when parents, students, faculty and community representatives fight together, we can win.

Michael Shea is the delegate at Kenwood Academy High School.
Uniting for our future

Sisters and Brothers,

The Chicago Teachers Union Constitution and By-Laws is the CTU’s oldest living document, and it has guided the direction of hundreds of thousands of educators for nearly a century. Initially drafted upon the founding of our union in 1937, its preamble stated that our main purposes as educational personnel in Chicago’s public schools were to protect and improve the services of the public schools as a social agency for developing the capacities of the young and promoting adult education; to promote and guarantee efficient and faithful service from us to the public, and to insure to us in return for that service a fair reward and a just security; to contractually establish and maintain orderly and practicable working conditions. Low-wage charter school educators put an anchor on the education model that does not always represent the best interest of a school community—and in this rare instance, he is absolutely correct. For Broy and his cronies, it’s their biggest fear. Charter educators joining our ranks would add 1,000 members, increase our collective resources and remove the threat of multiple, competing education unions. A merger would also prepare us for future battles and limit charter proliferation, as in the case of Richardson Elementary on the Southwest Side, a new district school that opened in lieu of charter expansion after numerous UNO scandals.

I hear members loud and clearly when they tell me that charters are supplanting their schools and undercutting their wages and working conditions. Low-wage charter school educators put an anchor on the education model that does not always represent the best interest of a school community—and our union was founded. For Broy and his cronies, it’s their biggest fear. Charter educators joining our ranks would add 1,000 members, increase our collective resources and remove the threat of multiple, competing education unions. A merger would also prepare us for future battles and limit charter proliferation, as in the case of Richardson Elementary on the Southwest Side, a new district school that opened in lieu of charter expansion after numerous UNO scandals.

When we criticize charter school operators, it’s important to remember that no one working in those schools receives any profits. Charter school educators are our allies, and engaged in the same mission to help the same students we serve. CTU-ChiACTS unification is Rahm and Rauner's worst nightmare.
Letters

College and career success starts at your school library

The Chicago Tribune’s back-to-school story on school libraries (“Most of the City’s Schools Now Lack Librarians, Sept. 5, 2017”) highlights one of the most far-reaching crises created in Chicago Public Schools by district leadership and the Chicago Board of Education. At the very moment in U.S. history when newsgathering skills and the ability to distinguish between credible and non-credible information sources are essential to our democracy, we find one of the largest school systems in the nation abandoning its libraries and, as importantly, its librarians.

One startling statistic reported by the Tribune was that only 25 of 167 CPS high schools have at least one full-time librarian on staff, and that many of these librarians may have instructional responsibilities that take them out of the library. For a district investing heavily in inquiry-based programs requiring substantial student research, Advanced Placement Research, International Baccalaureate programs and more, the systematic elimination of credentialed librarians dedicated to supporting student success in these programs is indefensible.

As an academic librarian, I should also note that any school district that robs its students of the opportunity to learn in their school libraries throughout high school ensures a more difficult transition for those students into college and the workplace. Success in the first year of college has been proven to be critical to student retention, success and persistence to graduation. Opportunities for first-year college success are enhanced when students enter college with strong information skills, understanding of information resources and how they can be applied to academic research, and appreciation for their librarian(s) as partners in their success in the classroom and beyond.

It is no coincidence that many of the most selective private schools in our city, including Lab, Latin, Parker and St. Ignatius, have robust and fully-staffed school library programs. What do their school leaders know that ours do not?

Finally, we should note that a 2006 study by Project Information Literacy (“Staying Smart: How To-day’s Graduates Continue to Learn Once They Complete College”) demonstrated how these information skills remain critical for successful transition into the workplace and adulthood. For a district so focused on preparing its high school graduates for success in college, career and citizenship, its willingness to sacrifice its libraries and librarians at a rate unmatched in the U.S. since 2013 seems a sure-fire recipe for failure.

Scott Walter, Chicago

It’s time for version 2.0 of the CPS Framework for Teaching

I have a question that may be politically incorrect in some quarters: Is anyone else concerned that the Danielson Framework for Teaching adopted in 2012 by Chicago Public Schools makes live observations the main determinant of teacher ratings?

As a veteran CPS teacher, I have learned from long experience that the mere presence of an adult evaluator in the classroom, no matter how well intentioned, can change the learning environment. That can result in an inaccurate picture of the teacher’s everyday practice. The evaluators type away on their laptops while we teach, the students are on edge and we teachers are on edge. An intrusive variable has been introduced into the classroom, making it questionable that generalizations can be made about teacher performance.

For that reason, it is my opinion that scores from live observations should be weighted far less on a teacher’s overall evaluation. To replace them, measures that gauge a teacher’s ability to reflect and adapt instruction should be weighted more heavily.

When CPS adopted the Framework for Teaching, there weren’t many accountability measures in place for teacher performance. So it’s understandable that district leaders wanted to try something to hold teachers accountable. But what emerged was an obsession to measure teacher job performance through purported data collection and analysis—one example of which has been live observation based on certain rigid protocols.

Schools have become micro labs, testing to see if teachers are modeling correct behaviors. It is instructive to recall that the Danielson framework underlay a CPS Framework for Teaching that was originally designed as a formative assessment tool to help teachers learn how to teach, not as a basis for the kind of summative ratings that result from the current practice of live observations.

A second concern about the Framework is that a teacher’s rating is supposed to be “agreed upon” through a collaboration between the principal and its librarians. I have learned from long experience that the principal, who took notes while we were busy teaching! In the interest of both fairness and accuracy, wouldn’t it be wise to modify the process of live evaluation by adding a requirement that teachers videotape their own classrooms—not the principal present—and submit their own evaluation report in advance of the post-observation session?

Evaluators can learn a lot from teachers who review evidence and assess themselves before joining in post-observation discussions. Insisting that teachers collect data and identify their own strengths encourages them to reflect on their practice and gives the principal more reliable data upon which to make recommendations as to how the teaching performance can be improved. The teacher is far more likely to take criticism to heart and become better if they are equally involved in the evidence-gathering process.

