



CRITIQUE



The Official Publication of the Cleveland Teachers Union

VOL. XL, NUMBER ONE

FEBRUARY 2007

Negotiations

CSU, CMSD Aim for New Contract by June 2007



Union and District Negotiating Teams meet Mondays through Thursdays at the law offices of Squire, Sanders and Dempsey, using the Compressed Interest-Based Bargaining process to craft a new contract that supports teaching and learning.

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January 29, 2007 was The Day, the date negotiations discussions formally began at the law offices of Squire, Sanders and Dempsey in downtown Cleveland. CMSD and CTU negotiators, with help from Federal Mediators Jack Buettner and Mike Franczak, will meet every Monday through Thursday from 8:00 a.m. until afternoon or evening, or later as needed. Fridays will be a "debriefing" day for both teams.

Even the three February "snow days" when schools were closed due to extremely cold temperatures were work days for the members of the two Negotiating Teams, who continued to meet at the regularly scheduled times.

CTU's Negotiating Team consists of ten members: Mary Lou Prescott, Director of Negotiations and 3rd Vice President, Senior High and Special Schools; Joanne DeMarco, CTU President; MaryAnn Fredrick,

1st Vice President; David Quolke, 2nd Vice President; Sandra Green, 3rd Vice President, Elementary; Kurt Richards, 3rd Vice President, Middle Schools; Beverly Smith, Elementary Member-at-Large; Michelle Rzcudlo-Rupright, Secretary; Cherylane Jones-Williams, Paraprofessional Chapter Chair; and Susanah Muskovitz, CTU's attorney.

The CMSD Team consists of Craig Cotner, Chief Academic Officer; Cindy Kline, Deputy Chief

of State, Federal, Foundation and Special Education Programming; Gayle Stephens, Supervisor of Literacy, Secondary Education; and James Larson-Shidler, Deputy Chief Financial Officer.

New Bargaining Process Used

Negotiators will be using a bargaining approach called Compressed Interest-Based Bargaining (CIBB), recommended by Mediator Jack Buettner. This is different from traditional bargaining, but Mr. Buettner felt this was "the right time" for both sides to try the new method. Both Negotiating Teams and several possible Resource Persons (people from both the CTU

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Health Care Issues Dominate

by David Quolke
Director of Political Action

As the CTU and CMSD begin negotiations, health care benefits remain a top priority. Health care and its related costs, in fact, are major issues across America, for workers and employers, poor and middle class, young Americans, baby boomers, retired and elderly alike — the health care crisis in our country is affecting all Americans in some way.

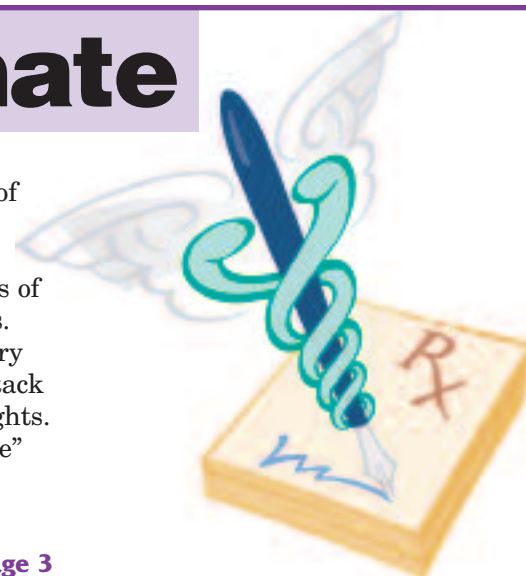
Good News about Mandatory Statewide Health Plan for School Employees

Last year in Ohio's legislature,

House Bill 66 (the state's two-year budget bill) included, as a way to control the cost of Ohio's public education system, a newly-established

School Employees Health Care Board, which was given the job of establishing a mandatory statewide pool for health insurance for teachers and other employees of the state's public school districts. Educators opposed the mandatory plan, and rightfully so, as an attack on their collective bargaining rights. The "Hands Off Our Health Care" campaign began, and legislators heard from their unhappy con-

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THUMBS UP, THUMBS DOWN



THUMBS UP to both the **CTU and CMSD Negotiating Teams**, who have the monumental task of crafting a new contract that supports educational success for Cleveland students, while appropriately and adequately recognizing and rewarding the educational professionals represented by the CTU.



THUMBS UP ALSO to **Federal Mediators Jack Buettner and Mike Franczak**, whose efforts in the Compressed Interest-Based Bargaining process will hopefully lead not just to a successful negotiations, but to an ongoing spirit of cooperation and collaboration between labor and management, whose main beneficiaries will be the children of Cleveland.



THUMBS DOWN to those principals who still believe, misguidedly, that “keeping a lid on” disruptive students by not reporting all student assaults, and not dealing seriously with them regardless of the student’s age, is the way to help the image of discipline in their buildings. This inaction undermines the whole educational process, and costs principals the trust and confidence of the staff and students who are there for teaching and learning. School staffs, the community, local politicians, serious students and their families are calling for an end to this practice. It’s time to make every school serious about safety and discipline.



THUMBS UP to **Michael Kulcsar**, CTU Treasurer and Bargaining Unit Director, who has been handling your phone calls to the CTU office while most of the staff and officers are at negotiations. Keep up

the good work, Michael, and just in case, his extension is 224.



THUMBS DOWN to the **continuing need for textbooks and teacher editions** in some of our schools. There are still teachers requesting enough books for their classes, and teachers’ editions for themselves. This is a continuing need that must be addressed if we are to become a premier school district.



THUMBS UP to the **ongoing callbacks** of laid-off CTU members, and the continuously shrinking Recall List. Many of our 1,400 laid-off members have been recalled, although we still have names on the list, especially in English, Social Studies, Career Tech, and Social Workers.



THUMBS UP to the CMSD financial experts who found the calculations error resulting in an overpayment to STRS. When corrected, it resulted in an additional \$6,000,000 for CMSD. You get an A+ in your math calculations!



THUMBS DOWN to the principal (we won’t name names this time) who tried to use student benchmark assessment results as part of the teacher evaluations in that school, and to any principal who used the 3-Minute Walk-Throughs as part of evaluations. There is a clearly-defined process for teacher evaluations in our contract. And thank you to the CTU members who alerted us to these contractual issues, and the downtown administrators who set the record straight and honored the contract on these issues.



THUMBS UP to **the District** for providing CTU building chairs with the blue customer service cards. At the November Delegate Assembly, Dr. Sanders was asked why only principals received those cards. In response, he sent hundreds to the CTU office, who forwarded them to CTU chairs. If you have a customer service comment, you can get a card from your building chair, not just from the principal.



THUMBS UP to the newly opened CMSD charter school, **Promise Academy**. By creating a school to serve the needs of a specific student population, CMSD and CTU have collaboratively begun to address the charter school problem in Cleveland. If we can’t beat them, we’ll join them — and then beat them at their own game by providing better educational services for these students.



THUMBS UP to **Cherylane Jones-Williams** and **Sandra Bennett**, Paraprofessional Chapter Chair and Assistant Chair, and the CMSD administrators who work with the paras, for their continuing efforts to get all CMSD paras Highly Qualified. This NCLB requirement has placed extra hoops for paras to jump through to keep their jobs, but thanks to Cherylane and Sandra, with the cooperation of the CTU and CMSD, they have been successful. Only a handful of the 700+ paras never achieved HQ status, but the CTU and CMSD provided dozens of opportunities and extra assistance. And there is a current grievance awaiting resolution, regarding CMSD’s interpretation of NCLB’s HQ requirement for paras.

ER&D Classes for New CMSD Teachers

by **Mark Baumgartner**
ER&D Coordinator

CMSD and the CTU are once again offering Educational Research and Dissemination



Mark Baumgartner

(ER&D) classes for entry-year teachers. As stated in the agreement between the District and the CTU, all entry-year teachers must take ten hours of District professional development and ten hours of ER&D. The trainers for ER&D are CTU members who have gone through extensive training on the latest research in effective teaching. Once their training is finished, they are able to train teachers in the Cleveland schools.

Last spring, the CTU trained over 400 teachers in effective teaching methods through ER&D. Although this training is for entry-year teachers only, the district is planning on providing paid training in ER&D for all members who would like it.

On another note, the Cleveland ER&D program is expanding. Four CTU members who were trained in “Making Data Work for You” in October have been sent for

additional training at the national level. The AFT is starting this new class because of the great amount of data that teachers are asked to digest and use.

President Joanne DeMarco has

been an advocate of the ER&D program and is looking to constantly expand quality, research-based professional development that would best serve the members of the CTU and the students of the Cleveland schools.