The Chicago Teachers Union continues to play a vital role in protecting teachers by ensuring protocols are followed in the current system. The CTU also has safeguards in place that help teachers argue their case in front of outside panels of retired principals and teachers. Filing grievances for process infringement and advocating for teacher rights in flawed systems is crucial to CTU’s mission.

The CTU also has a vital role to play in advocating for the ultimate goal of post observation conferences: to help make teachers better, not argue their case with someone who should want them to get better. We rank-and-file teachers are ready to work with someone who should want them to get better. We rank-and-file teachers are ready to work with the CTU to fight for a system that is fair and actually produces what it’s supposed to produce—great teachers.

Steven G. Fouts, Ed.D., Frederick Douglass Academy High School

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Students at work in the Gabriell and Renda Foglia Library at St. Ignatius College Prep (Photo: Stephanie Barton)

Letters
AFT day at Prosser Career Academy

American Federation of Teachers President Randi Weingarten joins President Lewis on a tour of the Northwest Side vocational school

President Lewis and Chicago Teachers Union President Karen Lewis at Prosser Career Academy.

President Lewis on a tour of the Northwest Side vocational school.

Kassandra Tsitsopoulos is the delegate at Prosser Career Academy.

Kassandra Tsitsopoulos

It was a great honor to host American Federation of Teachers President Randi Weingarten and Chicago Teachers Union President Karen Lewis at Prosser Career Academy on Thursday, Sept. 7. Weingarten is focusing on the importance of vocational education as part of her “Back to School” visits across the country.

Prosser has a rigorous Career and Technical Education (CTE) program that mixes technology and hands-on learning that includes the following career programs: Digital Media, Computer Gaming Concepts, Culinary Arts, Auto Tech, Auto Body, HVAC (Heating, Ventilation and Air Conditioning), Building and Construction, and Machine Technology. Students at Prosser take one period of shop during their sophomore year and two periods a day in their junior and senior years.

Weingarten’s trip to Prosser highlighted the importance of offering students a variety of options for their post-secondary lives. College is important, and as a school that offers International Baccalaureate (IB) and Advanced Placement classes, we are preparing students to take both IB and CTE classes. As much as our CTE program is thriving, there are issues that we addressed with President Weingarten and President Lewis. As our CTE teachers begin to retire or move on from Chicago Public Schools, filling their positions has become a challenge. In the last five years, Prosser has had four different HVAC teachers. We need trained professionals willing to leave the workforce and train the next generation of machinists, chefs and construction workers. We need to offer these professionals a competitive salary and benefits, which is a low priority for Mayor Rahm Emanuel’s handpicked, unelected Chicago Board of Education.

We’ve also been promised an update to the CTE wing of our building, but with the current fiscal instability in Illinois, these plans have been slowed to a halt. There is a slow revival in the support of career education, and we believe at Prosser that students should have a plethora of experience and skills when entering the post-secondary world—whether their path takes them to a university or to the workforce. Having a CTE education lets our students have a unique set of skills to excel and utilize in college and future careers. We are encouraged by the positive attention and press that President Weingarten and President Lewis brought to these critical programs.

Kassandra Tsitsopoulos

From left, teachers Marcia Durman and Erin Walsh, CTU President Karen Lewis, AFT President Randi Weingarten, delegate Kassandra Tsitsopoulos, teacher Lisa Lemoine and counselor Joanne Buckingham.

Maria Moreno

There are four vacancies on the CTU Executive Board:

1. One Elementary School Teacher Functional Vice-President
2. One High School Teacher Functional Vice-President
3. One PSRP Vision Screening and Audiometric/Audio-Visual Technicians, Speech/Language Pathology Paraprofessional, Bilingual Assistant or Hospital Licensed Practical/Health Service Nurse Functional Vice-President
4. One PSRP School Community Representative, Parent Advocate, Parent Advocate Bilingual or Community Relations Representatives I and II Functional Vice President.

All voting members of the functional groups of the House of Delegates will vote for one candidate for each vacant position, no matter how many vacancies there are. The procedure is as follows:

1. Nominations for vacancies shall be advertised on the CTU website, via email preceding the nomination meeting, in the Chicago Union Teacher and in the meeting notice bulletin for the month of the election.
2. Only those members of the House of Delegates who represent the functional group to be voted on may nominate, second nominations and vote. Only persons in the functional group may be nominated.
3. At the October, November and December House of Delegates meetings, citywide delegates will be asked to declare which functional group they will vote with—elementary or high school.
4. Nominations will be taken from the floor and seconded from the floor at either the October or the November House of Delegates meeting.
5. Voting shall take place at the December House of Delegates meeting following the nomination meeting.
6. Prior to the House of Delegates meeting where voting will take place, all eligible candidate names will be posted by functional group on the CTU website, listed in alphabetical order by last name.

7. Pre-printed ballots will be provided by the CTU Rules-Elections Committee. To prioritize the order, the Rules-Elections Committee will put names in a hat and list them in order of selection. Elected members of the CTU Executive Board may vote within their functional group. Non-voting members of the Executive Board may not vote, unless they are a delegate.
8. At the meeting where the voting is to take place, each nominee shall have the opportunity to speak for one minute in the order in which they appear on the ballot, if they so desire.
9. Delegates will be called to the voting area to pick up the ballots, have their badges checked and sign the voters’ signature list.
10. Voters will place cast ballots in boxes at the designated locations.
11. When voting is complete, Rules-Elections Committee members will count the ballots.
12. Up to two representatives per candidate may be present during the counting. The candidate may be one of the representatives.
13. CTU President Karen Lewis will announce the results by the end of the meeting.
14. If a candidate receives a majority (more than half) of the votes cast, that candidate will be seated in the vacant position. In the case that no candidate for a given position receives a majority of the votes cast, the position will remain vacant until a runoff election is held at the next House meeting. The runoff election will be between those candidates receiving the two highest vote totals in the initial election. Runoff ballots will list candidates in order of the number of votes received and beginning with the highest number of votes. In the case of a runoff, each remaining nominee will be given one minute to speak at the meeting where the runoff voting is to take place. The candidates will speak in the same order as they appear on the ballot.

The Rules-Elections committee requests that the voting take place as early in the meeting as possible.

Maria Moreno is the CTU Financial Secretary.

Chicago Union Teacher / October 2017

5
Our changing constitution

By MARIA MORENO

Since the 1930s, the Chicago Teachers Union constitution has served as a bulwark to protect our members and bolster our work. As a living document in changing times, it requires occasional revision. One change involves unification with charter school educators, who voted to merge with the CTU to strengthen our hand against common opponents, improve working conditions for all and fight collectively for the quality educations that our students deserve.

On Sept. 6, the CTU House of Delegates (HOD) approved a timeline and process for constitutional change for the calendar year. Those dates included September Executive Board meetings to review members’ proposals and invite member input. On Oct. 4, the Executive Board presented final, recommended constitutional changes to the HOD. Key dates are also coming up in the next two months.

While the proposed changes are not extensive, they are important and range from making sure that every school, small or large, gets a voting delegate to addressing language that is no longer valid or duplicative.

Ultimately, any changes to our constitution are subject to the democratic will of our members, so please review the timeline below and mark your calendars to vote on recommended changes in December.

- **Nov. 1:** House of Delegates votes on Executive Board constitutional change recommendations. CTU leadership will recommend the date of the vote to take place during the second week of December. The HOD will set the date for the constitutional change vote in the second week of December.
- **Dec. 13:** House of Delegates finalizes details of the constitutional change vote.

Discussion of Dec. 13 CTU membership votes on the constitutional change recommendations.

Maria Moreno is the CTU’s Financial Secretary.

Making the ‘unseen’ visible: Tackling trauma in schools

CPS has cut the resources that our students and staff need to tackle trauma. It’s time for that to change.

By THE CTU EDUCATION POLICY DEPARTMENT

Trauma is a dominant issue in our school communities, and one that can range from healing from the death of a student to supporting a child whose parent has been deported. Trauma puts an enormous responsibility on educators to serve as healers for our school communities, and demands adequate resources from the top administrators who run Chicago Public Schools.

Adequately resourced schools provide students and educators with comprehensive systems of trauma support—from clinical services to classroom interventions—all built on a platform of comprehensive socio-economic learning. Yet CPS, which typically touts its superficial concern about the issue of trauma, has actually cut rather than provided the real resources that our students and staff need to tackle trauma within the school environment.

A majority of our students live in neighborhoods characterized by the drivers of trauma: high levels of poverty and unemployment, lack of affordable housing, neighborhood instability, and the violence and social discord that is driven by these conditions. The failure to address trauma in our schools can lead to lifelong learning deficits and undermine students’ well-being—outcomes that can be mitigated with adequate staffing and real resources for students and educators.

Yet CPS provides barely 20 percent of the social workers recommended by the National Association of Social Workers. Psychologists, school nurses and counselors are in desperately short supply as well, and always on the chopping block when CPS is looking for ways to cut costs. At the same time, class sizes in Chicago are among the highest in the state, thwarting educators’ abilities to provide students with the attention and aid they need to address trauma.

We need to challenge—and change—this chronic lack of resources. We can support this goal by helping members of our school communities understand the drivers and consequences of unaddressed trauma, and encouraging them to support meaningful steps to address these needs.

“Unseen: Students’ Traumatic Experiences” is a short report by the CTU’s education policy team that gives readers a quick snapshot of what trauma looks like in our school communities and how effective programs to address trauma should work in our schools. It’s built on hard data, measurable outcomes and effective programs in other parts of the nation that we can use right here in Chicago.

Please read and share this report with parents, community residents, allies and public officials. Use it as a tool to jumpstart discussions in your schools and your communities about bringing truly adequate resources to the table and building a just and sustainable city grounded in the value of each of our students and all of our neighborhoods.

The “Unseen: Students’ Traumatic Experiences” report can be found on the CTU website at http://www.ctunet.com/unseen.

A powerful victory in the struggle for healthy, clean and well-maintained schools

By THE CTU COMMUNICATIONS DEPARTMENT

The Chicago Teachers Union has vigorously opposed the privatization of janitorial services in Chicago Public Schools, and has recently won the right to arbitrate these horrendous conditions. Mayor Rahm Emanuel’s handpicked Chicago Board of Education had fought our ability to even do that, and on Sept. 15, in a unanimous decision, the Illinois Education Labor Relations Board gave the CTU the green light to enforce our contract through arbitration regarding the cleanliness—or lack thereof—in our schools.

CTU members have been ringing the alarm about school cleanliness issues since CPS started privatizing engineering and janitorial services in 2014. The district’s privatization schemes have poured hundreds of millions of public dollars into the corporate coffers of companies like Aramark and Sodexo. At the same time, wages for janitors and engineers have been slashed while their workloads have increased exponentially.

The results were filthy classrooms; failing heating, ventilation and air conditioning (HVAC) systems and sweltering heat or bitter cold in schools; rodents and other vermin; teachers using their own cleaning supplies to keep classrooms and shared spaces hygienic and suitable for students and staff; and overall, chronic neglect of the spaces in which our students are supposed to learn and thrive.

This powerful legal victory at last opens the door to improving school cleanliness across CPS and gives us the right to use arbitration to win our demands. Arbitration is one of the most powerful tools we have to force CPS to honor our contract and provide decent learning conditions for our students.

We cannot stop pushing specific, enforceable demands to improve school cleanliness overall and in individual buildings, so it is critical that members and delegates continue to provide our grievance department with information about conditions on the ground.

We’ve won, however, the argument in the legal framework to force the Board to do what’s right, and ensure that every one of our members and their students has access to clean classrooms, safe buildings and a learning environment that recognizes their worth.

We the CTU
Fighting back against evaluation bias

It is essential that individual schools closely monitor REACH scores at a school-wide level, particularly when there is a change in administration or evaluators.

By KEVIN HOUGH

When REACH was introduced in 2012-2013, school administrators encouraged teachers to focus on best practices. However, as the year progressed, it became increasingly obvious that Diego’s teachers were teaching the same lessons as before, with little regard for best practices. Members brought their concerns to the Chicago Teachers Union and publicly advocated for a new principal at Board of Education and Local School Council (LSC) meetings. While Gonzalez never displayed overt forms of retaliation, a collective view of the 2014-2015 REACH ratings for Diego’s teaching staff told a different story.