Check Your License Status Online

The ODE website lets you check your license status and history online. Go to www.ode.state.oh.us and click on the SAFE Account Sign In menu at the bottom of the left side menu. Follow the prompts to set up your account.

Once you have an account, sign in and select ODE.CORE Educator Profile from the applications list on the home page.

For more information, send your questions to educator.license@ode.state.oh.us.



Health Care Issues Dominate Negotiations

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stituents in public education. Thankfully, the November 2006 elections brought new leadership to Ohio, and hopefully will result in changes to the mandatory proposed plan.

The board's first order of business was to reject a previously existing consulting contract; the consultant was supposed to be hired by the board, but had been hired by another state agency before the board members had even been named.

The board delivered its final report January 31, 2007, as required by law. OFT spokesperson Lisa Zellner said the report was "a year and a half after and miles away from the original intent of HB 66."

The final report rejects mandatory pooling of any kind with strong language in support of preserving collective bargaining, a complete reversal of the intent of the language of HB 66, and the direct result of the board's research and study of union-management willingness to seek ways to improve health care in a collaborative way.

"This is all clearly a victory [for teacher unions] and a direct result of our member mobilization and persistence in this effort," said Zellner, citing the thousands of postcards, emails, letters and phone calls from Union members to state legislators.

Instead, the final report includes recommendations for improving procurement processes and cost containment by setting "best practice standards," goals that each district's plan would strive for to improve

STRS Hopes to Guarantee Health Care Funds

In another area of health care, STRS is trying to provide guaranteed funds for retirees' health care.

"This is all clearly a victory [for teacher unions] and a direct result of our member mobilization and persistence in this effort."

— OFT SPOKESPERSON LISA ZELLNER

efficiency. Some specifics include requiring transparency from brokers, and focusing on wellness programs to improve overall health and reduce costs.

The OFT and CTU strongly support the final recommendations of the Health Care Board, but the next step is up to the state legislature. Those lawmakers who wanted to take away our rights to collectively bargain for our health care will probably not be as pleased with the board's recommendations as we are. We need to continue to be vocal and active on this issue. This time, we want to encourage lawmakers to support the board's recommendations, which have been painstakingly researched and studied.

Stay tuned for news on what action the legislature takes with the final report.

In the past, STRS has provided health insurance benefits for retired teachers, but this was not a guaranteed retiree benefit. As health care costs have skyrocketed, the retirement system has not been financially able to provide the same level of benefits to its retirees.

STRS is not alone in this situation. The high (and rising) costs of health care have caused significant problems for most retirement and pension systems in all employment areas.

STRS wants to be proactive in providing some guaranteed funds for its retirees' health care. A proposal is currently being discussed that would add 5% over five years, to be used only for retirees' health care benefits. The 5% increase in STRS payments would be phased in over 5 years, at 1% per year, with the employer and employee each

paying an additional .5% per year for five years. This change in STRS would require action and approval of the state legislature.

This plan offers an opportunity for STRS members to be proactive in providing for their future health care needs in retirement. It will also provide a dignified, more financially secure retirement for current retirees, who are now watching their monthly pensions be consumed by rising health care costs they could not have anticipated.

You will be hearing more discussion about this critical topic. Until America as a nation does something to help curb the rise of



health care costs, we must plan ahead for ourselves and our families.

3-Minute Walk-Throughs Defined

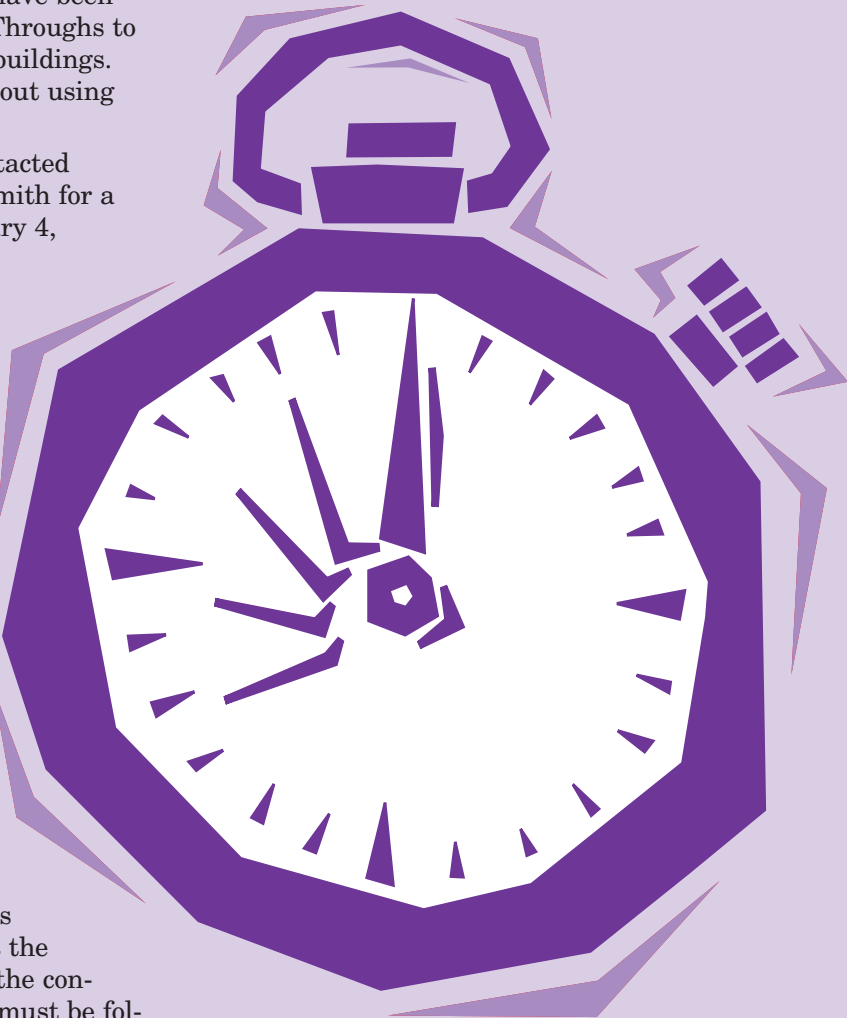
by Fred Bickerstaff

Principals and administrators have been instructed to use 3-Minute Walk-Throughs to help improve instruction in their buildings. However, some questions arose about using these for evaluation purposes.

President Joanne DeMarco contacted CMSD Chief of Staff Pamela E. Smith for a clarification. According to a January 4, 2007 memo, Ms. Smith said the Walk-Throughs are "brief, focused visits to classrooms for purposes of observing instruction." They are to "inform the principal of the instruction and curriculum being taught, to develop a common language, to establish consistent expectations, to promote dialogue about best practices, and to share feedback."

Ms. Smith said that the visits are supposed to show the principal's commitment to teachers and students, and to reaching continuous improvement.

She clearly stated that the visits are **not to be used for evaluation purposes**. If your principal uses these walk-throughs for evaluation purposes, please let the CTU know. There is a process in the contract for teacher evaluations that must be followed. Anything else is a violation of the contract.



One More Time: IPDP's and Continuing Contracts

by Mary Lou Prescott

Just in case you haven't heard it enough times, be sure you have an updated IPDP when you take any classes that you plan to use for your license. All classes that will count for licensing must be pre-approved as part of your approved Individual Professional Development Plan (IPDP). If the classes are not part of an approved IPDP, you may be taking them just for fun and not for credit towards your licensing requirements. Don't be caught in this position. You can access your IPDP and update it online. Save yourself a lot of problems and headaches; update your IPDP early. Don't wait until the last minute, and don't be caught with classes you have taken that won't count towards your license.

On another important topic, anyone who qualifies for a Continuing Contract (tenure) is urged to apply. The deadline is March 1, and continuing contract status begins the next school year (2007-8). If you meet all the other requirements but your principal refuses to sign off, submit the application anyway. The CTU is currently in arbitration over this issue. Although we are not expecting layoffs, continuing contract status is a kind of job security. It is well worth your time to apply, if you qualify.



NEGOTIATIONS: CTU, CMS

■ continued from page 1

and administration who may be called for additional information during the negotiating process) have been trained in CIBB.

In Interest-Based Bargaining, negotiators 1) start with an issue or problem — the what; 2) determine the interests that underlie the problem (concerns, needs, desires, fears) — the why; 3) formulate options to solve the problem — the how; 4) evaluate the options using a 3-step “FBA” factor analysis: is it feasible, beneficial, and acceptable; and 5) arrive at possible solutions: the options that met the FBA test.

In CIBB, issues are limited to a specific number, about 10-15. Issues are exchanged in the form of realistic proposals along with the interests/rationale regarding the proposals. Team members meet to clarify the proposals, determine what additional information is needed, and assign individuals from both teams to jointly get the necessary information; this makes the information more reliable to both sides since both sides obtained the information, not just one team. Bargaining occurs within an established time frame.

With regard to salary, proposals are not initially presented. Instead, there is a general discussion about financial information and the interests of both sides. Concept propos-

als are shared by the teams after the discussion.

CIBB is consensus-based, time-efficient, minimizes the number of issues to essential problems (no giveaways or horse-trading), and includes rationale as well as proposals. Its success requires willingness, desire, commitment and certain behavioral expectations of the

Mediator Franczak answered those questions in the CIBB training, and the reasons are why Mediator Buettner recommended CTU and CMSD try this method for these negotiations. First, CIBB allows for more creative solutions that benefit the whole organization, labor and management. Second, CIBB provides more durable solu-

mutually important issues and problems.

Communication Is Key

Along with the bargaining strategies and steps, the CIBB training included skills which will help the CTU and CMSD leaders in their working relationship after negotiations as well. The training included

During the training, participants were asked to rate what percentage of a total of 100% of our communication is a) words alone; b) voice, tone and inflection; and c) body language such as facial expression, body posture and gestures. The totals are at the end of the article, and will probably surprise you!

team members.

The Federal Mediators who trained the team members explained that there will, of course, be conflict in this process. The question becomes, how is it managed in this bargaining method? That is a critical difference from traditional bargaining.

Why Use CIBB?

Why bother to use this new method, you may ask. We used traditional bargaining in the past and got decent contracts before. What are the benefits that would make us use CIBB?

tions to problems, since there is more input into the solutions from both sides, and usually better language that will make implementing the new contract easier.

Third, it creates improved working relationships between the parties. The exercise of joint problem-solving enhances the working relationship between labor and management, and builds respect and trust between the parties which carries over to the labor-management relationship after negotiations. Fourth, it expedites resolution of issues; it does not waste a lot of time on throw-away issues, but gets right to

communications exercises, including recognizing communication barriers; determining interests versus positions regarding issues; consensus decision-making; and listening skills.

During the training, participants were asked to rate what percentage of a total of 100% of our communication is a) words alone; b) voice, tone and inflection; and c) body language such as facial expression, body posture and gestures. The totals are at the end of the article, and will probably surprise you!

Listening is extremely important in this type of negotiations. Mediator Franczak explained that people associate listening with respect, so it is very powerful. He gave trainees a tip for dealing with conflict: when things get loud, CALM the conflict: Concentrate And Listen More. He also taught trainees about the communication barrier, “You don’t know JACK (Judgmental, Assumptions, Criticize, Know-it-all).” The goal of communication is not just saying the words; it is creating true understanding.

Many Issues in Common

Before January 29, the teams met to exchange their lists of priority issues, and found that they had about a dozen issues in common on their lists. At the January 18 Delegate Assembly, President DeMarco named some of the common issues. They were: duration of contract; salary and compensation



CMSD Negotiators Gayle Stephens, Cindy Kline and Craig Cotner discuss issues with members of CTU’s Team.

BARGAINING APPROACHES

Traditional CIBB

- | | |
|---------------------------------------|--|
| Start with positions 🖱 | 🖱 Start with limited number of realistic proposals |
| Withhold information and strategies 🖱 | 🖱 Disclose/share and jointly acquire information |
| Make gradual adjustments or moves 🖱 | 🖱 Use definitive timeframe for bargaining |
| Defer to power or trade 🖱 | 🖱 Seek options that meet interests of both sides |

D Aim for New Contract by June 2007

issues; benefits; safe, secure and successful schools; professional development as it pertains to student achievement; special education; “choice” school options; student retention, recruitment and customer service issues; grievance process; concerns of special groups within CTU.

In CIBB, the teams discuss and reach consensus on the easier items first, and then work on the more difficult issues. Resource people are called in to provide additional information in various areas as needed.

Ready, Set, Go!

The CTU Negotiating Team members were looking forward to the CIBB process, and are reportedly making progress after just a couple of weeks. “My expectation is the compressed, interest-based bargaining process will result in a new, fair and just contract for our membership to vote on before we go home for summer vacation in June,” predicted President DeMarco in early January.

One CTU Negotiating Team member who requested anonymity (we protect our sources!) answered the *Critique’s* questions about negotiations with a very nice answer, which you can read on page ?? . But that person who shall remain anonymous added: “Is this the answer you were expecting about negotiations, or should I tell the whole truth and say I’d rather sit on hot coals?” No names, but just a clue: this is an experienced negotiator.

On that note, good luck to both teams. The District, the Union membership, the City of Cleveland, and the students of the Cleveland Municipal Schools are counting on their good judgment and good decisions. Remember, the teacher’s working conditions are the students’ learning conditions. And watch out for the hot coals.

By the way, what did you think the percentages were for communication? According to the study cited by Mike Franczak, 7% of communication is words, 38% is tone of voice and 55% is body language. That means 93% of our communication is non-verbal! Interesting statistics for educators



Mary Lou Prescott, CTU Director of Negotiations, checks a contractual point with 3rd Vice President Kurt Richards.



Cherylane Jones-Williams, Paraprofessional Chapter Chair, and President Joanne DeMarco evaluate proposals.

BARGAINING STRATEGIES

Traditional CIBB

- | | |
|--|----------------------------------|
| Attack individuals and discredit their positions | Attack problems, not individuals |
| Argue your position | Define problem early |
| Insist on your position | Explore all interests |
| Use power to leverage | Be open to options |
| | Define solution with standards |



NEGOTIATIONS: Your CTU



Mary Lou Prescott

CTU Office: CTU Director of Negotiations and 3rd Vice President, Senior High & Special Schools

CMSD Position: English teacher at Lincoln-West

CMSD Experience: 34 years, English

Past Negotiations Experience: Every Team from 2000 to the present

Regarding 2007 Negotiations: “I have great expectations. I feel confident that the CTU and CMSD teams will successfully work together to negotiate a new contract. I am excited about using the new compressed interest-based bargaining.”



Joanne DeMarco

CTU Office: CTU President, with experience as former CTU Director of Negotiations, Director of Grievances, and Trustee

CMSD Position: CTU Office

CMSD Experience: 37 years, Social Studies

Past Negotiations Experience: Many teams!

Regarding 2007 Negotiations: “I believe with hard work, intense drive, and slight ruthlessness we will obtain a fair contract before we leave for summer vacation.”



MaryAnn Fredrick

CTU Office: 1st Vice President and Director of Professional Issues

CMSD Position: 8th grade at Wilbur Wright

CMSD Experience: 18 years, including Middle School Language Arts and High School Reading

Past Negotiations Experience: First time on Negotiating Team

Regarding 2007 Negotiations: “I believe these negotiations will be a challenge. The interest-based compressed bargaining model is new to CTU. Also, unionism and education have changed in the past ten years. Unions must not only deal with the bread-and-butter issues of wages and health care, but also become progressive in addressing curriculum, testing, professional development, standards-based instruction, and teacher evaluation criteria, among other issues. While I may be new to the negotiating table, I feel confident that I can represent my teaching colleagues in other classrooms and all CTU members who provide services to educate Cleveland’s children.”



David Quolke

CTU Office: 2nd Vice President and Director of Political Action/COPE, CTU Point Person on Charter School Issues

CMSD Position: Special Education/Orientation & Mobility Teacher at Lincoln-West, Carl Shuler, and other sites as needed

CMSD Experience: 23 years, Special Education, including Middle and High Schools, Blind and Visually Impaired students

Past Negotiations Experience: 1993, 1996 and 2000 Teams

Regarding 2007 Negotiations: “I am optimistic regarding the interest-based bargaining approach. I believe we can work together to achieve a strong package that will be widely accepted by our membership.”



Michelle Rzucidlo-Rupright

CTU Office: CTU Secretary, Director of Strategic Plan Implementation and Leadership Development

CMSD Position: Special Education Preschool at Anton Grdina

CMSD Experience: 18 years, Kindergarten and Child Development Pre-Kindergarten

Past Negotiations Experience: Recent Health Care Negotiations

Regarding 2007 Negotiations: “I am looking forward to using compressed interest-based bargaining for the first time, and reaching a settlement agreeable to everyone.”

Negotiators, Special Groups Target Crucial Issues

Everyone knows the top negotiations issues: wages, benefits, safe and secure schools. But what about the very unique and particular needs and concerns of the many special groups represented by the Cleveland Teachers Union?

Besides teachers in Pre-K-12 classroom settings, the CTU represents many other groups of educators and educational support personnel. In an effort to hear their specific needs and concerns before negotiations began, CMSD Chief Academic Officer Craig Cotner and members of the CTU Negotiating Team met with a representative from each of these special groups January 16 and 19, 2007.