In 2014-2015, approximately 80 percent of CPS teachers received a rating of “Proficient” or “Excellent,” with 18 percent receiving “Developing” ratings. These statistics were true for Diego’s teachers as well. At the end of that year, however, Diego’s Proficient- and Excellent-rated teachers decreased to 40 percent and Developing-rated teachers increased to 33 percent. One teacher reported receiving ratings of all 3s and two 2s in 2013-2014, but received sixteen 3s and seven 2s during two observations the next year. Another received seven 4s and seventeen 3s in 2013-2014, but then received three 3s, seven 4s, and one 5 in 2014-2015.

Especially revealing were the cases of two teachers who taught first semester at Diego, but transferred to different schools during second semester. The first received one observation at Diego, receiving mostly 2s, before transferring to a top-performing school, where the teacher received all 3s and 4s. The second teacher also received one observation at Diego, receiving nine 2s and six 3s, before transferring to a school on the North Side. The teacher received one 4, thirty-two 3s and only two 2s over three additional observations. Unfortunately for these teachers, their one observation at Diego decreased their scores to the Developing range and they were placed on professional development plans with an annual rating cycle. The Union consequently filed a grievance on behalf of Diego’s delegate and 19 other colleagues collectively presenting evidence of each grievant’s involvement in advocating for a change in administration and receipt of miscalibrated observation scores.

Meanwhile, in Rogers Park, teachers at Jordan Elementary School experienced their own 2014-2015 REACH abnormalities issued by an interim principal. During the 2012-2013 school year, long time Jordan principal Maurice Harvey retired, and new principal Rey Ahmed resigned abruptly at the start of the 2013-2014 year. After a year of interim principals, the 2014-2015 school year began with another interim principal, Ashley Peterson, and it was quickly understood that Peterson intended to apply for the principal contract as she was assigned by the network chief to the Developing range and she was placed on professional development plans with an annual rating cycle. The Union represented grievants from both Jordan and Diego settlement offers which rescinded the ratings for 2014-2015 and replaced them with an “Inability to Rate” defaulting most to Proficient. One member who was laid off of seniority due to the flawed rating was granted restoration of all benefit days and placement in the Resigned Teacher Pool.

These two cases are an example of the necessity for individual schools to closely monitor REACH scores at a school-wide level, particularly when there is a change in administration or evaluators. Every Delegate and Professional Problems Committee should encourage members to share REACH observation scores to track variances. Some may be as simple as observing that scores from one evaluator are regularly lower than another evaluator. Or as in the case of Diego and Jordan, scores fell directly after members engaged in advocacy which administration determined to be hostile.

Many of our members have heard administrators eagerly proclaim that if you are working in a low-performing school, it is impossible for the school to have high professional practice scores. Such a conclusion is ignorant and unsubstantiated by research. If you believe your evaluators are affected by this bias, contact your CTU organizer or field representative to discuss strategies to confront this false conclusion. Also contact your field representative if you need assistance establishing a school-wide system for tracking rating scores.

Kevin Hough is a CTU teacher field representative.
We are one

A CTU-charter union merger will prepare us to fight for a more equitable future for our students.

By CHRIS BAEHREN

ike most teachers in charter school jobs in the nation, I continually received job offers from other networks. I quickly came to care deeply about the students and the staff, and that is why I have stayed. I immediately saw, however, that our school faced challenges I never knew schools could face. Every teacher had been fired at the end of the previous year. There were no textbooks or computers available for class use, and the internet and copier were often out of order. Although it was a long, tough fight, forming a union has helped my school, Latino Youth High School, improve dramatically on every measure, including student performance, school culture, working conditions, resources and technology.

While there are some corporate education reform advocates on the management track, few actually teach in charter schools. This is because we see ourselves first and foremost as teachers and staff serving the public—as public educators. Whether you consider charter schools public schools or not, we certainly consider ourselves public servants, serving the same public that Chicago Teachers Union members serve. In this fundamental relationship with the community, Chicago Alliance of Charter Teachers and Staff (ChiACTS) and CTU members are already united. Many of our members have criticisms of the charter model of school governance as our schools have now also become victims of charter proliferation. Last year, the majority of ChiACTS schools experienced enrollment declines, budget cuts and multiple rounds of layoffs as the authorization of new charters cannibalized existing charter and district schools.

At the American Federation of Teachers (AFT) convention in 2012, ChiACTS called on our national union to support a moratorium on new charters, turnarounds and school closures. All of the other AFT charter locals joined ChiACTS at the 2014 AFT convention, successfully calling on the AFT to adopt as preferred language the phrase “teacher and staff at charter” instead of “charter teacher,” affirming our identity as public servants—not corporate representatives.

ChiACTS and CTU members share the same challenges: unstable school funding, austerity budgets, anti-union politicians and professional problems that look the same in any under-resourced school. Many of our schools endure three unelected school boards: Mayor Rahm Emanuel’s handpicked Chicago Board of Education, the charter holder and a charter management organization, to which school administration is outsourced in many cases.

We know that unions are important because workers deserve a fair share of the fruits of their labor. But no one ever came to ChiACTS asking to form a union because they wanted a wage increase—as much as they may have needed one. Teachers form unions to do more for their students. In this sense, educators share a dual commitment to unionism—a commitment to our work and a commitment to our students. So I am optimistic that both ChiACTS and the CTU will together lead (and win) the fight for a more equitable future, even as labor faces growing challenges from Emanuel, Gov. Bruce Rauner, President Donald Trump and potentially, the U.S. Supreme Court.

Last year, ChiACTS had major contract wins at three networks—UNO Charter School Network (formerly UNO), ASPIRA and Passages—winning increased wages and benefits, dramatic reductions in non-student-attendance days and more voice in school policies. In each case, our membership voted overwhelmingly to authorize a strike and were ready to walk at midnight when the bosses caved. Without our CTU field reps and the support of CTU staff and members, we wouldn’t have won anything close to what we have.

Yet working in a charter is still like being in a second-tier profession. While our first and subsequent contracts have raised standards and benefits, we are still far from the gains that CTU members have won. We realize that we need greater collective power to win greater rights and benefits, so we have lined up nine of our ten contracts to be negotiated this year. Our goal is to maximize our collective power in order to dramatically raise standards for our profession and hold our administrations accountable to do the right thing by our students.

Since charters receive the same funding as district schools, we need the same level of resources in our classrooms, including educator salaries. Even as taxpayers, we all need to demand that our tax dollars reach the classroom and do not end up lining administrator pockets. Former unions, demanding strong contracts and removing for-profit ideologies is the only way to do this, and it is the best way to stop charter proliferation.

Nowhere else in the country have unions at charters grown as quickly and as large as ChiACTS, and our pace is set to accelerate. Last year, teachers at the 18-campus Noble Network went public with their demand for a union as the Union of Noble Educators (UNE). When this campaign succeeds, ChiACTS will grow from 25 percent of CPS charter schools to 40 percent. These brave educators are committed to using their collective power to effectuate racial, social, economic and gender justice in their schools and in their students’ lives.

Last June, ChiACTS held a referendum and five out of every six of our members voted to unify with the CTU. As our members overwhelmingly affirmed, unification is an opportunity for ChiACTS to build upon what we already love in our union and magnify our power to win great contracts and score political wins for the families we serve.

Your fight and our fight are the same. We demand well-funded, democratic schools in which those who know the students—parents and teachers—have a say in their education. That only happens when teachers have a fighting, member-driven union and parents have voice on an elected school board and Local School Council.

Most importantly, our values and our vision are the same. What motivates us to teach also drives our union activity. We know our students, with the right supports and opportunities, are capable of doing great things. We are committed to all of them realizing their best, which also means changing a world rife with social, economic and racial injustice. Our collective power is the means by which we fight for the better world our students deserve.

Chris Baehrend is the president of the Chicago Alliance of Charter Teachers and Staff.
Unification would mean that Chicago Teachers Union members and ChiACTS members both vote to become one merged union. Neither CTU nor ChiACTS contracts would change with their employers, but ChiACTS would continue as a division within the CTU.

A merged union would also mean that both unionized CTU members and unionized charter school members would all be members of the same union—CTU Local 1—even though we have different contracts.

**Why are we even discussing unification?**

Unifying would support the growth of unions in every charter school in Chicago and build up the level of benefits in charter union contracts to match, then help raise, the level of benefits in the CTU contract, which sets the standard for the city.

A merged union would also allow us to use our collective power politically as a movement to advance public education and benefit the students and working families we serve. For example, prior to the establishment of Richardson Elementary, a traditional, public school in the Midway area, the school had been slated to become a charter before we helped to organize a union in the UNO charter school network. Advocacy and efforts to organize unions in charter schools have slowed the momentum of privatization, and will help stop future school closings.

Additionally, the collective effort of both unions has inspired other non-union charter teachers and paraprofessionals to organize unions and even prepare for strikes. At Passages, UNO, ASPIRA and now Noble, educators are standing up for themselves and their classrooms, united, in greater numbers.

**How can unification happen?**

Eighty-four percent of ChiACTS members have already voted to join the CTU. Now it is the CTU’s turn to vote and decide whether or not to accept our brothers and sisters in the charter local into our union.

**Why now?**

There is more power in greater solidarity to organize new schools, raise the level of benefits in our contracts and win changes that benefit our students and our profession. Also, in an increasingly union-hostile and rapidly changing political environment, unification would mean the extra security needed to accomplish ambitious goals. We all need smaller class sizes, more investment in our classrooms and wraparound supports. We all benefit when we are not pitted against each other, but when we act on our shared interests.

**What would change for CTU members and ChiACTS members?**

Not much. ChiACTS would retain its internal council structure and its contract with each employer. ChiACTS would begin to elect representatives from its councils as representatives to the CTU’s House of Delegates and Executive Board. In the event that we unify, ChiACTS would still have separate contracts from those of us who work for Chicago Public Schools. State law prohibits our bargaining units—those who work for CPS and those who work for charter networks—from being under a single contract. State law does not, however, prohibit us from being in the same union.

**When could a ratification vote be taken?**

In October or November of the 2017-18 school year. If approved, would ChiACTS members vote for CTU officers? Yes. They would have the ability to vote for both officers and CTU Executive Board members, as well as run for those offices and positions in CTU elections in 2019 and beyond.

**How would this affect CTU financially?**

Full-time ChiACTS dues are currently $717 per year, and will rise in the coming months to better approximate the amount of dues that CTU members currently pay. CTU would see an increase in number of members and associated revenue.

I thought we were supposed to hate charter schools?

ChiACTS members are educators who care for the same population of young people as we do. Our policy criticisms of charter proliferation and models of school governance, privatization, lack of transparency, instability in our school system, school closings and turnarounds, union hostility, and decreasing union density in Chicago schools are shared by most ChiACTS members. Together, we can better fight any efforts to dismantle public education and pit unionized charter teachers against unionized district teachers.

The CTU and ChiACTS have done a lot of common policy, legislative and political work within the Illinois Federation of Teachers and the American Federation of Teachers, especially over the past six years. We are working together in campaigns to fight special education cuts and defend immigrant students, and our fates have often been tied together. In fact, the CTU has been a key partner, along with the IFT and AFT, in resourcing and helping to strategize unionization drives within charter schools throughout the last decade. Coming together in one union, like they have in New York and Los Angeles, would be the natural next step in our work on this effort.

A vote for unification would be a hugely significant act that allows all Chicago educators to speak with one voice and engage in a powerful form of solidarity to defend and advance our schools, public education and the needs of all the students and families we serve.

The CTU officers are President Karen Lewis, Vice President Jesse Sharkey, Recording Secretary Michael E.Brunson and Financial Secretary Maria Moreno.
A contract companion

What you need to know about your contract from a teacher's perspective

By KATHE MYERS

Every day, questions come up for which you need a quick answer. But as teachers, paraprofessionals and clinicians, we barely have time to go to the restroom, much less make a phone call or check a website! This handy-dandy pamphlet should answer your most common questions, saving you time and worry. The contract articles and best contact people are included for reference and further inquiry. (An asterisk denotes a change or new provision in the 2015-19 Agreement between the Chicago Teachers Union and the Chicago Board of Education.)