The special groups and their representatives were: Loretta Embry, Speech/Language Pathologists; Daphne Fredricks, Occupational/Physical Therapists; Moira Crabtree, Sign Language Interpreters; Kimberly Morgan, Family Life; Milton Clement, Adult Education; Cheryl Waters, Basic Skills; Vivian Pace, Residential Schools; Janice Capezzuto, Transitional Services; Patricia Forrai-Gunter, Nurses; Terry O'Meara, Psychologists; and Cherylane Jones-Williams, Paraprofessionals.

“The diversity of our members and the variety of services they bring to educate the children of Cleveland is inspiring,” said President DeMarco. “While we can’t promise everything to everyone in these negotiations, both teams now have a better understanding of what specific services these special groups provide, and what they need to perform their duties in a more successful way. And we are better prepared to discuss their particular needs in the negotiations process.”

Bargaining Team 2007



Sandra Green

CTU Office: CTU Director of Grievances and 3rd Vice President, Elementary

CMSD Position: 1st-2nd grade split class at Harvey Rice @ Jesse Owens

CMSD Experience: 33 years, mostly 2nd and 3rd grades

Past Negotiations Experience: 1990, 1993, 1996, and 2000 Teams

Regarding 2007 Negotiations: “I look forward to addressing the issues surrounding working conditions for our membership, improving student achievement, and safe, secure and successful schools.”



Kurt Richards

CTU Office: 3rd Vice President, Middle Schools, Grievance Team Member, CTU Point Person for Staff Assaults

CMSD Position: Carl & Louis Stokes, certified grades 1-8

CMSD Experience: 18 years, elementary and middle grades

Past Negotiations Experience: 2000 Team

Regarding 2007 Negotiations: “I am confident we can negotiate a contract that both meets the needs of the CTU membership and advances educational success for our students. We need to be creative but realistic in these negotiations. I am looking forward to discussing common issues of concern with the administration’s team, and trying to resolve them collaboratively in our new contract.”



Beverly Smith

CTU Office: Elementary Member-at-Large, CTU Director of Community Engagement, Chair of Community Relations Committee, former Chair of Salary and Benefits Committee

CMSD Position: 2nd grade at Forest Hill Parkway

CMSD Experience: 30+years, mostly 1st grade and literacy teacher

Past Negotiations Experience: 2000 Team

Regarding 2007 Negotiations: “I intend to do my very best to listen to the questions and concerns of our members, and help negotiate the best possible package we can get.”



Cherylane Jones-Williams

CTU Office: CTU Paraprofessional Chapter Chair

CMSD Position: MH Instructional Assistant at James Ford Rhodes

CMSD Experience: 33 years, OH, SED and MH Instructional Assistant

Past Negotiations Experience: 1996 and 2000 Teams

Regarding 2007 Negotiations: “I have good expectations that this will be a successful negotiations process. The training was very helpful. It taught us to work together and collaborate as a team.”



Susannah Muskovitz

CTU Office: CTU Attorney

Position: Principal with the law firm of Faulkner, Muskovitz & Phillips, LLP

Experience: Certified Specialist in labor and employment law; practicing labor law in Ohio since 1984

Past Negotiations Experience: Legal counsel to the CTU since 1994; involved in labor negotiations on behalf of the CTU in 1996, 1999, 2000, 2002, 2004

Regarding 2007 Negotiations: “I see the 2007 negotiations as an opportunity to establish a constructive working relationship with the new administration and to resolve many of the issues which involve, not only wages and benefits, but working conditions for CTU members. I am excited to be working with such a skilled and capable negotiation team.”



Mary Lou Prescott, Director of Negotiations, meets with Janice Maund, Speech/Language Pathologist, and Tiffany Baker, Special Education Teacher, to review some negotiations issues of the CTU’s special groups.



Adult Holiday Party

November 21, 2006 • McCarthy's in the Flats



Roving Happy Hour

January 12, 2007 • Becky's





Children's Penny Carnival

January 27, 2007 • Jane Addams

(All penny donations benefitted Providence House.)



Alternate Assessment: Just the Facts

Editor's Note: According to CAO Craig Cotner, Alternate Assessment is one of the "low-hanging fruit," or easy pickings, that can help the District reach its goal of Continuous Improvement on the State Report Card. Cotner told principals and building chairs in meetings last fall that special education teachers should use this alternative testing method with all special education students for whom it is appropriate. "Do the right thing for kids," he urged, and use Alternate Assessment for CMSD special education students who qualify and who would benefit from this testing method.

With the extra attention on Alternate Assessment as testing time approaches, CTU members have been asking questions about this testing method. Tiffany Baker, a special education teacher at Mary B. Martin and the CTU Co-Chair of the Joint Special Education Committee (a joint labor-management committee to address special education concerns and issues), prepared this informative piece about Alternate Assessment.

by Tiffany Baker

Ohio's Alternate Assessment is designed for students with the most significant cognitive disabilities. The Alternate Assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.

Each student's IEP team determines how a student with disabilities will participate in state- and district-wide assessments, at least annually, at each student's IEP meeting. This decision should be reached using the *Ohio Alternate Assessment for Students with Disabilities: Framework for Participation*, and should not be based on disability condition, achievement level, school attendance, and/or social/cultural factors.

No one person can determine how a student with disabilities will participate in state- and district-wide assessments, except in the situation where the IEP team is split and cannot reach consensus. In this situation, the individual serving on the

IEP team in the role of District Representative makes the final determination.

IEP teams are responsible for completing the Alternate Assessment process for each eligible student. The Intervention Specialist who is assigned to write the student's IEP is responsible for coordinating the collection of evidence, with assistance from IEP team members and educators who work with the student.

The Master Planner sheets are an optional tool to assist in meeting the March 1, 2007 deadline for submitting students' Alternate Assessment binders. The Master Planner is a type of checklist used to help insure that all necessary materials are included in the Alternate Assessment binder.

At this time, the Master Planner is optional. However, the State has indicated that next year Master Planners will be mandatory for all students being alternately assessed. The entry sheets are required, and they are to be turned in with the students' Alternate Assessment binders.

JSEC News

JSEC would like to extend a very well-deserved THANK YOU to all colleagues who completed and turned in their Entry Sheets and/or Master Planner Sheets for Alternate Assessment. We are happy that you stepped up to the plate in the best interest of our students.

Secondly, as a reminder, Master Planner sheets are an optional tool to assist in making the March 1, 2007 deadline in submitting students' Alternate Assessment binders. The entry sheets are required and they are turned in with the students' Alternate Assessment binder.

Lastly, JSEC has been meeting in regards to negotiations. The Negotiating Team has included special education as one of the important issues that will be addressed.

2007 Marks 5th Anniversary

NCLB: Time to Get Back on Track

The No Child Left Behind Act was enacted on January 8, 2002, and its five-year anniversary brought lots of media coverage, both pro and con. Just what is your national union's (AFT) position on this law?

According to AFT President Ed McElroy, the AFT supports the goals of NCLB, including high academic standards, meaningful accountability and well-qualified school staff. But in McElroy's words, "The NCLB train has slipped off the

tracks."

The AFT has identified ways to get "back on the tracks" by improving assessments, accountability, school interventions, staffing and funding.

Everything in NCLB hangs on adequate

yearly progress (AYP), the law's mechanism for holding schools accountable. But AYP is fundamentally flawed. We need to change AYP measures so they don't continue to misidentify schools that are making real progress, and steer resources away from the very schools and students who need them most.

The law needs to provide research-based help for schools, such as smaller class sizes, targeted resources for struggling students, high-quality professional development, and better early childhood programs. The law's current interventions are not research-based and, to date, have generally proven to be ineffective and unworkable.