1-12 Professional Problems Committees (PPC) shall discuss school operations, contract issues and any new Board of Education instructional programs or initiatives.

4-9 Late Arrival or Early Departure: More than one-fourth and less than three-fourths is considered one half day, and three-fourths or more of the regular working day is considered a full day.

"5-10 Professional Development Activities: The PPLC (Professional Personnel Leadership Committee), or in its absence the PPC, shall develop and present recommendations to the principal and the Local School Council on professional development.

7-6 Supply Money: the Board shall reimburse teachers, counselors, clinicians and speech-language para-educators up to $250 for instructional supplies and materials, classroom library books and therapeutic materials purchased by them for student instruction and support. Principals and head administrators shall approve reimbursements in accordance with the procedures developed by Board, and paid by the end of the semester in which the receipts were submitted.

13-3 Activity Calendars: Each school shall develop a schedule of activities for the first five months, other than class field trips, no later than September 30 and for the second five months no later than February 1.

21-14 Individualized Education Program meetings: may be scheduled before, during or after school. 21-16 Principals may use Cadre substitute teachers to provide release time to special education teachers for the purpose of completing Individualized Education Programs.

25-2 Vacation and Holidays: Teachers and PRRPs on a 208-day academic calendar shall be scheduled for 190 work days (including 10 professional development days if applicable), 10 paid vacation days and eight paid holidays.

26-1 Personal Days: On July 1, the Board shall award active full-time employees three paid personal days for use during the fiscal year to attend to the employee's personal business (PB). Personal days unused upon separation from employment or on June 30 of each fiscal year shall be forfeited.

26-2 Prorated Days for New Employees: Employees who are staffed after Sept. 30 will have their PB days prorated for the first year.

26-3 Employees may use personal days on three successive days. There is no prohibition on use of PB days before or after a holiday.

27-4 Sick Days: Teachers shall report their anticipated absences to the substitute center as early as possible. Teachers shall also report their anticipated absences to the school no later than their reporting time. If the teachers cannot report because the telephone lines are busy or similar such occurrences, the teachers shall report as soon as possible. (Note: A doctor's note is not required until the employee has taken four consecutive sick days.)

27-5 Missed Preps: Whenever a teacher's duty-free professional preparation period is canceled, the principal shall schedule a make-up duty-free professional preparation period for that teacher by the end of the next academic quarter, or by the last day of teacher attendance that school year. If cancelled self-directed preparation periods are not made up in accordance with this Article, they shall be considered lost. The Board shall pay the teacher for the lost preparation period at his/her regular hourly rate.

32-1 Benefits: The Board shall provide the applicable coverage for teachers and other bargaining unit employees granted a leave for illness in the family which restricts the duration of said leave to five school months without extension. The Board shall provide the applicable coverage for teachers and other bargaining unit employees granted a Parental Leave of Absence for a maximum of five calendar months. The Board shall provide medical, prescription drug, mental health, dental and vision benefits, flexible spending accounts, life and personal accident insurance and a savings and retirement program.

36-11 Hourly Rate: Any bargaining unit employee in an after-school program in a non-instructional capacity shall be compensated at the rate of $8.39,90 for the 2017-2018 school year. Any bargaining unit employee employed in an after-school program in an instructional capacity shall be compensated at the rate of $44.46 for the 2017-2018 school year.

36-14 Over Average Salary Makeup: The Board shall augment school budgets at those schools with higher-than-average teacher salaries. On March 1 of each year, the Board shall calculate the district-wide average cost of all staffed teacher positions that are funded with student-based budgeting (SBB) or its equivalent, and then calculate the average cost of staffed SBB teachers for each school. If this average cost at any school exceeds the district-wide average, the school will receive a teacher salary adjustment.

37-3 Sick Day Bank: Sick days awarded on and after July 1, 2012, that remain unused at the end of the fiscal year may be rolled over for future use up to a maximum of 40 days and may be used: as sick days or for purposes of leave under the Family and Medical Leave Act; to supplement the short-term disability pay in days 31 through 90 to reach 100 percent income during such period; or for pension service credit upon retirement. Sick days accumulated under this Section shall be utilized prior to sick days in the "retained sick day bank." Bar-
gaining unit employees shall retain any bank of unused sick days that the bargaining unit employee accumulated prior to July 1, 2012, in a "retained sick day bank." Employees may use days from their retained sick day bank for the purposes set forth in Article 37.6. Up to 25 sick days earned from Board employment prior to July 1, 2012, and left unused in the retained sick day bank at the employee's resignation, retirement or death shall be paid out at the employee's rate of pay at the time of the employee's separation.

37-6 Sick Day Donation: Employees may donate up to 10 sick days from their sick day banks to another employee who is suffering from a serious medical condition and who is on an approved leave of absence. An employee receiving a donation of sick days may not receive more than 45 days of sick leave and may only receive a donation once during his or her employment with the Board.

*39-2 Evaluation: Each teacher shall be evaluated annually or biennially as "excellent," "proficient," "developing" (state law equivalent is "need improvement") or "unsatisfactory" by a qualified evaluator in accordance with this Article and the teacher evaluation plan. Tenured teachers who are rated in the lower half of developing (a score of 210 to 250) in two consecutive rating periods shall be rated unsatisfactory by a qualified evaluator in accordance with this Article and the By-Laws using the members of the bargaining unit employees who are rated in the "need improvement" or "unsatisfactory" by a qualified evaluator in accordance with this Article and the By-Laws.

*39-3 Gradebook: Teachers shall determine the number, type, weighting and frequency of student assignments and tests or other assessments that are used to determine individual course grades.

40-4 Teaching Schedule: Where administratively possible, no teacher shall have more than three consecutive teaching periods.

40-8 Grade Level Change: In the event a teacher is programmed to teach a grade level or content area that he or she has not taught in the last four school years, upon request of the teacher, the principal shall explain why the change was made and work with the teacher to develop a relevant professional development plan.