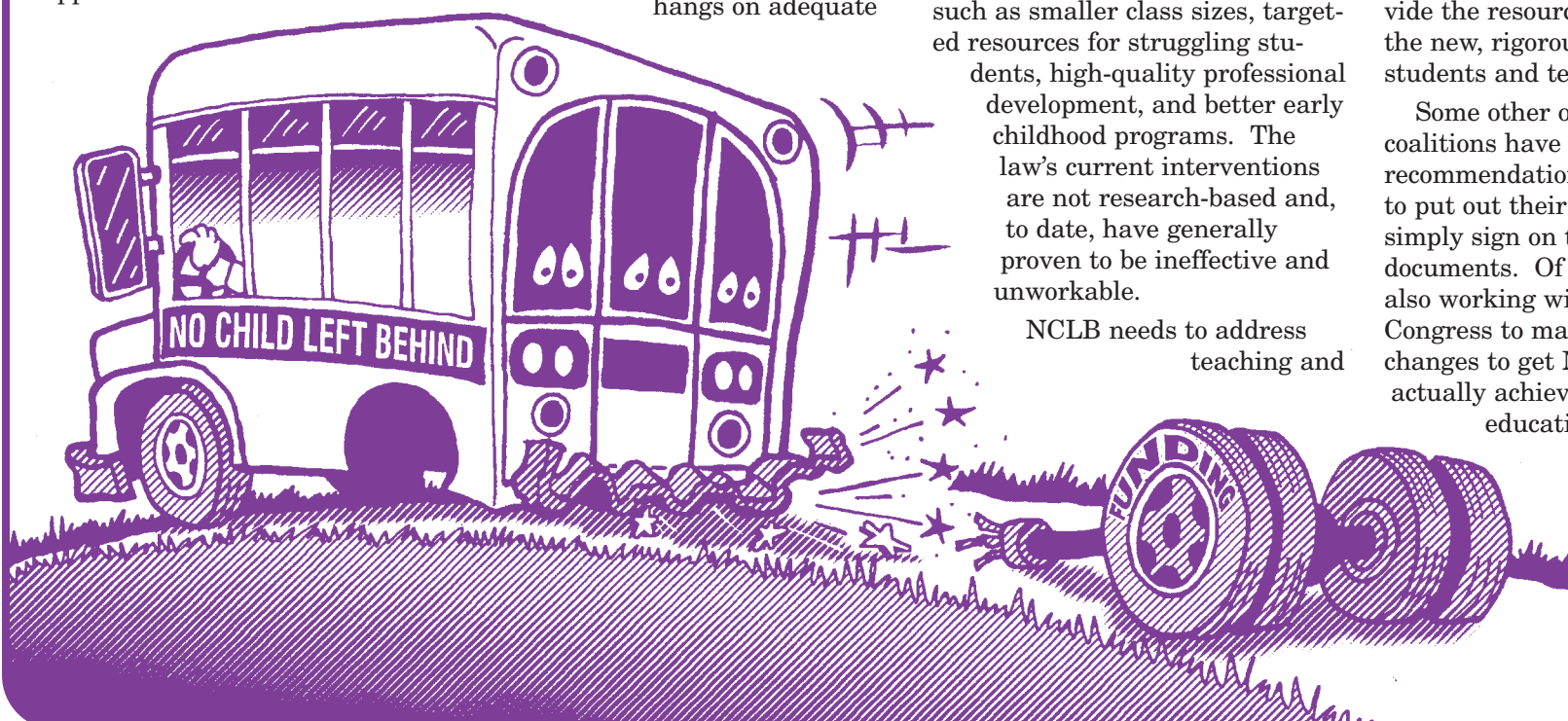
NCLB needs to address teaching and

learning conditions, school leadership, professional preparation and support if we are going to close the achievement gaps between various groups of students. Compensation for everyone, but particularly for paraprofessionals, has not been commensurate with this law's increased qualification requirements (highly qualified or HQ status).

Finally, the new law should provide the resources needed to meet the new, rigorous requirements for students and teachers.

Some other organizations and coalitions have produced NCLB recommendations. The AFT chose to put out their own rather than simply sign on to other groups' documents. Of course, the AFT is also working with the new Congress to make the necessary changes to get NCLB on track and actually achieve its worthwhile educational goals.

For the AFT's detailed recommendations regarding NCLB, visit its NCLB website, www.aft.org.



Sorting It All Out: Pyramid of Success, New Referral Form, and Right of Removal

by **Sandra Green**
Director of Grievances

The Union and District recently agreed on a new office referral form to be used for disruptive students. The new form will provide continuity in the referral process throughout the K-8. The form was discussed at recent Pyramid of Success training sessions for principals and Leadership Team members. At that time, some questions came up about the referral form and Right of Removal.

First, let me be very clear: this form does not replace Right of Removal. **Right of Removal is a guaranteed provision of the Collective Bargaining Agreement, and cannot be changed or removed without a change in our contract.** This new form is to be used when a

teacher chooses to refer a student to the office as part of a disciplinary measure for disruptive or otherwise unacceptable behavior. It simply replaces several other office referral forms, that were previously in use in different schools, with one uniform referral form.

Second, Right of Removal still exists as defined in the contract and can be used at the teacher's discretion, within the guidelines established in the contract. As a professional in charge of your classroom, you know when a disruptive student needs to be excluded from class on a temporary basis, for the education of the others to take place successfully.

So when should you use an office referral and when should you use Right of Removal? The decision is yours, based on your professional judgment. You do not have to first use an office referral, and only after exhausting other steps can you use RoR. You make the call, as the professional in charge in your classroom. The principal cannot determine that call or mandate other steps before finally "allowing" you to use your contractually-guaranteed Right of Removal.

If your principal has established her/his own arbitrary "guidelines" about when you can or cannot use RoR, please let your CTU rep or the CTU office know, or file a grievance yourself. **This is a violation of the contract.**

In most schools where the administration handles discipline issues firmly and fairly, teachers usually use office referrals because they can count on misbehaving students receiving appropriate consequences from the administrator. However, in schools where student behavior is not dealt with appropriately on a regular basis, teachers use RoR more often because the consequences (removal from class) are guaranteed.

And in schools where administrators use various tactics to quietly (or not so quietly) violate the contract and deny teachers the use of RoR, while at the same time refusing to address disruptive (or even dangerous) student behavior with appropriately firm consequences, these principals should not be surprised to find staff morale and confidence, safe and secure schools, acceptable student behavior, and overall academic success fall victim.

Professional Issues Newsbriefs

by **MaryAnn Fredrick**
Director of Professional Issues

Things are moving at a fast pace in the Office of Curriculum and Instruction. In a welcome spirit of cooperation and collaboration, the CTU has been invited to participate in initiatives, and jointly determine participants in each area.

Several efforts are underway. Workshops for Department Chairs are being held to join the data and writing indicators for the OGTs. A College Fair theme was the focus of the most recent Parent Round-Up held at South High, and plans are already underway for another Parent Round-Up in May, with a school readiness theme for parents of pre-kindergarten and kindergarten students. There will be a review for interested parents and students to prepare for the OGT (three two-hour sessions on a Saturday prior to the test).

The District is working with Folette Publishing Company to assist in cleaning out warehouses and storerooms of unused and outdated textbooks. This company will credit the District towards new textbooks, by either selling old texts CMSD does not use/need to other districts, donating those texts to Third World countries, or recycling those that are totally unusable.

Glenda Hathaway, CMSD's Deputy Chief of Curriculum and Instruction, is committed to writing new scope and sequences across the curriculum, beginning with Reading and Math. Check with your Subject Area Specialist or Department Chair if you would be interested in working on this. Two committees are currently being formed to determine curriculum and program needs for Math, and grades 6-7-8 Language Arts.

Concerning technology needs, a software committee has been given the tasks of determining which District-wide software will be used in the future (to provide consistency throughout the District), and developing a "triage" list of technology priorities in the District.

CMSD administration is also developing a Fine Arts strategic plan, which will better coordinate outside activities related to the arts, and provide more arts-related offerings at all schools instead of just a few. The George Gund and Cleveland Foundations have expressed an interest in helping to fund this initiative. In addition, the District hopes to expand its instrumental and vocal music programs in K-8 schools, offering students the opportunity to prepare for participation in high school choir and orchestra programs.

We continue to work with the District to reach our mutual goal of Continuous Improvement. ELA Department Chairs and Subject Area Specialists will receive writing prompts that are samples of those used on the state tests. We are VERY CLOSE to meeting the State Report Card indicators in Writing for grades 4, 7, 10 and 11. Let's keep working together to reach this "low-hanging fruit" (easy pickings) which is an important part of our successful journey to Continuous Improvement!

Paras and Highly Qualified Status

by **Cherylane Jones-Williams**
and Sandra Bennett

As of December 22, 2006, only 35 CMSD paras were not highly qualified under NCLB standards. After being notified of termination in December, these paras had another chance to pass the Parapro Assessment Test on January 9, 2007. Another five paras passed the test, and were reinstated to their jobs in CMSD. This left 30 paras without HQ status, facing loss of their jobs effective December 15, 2006. The District completed an audit of all paraprofessionals, and believes all paras currently employed have now met HQ standards.

A class-action grievance has been filed on behalf of all paras, stating the CTU does not believe all paras need to be highly qualified under specific NCLB standards (for example, family liaisons who do not deal directly with instructing students). The District denied the grievance, and the Union moved it to Step III in the grievance process.

The CTU will keep you informed of the progress on this grievance.

OOPS!!!



Andrea Dockery, Resource Room Coordinator, demonstrates one of the hundreds of die-cuts available in the CTU Resource Room.