"44-30 Lesson Planning: Principals and/or network administrators shall not require that teachers submit separate unit and lesson plans. Special education teachers who are working in a co-teaching setting or not providing direct instruction shall supplement the general education teacher's unit or lesson plan, and shall not be required to submit a separate unit or lesson plan.

"44-33 Gradebook: Teachers shall determine the number, type, weighting and frequency of student assignments and tests or other assessments that are used to determine individual course grades.

Hopefully, this will make your teaching life just a bit easier. If you have questions, contact your CTU field representative at www.ctunet.com/lookup.

Kathie Myers is a teacher at Richardson Elementary and former CTU delegate.
Corporate education reformers love to harp on the "education gap" between different racial groups as a cause for alarm, focusing on test scores and college graduation rates while blaming teachers for these outcomes. The Chicago Teachers Union, on the other hand, has been arguing that the issues our students and their families face are structural, but all of the people who would be interviewed by researchers claimed that they wanted to live in integrated communities, yet the gap widens significantly for Latinx (43 percent to 57 percent) and even more so for African-American residents (34 percent to 56 percent). African-American and Latinx householders are also significantly more likely to be buying homes and in mortgage lending (redlining) than for white and Latinx residents. People of color in Chicago tend to live in "food deserts," meaning they are more likely to have access to safe and affordable housing and transportation. White women have higher incidences of breast cancer, but a lower mortality rate than Black women. In five predominantly Black communities, more than 40 percent of women with breast cancer do not survive; the rate increases to more than 50 percent in three of those communities. Infant mortality is three times higher for African-American children than for white children. Low birth weight, which affects a person's life trajectory and health outcomes, affects African-American children the most due to the fact that Black mothers have the least access to pre-natal care. Lead exposure, which causes learning disabilities, is highest in Black communities. Today's problems are rooted in policies and the statistics are even worse for expulsion rates. The wage gap is wider today than it was in 1960, even controlling for education and experience, and this situation is specific to Chicago where racial economic disparities are worse than the rest of the country. Businesses owned by people of color are half as likely to get small business loans, and when they do, they receive a small amount. This greatly affects not only an individual family's potential for wealth accumulation, but all of the people who would be employed by that business and the community where the business would be located. Our city, our racial disparities

By SARAH ROTHSCHILD

Our city, our racial disparities

Celebrating our longest-serving CTU staff

One of the great strengths of our union is the abiding loyalty of our members, allies and employees. In September, the union celebrated the work of our three longest-serving staffers, Office Manager Lue Esther Jackson (42 years), Assistant to the Grievance Department Vera Lindsay (40 years) and IT Coordinator Debra Loch (41 years). Their dedication makes it possible for our union to open its doors each day, and we're grateful for their solidarity and commitment.
**Taking It to the Streets**

The 2017 Coalition of Labor Union Women convention brought together women involved in the labor movement from around the country to strategize about the particular challenges facing women workers throughout society.

By Lotty Blumenthal and Helen Ramirez-Odell

Nearly 500 women from at least 14 different unions convened in Detroit, Michigan, last month for the 19th Biennial Convention of the Coalition of Labor Union Women (CLUW).

With a convention theme of “Taking It to the Streets,” delegates rallied in downtown Detroit to raise the minimum wage for all workers. The keynote convention speaker was Hon. Nina Turner, president of Our Revolution, and U.S. Sen. Elizabeth Warren sent a video message. Some other speakers included Tefere Gebre, vice president of the AFL-CIO; and Carmen Berkley, managing director of the Planned Parenthood Action Fund.

Gregory Junemann, President of the International Federation of Professional & Technical Engineers, pointed out that Canada has refused to sign any treaty with the U.S. that has a so-called right-to-work clause. Saru Jayaram, managing director of the Planned Parenthood and teacher unionists!”

“Women shall rally, we shall sing and we shall overcome—together!”

CLUW was founded in Chicago in 1974 to address the needs of unionized working women, and to make unions more responsive to the needs of all women, especially the needs of minority women. CLUW’s four objectives are to organize non-union women; achieve affirmative action in the work place; promote political and legislative action by women in unions; and increase participation and leadership of women in unions.

CLUW is the national women’s organization within the labor movement. CLUW leads the way on issues that affect working women and families, including safe work environments, fair and equitable pay; fair trade; job security; women’s health and wellness; child and elder care benefits; national health care; and expansion of family and medical leave. CLUW welcomes men as well as women, and has a Chicago chapter headed by Katie Jordan, president of Workers United Retirees Association. National dues are $50. Retirees pay $10. For more information and to join National CLUW, go to www.cluw.org.

Elise Bryant of Communications Workers of America is the new CLUW national president. Convention delegates elected her to a four-year term on September 8.

“It is an honor and a privilege to serve the membership of CLUW as president,” Bryant said. “I am excited about taking on this work with a fabulous group of women who are smart, savvy, and dedicated trade unionists!"

Among the dynamic workshops offered on a variety of issues were “Ending Sexism and Building Union Power,” “Human Trafficking in the United States,” “Mentoring Matters,” “Spreading CLUW’s Legislative Agenda,” “Beyond Bias: How We Think, Talk and Act on Race and Difference,” “Breaking the Stereotype” and “Engaging Labor and Community Coalitions in Advancing Work and Family Issues.”

A plenary session included a special panel with young women on “Leading the Way into Our Future.” Forty resolutions were adopted on a variety of issues including voting rights, saving public education, health care for all, constitutional equality for women, establishing a postal bank, support for Planned Parenthood and teacher diversity at all levels of education.

CLUW Resolutions Co-Chair Helen Ramirez-Odell said this was double the number presented in previous conventions, and attributed this to the current government administration which “has awakened something fierce in women.” She is stepping down as an AFT representative to the CLUW National Executive Board after 25 years. Part-time CTU grievance writer Debby Pope was elected to be the new CLUW-NEB delegate at the AFT caucus meeting convened by Connie Cordovilla, associate director of the AFT Human Rights and Community Relations Department.

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National Board Certification

Recruitment is beginning for 2018–20 Nurturing Teacher Leadership National Board Certification candidate support cohort.

Attend the October 18 informational meeting.