Did you notice the caption under the Resource Room picture on page 10 of the last issue? It sounded like a bunch of nonsense, or jabberwocky, which is what it was! When the Critique is designed by our graphic artist, we sometimes put in lines of "jabberwocky" to hold a place in the layout. Later, that "jabberwocky" is replaced by the correct words or information. The corrections were made, but obviously not saved on that page, and you got to see a stage of the Critique design you usually don't see — and aren't supposed to see.

We apologize for the error, but we are happy to know from the many phone calls and notes we received that so many of you really do read the Critique. And here is the picture with the correct caption.





Beverly Smith, chairperson of Community Relations, Kim Leslie, assistant chair, and Marilyn Lujan prepare for the luncheon with the assistance of Dennis Butler, an SPO member from Forest Hill Parkway Academy.



Marilyn Lujan from Miles School discusses the future workshop that CTU will conduct under her leadership with parents and Family Liaisons.



President Joanne DeMarco mingles with the guests.

CTU Welcomes CMSD School-Parent Organization Leaders

by Fred Bickerstaff

"Uniting the Community for Education" was the theme at the January 11 Luncheon for School-Parent Organization (SPO) representatives and family liaisons, sponsored by the CTU's Community Relations Committee.

President Joanne DeMarco welcomed the guests, and Community Relations Chairperson Beverly Smith introduced the officers, then told the guests about various CTU community involvement projects (Walk-A-Thon, cell phone drive, eyeglasses collection, book and toy collections, participation in Parent Round-Up). Marilyn Lujan presented the "Common Sense Parenting" workshop, with great tips for dealing positively and effectively with children's behavior. (See box at right.)

Participants then broke into groups and discussed the topic question: What are three things the CTU and CMSD should do for student success? (There were some interesting and insightful answers, which the Union will address with the District.)

Another luncheon is planned for the spring, as the CTU continues to build relationships with the SPO leaders, our important partners in educating Cleveland's children.



The Cleveland Teachers Union sponsored a SPO/Family Liaison Luncheon entitled Uniting the Committ for Education.



Kathleen Dorsey of External Affairs, CMSD



Judy Simpson from CMSD joined everyone at the luncheon.



Having a wonderful time.



Cleveland Municipal School District Board Member Willetta Miliam gave warm greetings to all in attendance.

COMMON SENSE PARENTING

Effective Praise

Remember to praise small steps in the right direction, too!

1. Show your approval.
2. Describe the positive.
3. Give a reason.
4. Reward. (optional)

Preventive Teaching

Practicing what to expect can help prevent problems before they occur.

1. Describe what you would like.
2. Give a reason.
3. Practice.

Corrective Teaching

Avoid nagging and criticizing when your kids misbehave.

1. Stop the problem behavior.
2. Give a consequence.
3. Describe what you want.
4. Practice what you want.

TAX TIME

Income Tax Service for CTU Members



by **Mark Baumgartner**
and **Martha Harris**
Tax Service Coordinators

The CTU is again offering a limited income tax service for active members of the CTU Bargaining Unit at the CTU office, 1370 West Sixth Street, 4th floor (near St. Clair Avenue). The consultants began scheduling appointments in late January. Call the CTU at 216-861-7676 between 9:30 a.m. and 6:00 p.m. to schedule a convenient appointment.

If you plan to itemize deductions, ask for a tax organizer package. Fill it out as completely as possible and bring it with you, along with your CTU membership card, to your appointment. This will save time for you as well as others.

There is no charge for the 1040A short form or the 1040 long form with Schedule A deductions (organizer package **must** be completed). There is a \$25 charge for preparing returns requiring any of the following forms: Schedule C (Business), Schedule D (Dividends and Capital Returns), Schedule E (Rental Property), Form 2106 (Auto Expenses), depreciation and other detailed forms. These returns require additional time

beyond the 40-minute scheduled appointment. Members must bring all of their W-2 forms, a copy of last year's return, and earnings reported to you on Form 1099 (usually interest on savings). Electronic filing will be available for a nominal fee of \$15. Please remember to bring your 2006-7 CTU membership card with you to your appointment.

Since this is a free or nominal cost service, the CTU and/or the tax consultants assume no liability for any income taxes owed,

interest, and/or penalties. The CTU tax consultants available for appointments are Charles Dockery, weekdays 3:00-7:00 p.m. and Saturdays 9:00 a.m.-2:00 p.m., and Lillian Lynn, weekdays 3:00-7:00 p.m. and Saturdays 9:00 a.m.-2:00 p.m. (except 9:00 to 1:00 p.m. on April 9, 10 and 11, 2007).

The tax service is organized by the CTU Trustee Board: Chairperson Janice Maund, Mark Baumgartner, Martha Harris, Meryl T. Johnson and Cheryl Neylon.

Tax Tip for Educators

by **Michael Kulcsar**

Congress extended the educator expenses deduction that can be claimed on your 2006 individual income tax return. However, the 2006 IRS 1040 form was printed before the bill was approved, and there is no specific line item in the Adjusted Gross Income section as there was on the 2005 form.

What do you do to claim this? The IRS is advising educators to file Form 1040 (not Form 1040A) to take advantage of this deduction. You may claim up to \$250 for out-of-pocket expenses incurred in 2006.

Enter the deduction on line 23, labeled "Archer MSA Deduction." Mark the letter "E" on the dotted line to the left of that line entry.

If you also have a small business, you will need to mark letter "B" instead; the Archer MSA line item is designed for employees of small businesses and those who are self-employed and deducting medical expenses. If you have both an MSA deduction and the educator deduction, the letter "B" should be written on line 23.

Too difficult? Call the CTU for an appointment with one of the CTU tax consultants for expert assistance on your 2006 return.

Tax-Time 2006 CTU Dues Information

by **Michael Kulcsar**
CTU Treasurer

Once again, it's tax time and many members have called to request the union dues totals for 2006. The following figures should match your year-to-date total under "ctu-sal" on your 12-29-06 CMSD paycheck, providing you worked from January through June and August through December of 2006.

- Full-Time Certified (teachers): \$614.45
- Educational Aides: \$393.29
- Day Care Technicians: \$412.59
- Instructional Aides: \$499.72
- Attendance Specialists: \$456.82
- Certified Substitutes (January through June): \$2.69 per day
- Certified Substitutes (August through December): \$2.76 per day

Community Tips to Clip

Try fluorescents.

These bulbs use 75% less power than regular bulbs. They last ten times longer.

Iron batches.

Ironing uses as much power as ten 100-watt bulbs. If you iron a bunch of clothes at once, you won't waste energy reheating the iron.

Let the sunshine in!

Open blinds and window shades wide during the day; the sun's rays will help heat your rooms. When you close them after dark, it will insulate the room from the chill of the evening.

Don't look in the oven!

Check on your dish closer to the time when it is finished. 20% to 50% of the oven's heat is released each time you open the door to check on what's cooking.

Gas savings.

You can find the cheapest place to fill up your car by logging on to www.gaspricewatch.com and searching by address.

Fee-free flowers.

Send flowers without paying a fee to 800-number florists. Check www.whitepages.com to find a local florist.

Three meals for one!

Roast chicken, beef, or pork can be turned into three meals. First night serve as usual, second night use leftovers in a casserole, and third night use the remaining meat and bones for soup.

Cell spam can be avoided.

Register your cell phone number with the National Do Not Call Registry at www.donotcall.gov to avoid annoying text message ads.

Community Relations Committee
Beverly Smith *Chairperson*
Kimberly Leslie *Assistant*

Winter blahs?

Try milk! It stimulates mood boosting hormones in the brain. Have a glass, or pour it in your tea or cocoa!

Hang out with friends.

The sooner you connect with someone upbeat, the faster you'll feel the same. A good mood is contagious.

Wash your hands.

Running chilly hands under tepid water boosts circulation, and helps you feel happier and warmer.

Sing praises.

Lavishing praise on others doesn't just make them feel good, but it gives you a happiness surge, too.

Uses Of Honey

Hangover Cure

The fructose in honey helps flush alcohol out of your system. Have a spoonful before bed.

Pimple Potion

Dab blemishes with honey to kill bacteria and speed healing!

Shiny Hair

A teaspoon of honey in a quart of warm water makes your hair real shiny. Pour it over clean wet hair. Let it air dry.

Honey Soak

Run a bath and add ¼ cup of honey to your water. You will have softer, smoother skin.

Indigestion Relief

Eat a teaspoonful of honey next time you get heartburn. Honey's enzymes aid digestion.



Thomas J. Mooney (1954-2006)

OFT President Tom Mooney passed away suddenly from an apparent heart attack in Columbus on December 3, 2006. He had been President of the Ohio Federation of Teachers for the past six years, and previously served as Cincinnati Federation of Teachers President for the previous 21 years. He was known nationally as a strong and passionate force in public education.