Nurturing Teacher Leadership

The CPS/CTU’s two-year free professional development and candidate support program, prepares CPS teachers, counselors, and librarians for National Board Certification (NBC). If you will have completed at least three years of teaching in your certificate area by June 2018, you qualify to participate in National Board Certification and earn this advanced certification, the highest credential a teacher can achieve, as well as: advance on the CPS salary scale; fulfill your state re-licensure requirements; earn financial incentives including an annual stipend of more than $1,850; receive contractual and other leadership opportunities including first consideration for Consulting Teacher and Framework Specialist roles; qualify for a full scholarship; earn an optional Master’s Degree and/or graduate and CPS Lane Placement salary credits; attain the Illinois NBPTS Master Certification Endorsement in only two years.

Benefits

Nurturing Teacher Leadership boasts a 94% achievement rate, twice the national average. It includes: weekly professional development and small-group facilitation; collaboration with a cohort of other CPS teachers going through the NBC process; preparation for rigorous content knowledge Assessment Center exercises; individual coaching and mentoring by CPS National Board Certified Teachers; assistance with writing required for the National Board portfolio; seven-day Summer Institute (first two weeks in August 2018 and August 2019); 27 graduate credits/optional Master’s degree; 15 CPS lane placement credits; membership in the most highly regarded professional learning community; paid coaching roles upon National Board Certification; joining the ranks of more than 2,000 current CPS National Board Certified Teachers, including CTU President Karen GJ Lewis; and becoming a better teacher.

For more information or to register for the 2018–20 cohort recruitment meeting on October 18, visit CTUF.org/NTL. (Enrollment in the current year’s cohort is closed.)

Become a Google-Certified Educator

12 ISBE PD Hours

Come learn about Google apps, including the Chrome browser, Google Search, Classroom, Drive, Docs, Slides, Sheets, Forms, Calendar, Keep, Sites, Groups, Gmail, Hangouts, and YouTube. This series will build skills and experiences in Google apps. Learn about G Suite and prepare for the Google-Certified Educator (Level 1) exam.

Dates: November 2, 7, 9, 14, 5:00 pm–8:00 pm


14 ISBE PD Hours

This learning series will introduce K–12th grade teachers to the vision and mission of the Next Generation Science Standards (NGSS). Participants will learn how to traverse the NGSS and apply them to their teaching context. This four-session learning series will assist teachers with making changes in their practice to address conceptual shifts and the many aspects of what students are expected to learn and be able to do in science class that have changed in these standards.

Learning Series dates: October 16, 18, 23, 25, 5:00 pm–8:30 pm

Utilizing CPS Online Tools and Resources

3.5 ISBE PD Hours

This series provides CPS teachers and PSRPs with tools and resources to navigate CPS’ online SOAR library system and the Chicago Public Libraries’ online resource center. There will be two sessions offered on the same information.

Date: November 6, 5:00 pm–8:30 pm

Creating Affirming Learning Environments for LGBTQ+ Students

10.5 ISBE PD Hours for the entire workshop series.

This three-session PD series supports Pre-K–12th grade teachers and school support staff in developing an understanding of lesbian, gay, bisexual, transgender, questioning, and queer identities and how to create positive and affirming learning environments for all students by centering the needs of LGBTQ+ students. Participants learn terminology; examine statistics about current school climates for LGBTQ+ students; use discussion to develop an understanding of best practices for supporting LGBTQ+ students; begin lesson planning for the inclusion of LGBTQ+ themes across curricular areas; and understand the professional responsibility of educators to create affirming environments for all students to access their education.

Workshop series dates: October 23–25, 5:00 pm–8:30 p.m.

Restorative Practices: Learning Intensive

10.5 ISBE PD Hours

This three-session Learning Intensive is designed to support K–12th grade teachers and school support staff in creating a positive learning environment by developing healthy and nurturing relationships with their students. Participants will analyze videos, articles, and their own and each other’s teaching to determine why and how to integrate specific restorative practices such as reflective bell ringers, check ins/check outs, and mediation into their practice. During this Learning Intensive, attendees will engage in practices of restoration: classroom community building; talking circles; restorative conversations; peer conferences; and conflict, healing, and re-entry circles. This Learning Intensive will support teachers and school support staff in cultivating their classroom cultures and honing classroom management skills.

Learning Intensive Dates: October 17, 18, 19, 5:00 pm–8:30 pm

Bilingual/English as a Second Language Endorsement Cohort

Six-course cohort begins October 23

The six-course hybrid format program meets:

Fall 2017 | October 23–December 15 | READ 468 (online)

Spring 2018 | January 29–April 23 | READ 473 (online) & READ 474 (face-to-face at Chicago High School—January 30–May 7, 4:00 – 6:30)

Summer 2018 | May-Aug. | READ 458 & 476 (online) and READ 475 (face-to-face at Chicago High School)

Tuition 50% reduction.

The tuition cost for each course is $8,090. Complete this form to apply for a 50% reduction in tuition from the CPS Office of Language and Cultural Education.http://tinyurl.com/yt7q6zw.

Graduate credits earned for these courses can be applied toward CPS Lane Placement Credit and Regionally MA degrees in Reading, Teaching and Learning or Second Language Special Education.

For more information and to apply for admission, go to: http://tinyurl.com/RU-BIL-ESL or contact Laura Lag at 312-853-4753 or LLag@roosevelt.edu.

Additional cohorts open January 2018.

GO TO THE QUEST CENTER WEBSITE FOR PRICING OPTIONS AND TO REGISTER.
TEACHERS FOR SOCIAL JUSTICE
presents
16th Teaching for Social Justice Curriculum Fair
Co-sponsor: Rethinking Schools

OUR POWER IS DANGEROUS:
Teaching - Learning - Organizing in This Moment

Saturday, November 18, 2017
10:00AM - 4:00PM
North Grand High School
4338 W Wabansia Ave, Chicago, IL

Registration & Info: teachersforjustice.org
resources, curriculum, workshops, culture
#TSJCF17

Childcare - Service-Learning hours are available - Spanish & ASL Translation (keynote)

Artwork Donated. Poster design by Chicago ACT Collective