Tom was born September 12, 1954 and raised in the Cincinnati area. After graduating from McNicholas High in Mount Washington and Antioch College in Yellow Springs, Ohio, he taught government in Cincinnati Public Schools, and soon became active in the Cincinnati Federation of Teachers. At age 25 he became CFT President, and developed a well-earned reputation as an articulate and fearless advocate for teachers and public education, often clashing with administrators.

Former Ohio Governor and current Cincinnati School Board member John Gilligan, who spoke at Tom's memorial service, called him "an enormously effective and charismatic leader." He remembered Tom on the picket lines, and added, "He took a lot of abuse over the years for the stands he took on behalf of teachers."

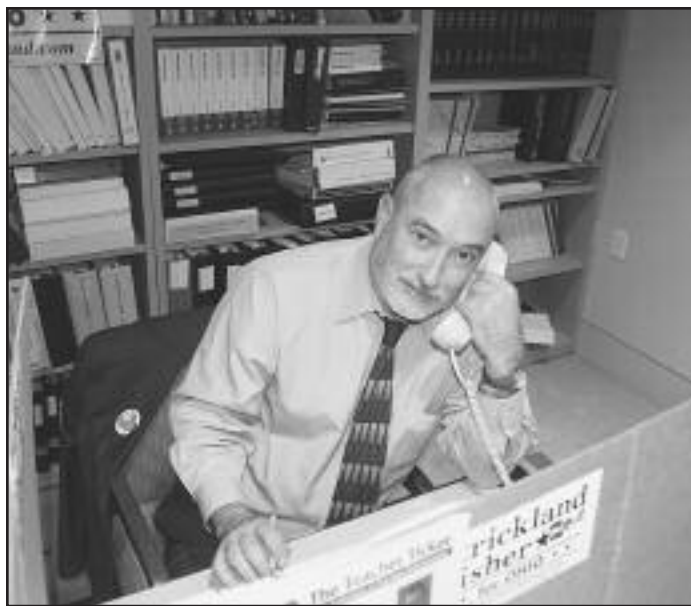
"His passing leaves a void in the OFT and the labor movement," said CTU President Joanne DeMarco. "He has been a formidable individual fighting for the rights of teachers and educators. His shoes will be difficult to fill, but we were privileged to have met and been friends with such a compassionate individual."

Tom served as an AFT Vice President since 1990, and chaired the AFT's Teacher Program and Policy Council. He was elected OFT President in 2000. Tom was a harsh critic of Ohio's lax charter school laws and fought to make charter schools more accountable.

Besides working for fair wages and working

conditions, he was a reformer and innovator who worked to expand teacher professionalism. Tom Schmida, President of the Cleveland Heights Teachers Union, called him a "superb organizer," who could bring divergent groups together for a common cause. He "held a deep commitment to social justice issues," and served as an observer in South Africa's first post-apartheid elections. "He was an outspoken critic of corporate and political policies that violated human rights or that attacked unionism."

Governor Ted Strickland called Tom Mooney "an outspoken advocate for improving our education system in Ohio and across the country."



No one was more passionate about providing our children with an equal opportunity to learn and compete in a global society. And Tom was not afraid to challenge the status quo. He pushed higher standards while fighting to create a constitutional system of school funding in Ohio that is both adequate and equitable. He will be greatly missed by all of us who know that Ohio's future depends on a first-class sys-

tem of education that fosters all of the talents of our children."

Tom was remembered in a tribute at Memorial Hall in Cincinnati on December 9, 2006. Besides several family members and friends, speakers included then Governor-elect Ted Strickland; Ed McElroy, AFT President; CJ Prentiss, Ohio Senate Minority Leader; Ralph Jackson, Cincinnati Federation of Teachers; and former Governor John Gilligan.

Tom is survived by his wife, Debbie Schneider; son Ruairi Rhodes, by his first wife; daughter Lielah Mooney; his mother, Marguerite Mooney; a brother, Don Mooney; and two sisters, Leslie Mooney and Christine Mooney.

A memorial fund is being established in Tom Mooney's honor. The fund will honor Tom's legacy in public education and union work, and be used to help others pursue his passions for social justice and political action. Contributions can be made to the "Tom Mooney Memorial Scholarship Fund" and sent to the OFT office: Ohio Federation of Teachers, 1251 E. Broad Street, Columbus, Ohio 43205.

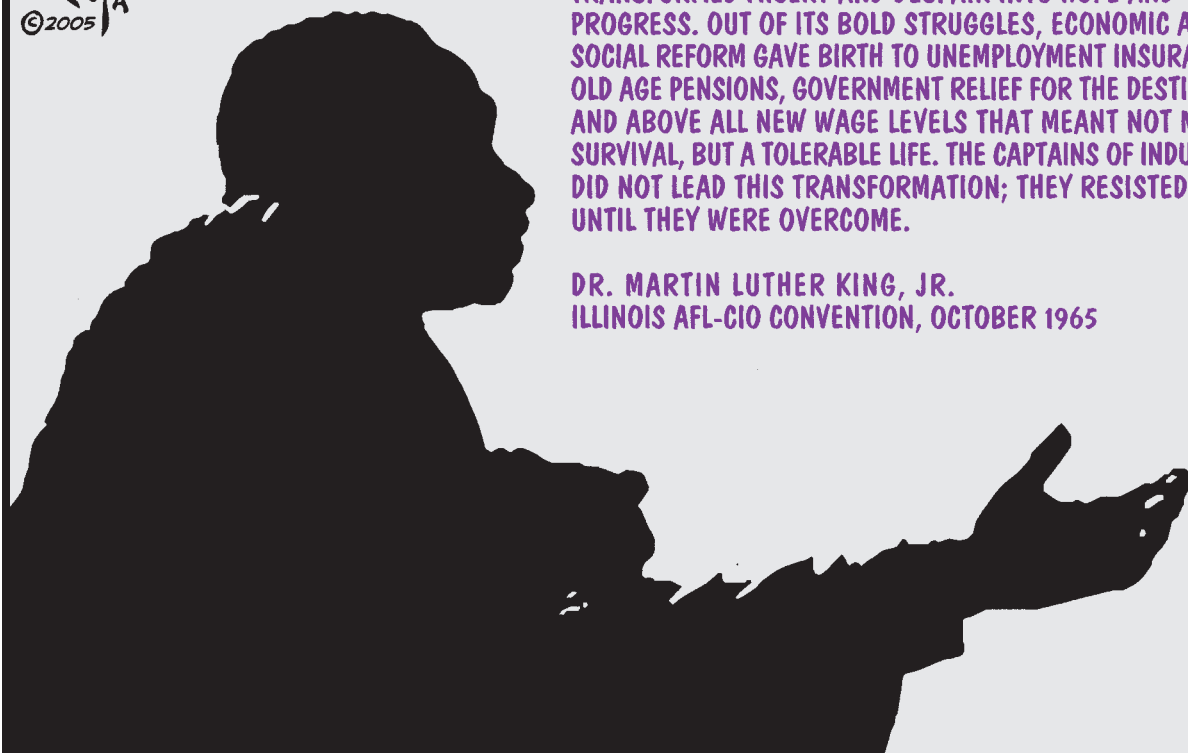
An editorial about Tom Mooney in the *Akron Beacon Journal* said that he "sought to ensure that all those with a responsibility for public education, from state lawmakers to classroom teachers, lived up to the mission of serving the best interests of students. He worked to give substance to goals that often remain abstractions, such things as 'accountability' and 'high quality.'"

"In the face of many challenges, [he] made his priority clear — to equip teachers and schools to do their best work. He sought common ground among competing interests. The drive to improve Ohio schools has lost a tireless champion."

Rest in peace.

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THE LABOR MOVEMENT WAS THE PRINCIPAL FORCE THAT TRANSFORMED MISERY AND DESPAIR INTO HOPE AND PROGRESS. OUT OF ITS BOLD STRUGGLES, ECONOMIC AND SOCIAL REFORM GAVE BIRTH TO UNEMPLOYMENT INSURANCE, OLD AGE PENSIONS, GOVERNMENT RELIEF FOR THE DESTITUTE, AND ABOVE ALL NEW WAGE LEVELS THAT MEANT NOT MERE SURVIVAL, BUT A TOLERABLE LIFE. THE CAPTAINS OF INDUSTRY DID NOT LEAD THIS TRANSFORMATION; THEY RESISTED IT UNTIL THEY WERE OVERCOME.

DR. MARTIN LUTHER KING, JR.
ILLINOIS AFL-CIO CONVENTION, OCTOBER 1965

FEBRUARY IS BLACK HISTORY MONTH

Black [Labor] History

■ continued from page 12

began to receive special attention during the entire month of February.

As historians take a closer look at the many facets of Black history in this country, they often find themselves documenting not only the struggle of an oppressed people but how that struggle was part of a larger social and economic movement to improve the lives of all working class people.

In "The Power of Remembering: Black Factory Workers and Union Organizing in the Jim Crow Era," author Michael Honey addresses this idea when he writes, "The black freedom struggle is a long one. It is inter-generational, multi-layered, and includes all classes of folk. More often than not, history tells us about educators, professionals, preachers, and others who we perceive as leading the movement for change. To really understand the freedom struggle, however, we must know about the life histories of ordinary people, the disinherited, working-class and poor people who rarely appear in the history books."

THE PRESIDENT'S REPORT

BY JOANNE DEMARCO

Another Urban Legend Dispelled!

The Myth of Teacher Transfers and the Union Contract

For years we've heard the complaints about how the "Union contract" hurts education reform and improvement. One area especially vulnerable to these complaints is the teacher transfer policy.

In collective bargaining agreements, seniority is the determinant in most issues, as it should be. But policymakers and even some educators have expressed concern that the seniority policy creates situations with a disproportionate number of inexperienced, less-qualified teachers (lower seniority) working in high-poverty urban schools — with the students who most need the best-qualified teachers.

It is generally assumed that teachers with more seniority, who have first choice in assignments, choose schools with fewer disadvantaged kids. Since these transfer rights are established in the contract, the "Union contract" becomes the scapegoat in perceived inequities in school staffing.

But are these assumptions about staffing correct? The article "An Urban Legend — Literally: Myths about Teacher Transfer and Collective Bargaining," published in the December 13, 2006 issue of *Education Week*, provides the answer based on data and research: **NO**.

Researchers Antonia Cortese and F. Howard Nelson used data from the 1999-2000 Schools and Staffing Survey, compiled by the National

Center for Education Statistics, and the companion 2000-2001 Teacher Follow-Up Survey (the most recent data from the federal survey available to independent researchers), to study teacher assignments and school preferences. Their data showed the exact opposite of the teacher transfer myth: teachers who work under a collective bargaining

public schools is small, and about the same in high-poverty schools (4%) as low-poverty schools (5%). They also discovered that "the presence of a CBA correlates with a lower probability that high-poverty schools will fill their vacancies with inexperienced teachers. In urban districts with a CBA, low-poverty schools (6.1%) are about as likely as high-poverty schools (5.7%) to replace transferring teachers with first-year teachers. In urban districts without a CBA, however, high-poverty schools hire first-year teach-

Just as doctors don't avoid all patients with serious health problems, teachers don't run from disadvantaged children.

agreement (CBA) are less likely to transfer to another school than teachers who do not have a CBA.

In high-poverty urban schools, this was especially true. Just 8.4% of teachers in states with collective bargaining transferred to another school or district in 2000-01, compared with 13% of teachers in states without collective bargaining.

The important issue is not simply the transfer of experienced teachers, but the question of who replaces them. Experience has been shown to be an important indicator of teacher effectiveness, so schools with a higher percentage of first-year, inexperienced teachers would conceivably be at a disadvantage. But once again, the actual data contradict the theory that high-poverty schools are much more likely to hire inexperienced, first-year teachers, and that the CBA exacerbates the problem.

Their facts showed that the percentage of first-year teachers in

ers at three times the rate of low-poverty schools (10.1% vs. 3.3%)."

Even more surprising, especially to critics of collective bargaining, is how many experienced teachers transfer *into* high-poverty schools. In urban districts with a CBA, high-poverty schools are more likely to hire a teacher with experience from within the district (4.4%) than low-poverty schools (2.4%).

Why is this "urban legend" about teacher transfer choices so popular? Cortese and Nelson cite a "profound misunderstanding" about what motivates teachers. Just as doctors don't avoid all patients with serious health problems, teachers don't run from disadvantaged children. Both groups of professionals look instead for a "well-administered facility that has more than adequate resources . . . where they have the tools and conditions to be effective."

Also, the reality is that even with a CBA, within-district transfers are generally hard to get, and few allow



a teacher to transfer in normal situations based on seniority alone; most CBA transfers require an interview and some acceptance process. (An exception is when schools are closed or programs are eliminated, necessitating large numbers of transfers, but these are special staffing situations and do not occur regularly.)

The CTU-CMSD contract currently uses seniority as a determining factor in necessary transfers, but the reality is that even within our contract, teachers can be transferred anytime for any good reason (check out Special Transfers on page ??). The one exception is CTU Building Chairpersons. Our contract does not prevent transfers.

Based on research and data, the authors concluded that CBAs "neither cause nor exacerbate staffing problems in urban high-poverty schools. If anything, collective bargaining is associated with reduced teacher mobility and a more equitable distribution of first-year teachers among low- and high-poverty schools."

So the contract is not the problem. The numbers show a CBA helps guarantee more experienced teachers will be teaching in the schools that most need their expertise. And the conditions for teaching and learning that are promised in the CBA are not "obstacles" to education, as many critics of labor would have you believe.

Instead of blaming the contract and attacking the Union for problems in high-poverty urban schools, education reformers' focus needs to shift to the real question of how to attract and retain teachers in these urban schools.

How do we establish and support successful urban schools?

Cortese's and Howard's suggestions sound like our negotiations agenda. To ensure a professional, respected, high-quality teaching staff in urban schools, teachers' real and measurable concerns must be addressed, including: safe and orderly schools; attractive, clean and well-stocked buildings and classrooms; professional and administrative support; reasonable workloads; and appropriate class sizes.

Remember — the teacher's working conditions are the students' learning conditions.

To locate their stories, historians have increasingly shifted their research to the local level and to the years and the generations prior to the 1954-1965 period, usually considered the high point of the civil rights struggle in the South. Attention to these earlier years has begun to direct our vision toward connections between community, civil rights, and labor struggles, toward the crucial perspective and influence of women, and toward the role of ordinary people in creating the basis for change."

Many valuable resources on Black History and Black Labor History can be found on the AFT website, www.aft.org. Check out the list of related links on the right-hand side of the home page for a wealth of ideas for Black History Month.

Emergency Room Coverage Problems?

By Fred Bickerstaff Publications Chair

Some CTU members have had problems with the new medical coverage when they used emergency room services recently. Under our coverage, there is a \$75 fee for emergency room use, which is waived if you are admitted.

In some cases, members were being charged additional costs beyond the \$75 fee. The CTU investigated this, and found that the new contract only specifies "injury and accident" regarding coverage of emergency room services.

The issue has been taken to the Unity Committee, a group with representatives from all the CMSD unions, and will be addressed. If you have been charged additional fees over the \$75 fee for emergency room services, please contact the CTU immediately.



CTU Hosts City Council Members



CTU officers listened to ten City Council members at the luncheon.



(L-R) Pat Zawadzki and Michelle Pomerantz, CTU Legislative Committee, welcome Council members Dona Brady and Brian Cummins.



Councilmen Joe Santiago and Martin Sweeney listen to concerns.

City Council members Brian Cummins, Kevin Kelley, and Matt Zone share views.



Councilwoman Phyllis Cleveland speaks to the group.



Veteran Councilman Jay Westbrook addresses CTU officers and fellow council members.

President Joanne DeMarco asked that in the future, Council members include the schools' CTU representatives in the meetings Council members have with CMSD principals, to get labor's as well as management's viewpoints and ideas.

Tax abatement, uniforms, charter schools, and disruptive students were a few of the timely items discussed at the January 17 luncheon at Massimo de Milano restaurant, attended by ten Cleveland City Council members and 12 CTU leaders.

The luncheon was co-sponsored by the CTU Legislative and Political Education Committees, and co-chaired by David Quolke and Michele Pomerantz. The CTU was honored to have the following City Council members in attendance to discuss mutual concerns regarding the Cleveland Municipal Schools: Ward 5, Phyllis Cleveland; Ward 11, Michael Polensek; Ward 14, Joe Santiago; Ward 15, Brian Cummins; Ward 16, Kevin

Kelley; Ward 17, Matt Zone; Ward 18, Jay Westbrook; Ward 19, Dona Brady; Ward 20, Council President Martin Sweeney; and Ward 21, Michael Dolan.

Council members were candid about their concerns regarding the school system in general, and the CMSD schools in their wards in particular. Two issues, charter schools and tax abatements, were discussed by several of the Council members. A suggestion that CTU support more technical training in CMSD was made. Other remarks included appearance of CMSD school buildings, safety issues in the schools, and additional programs and options available for students.

February is Black History Month

Black [Labor] History Celebrates 'Ordinary' Workers

According to the American Labor Studies Center, "Negro History" was celebrated for the first time in 1926 during the second week in February. This month was chosen because Frederick Douglass and Abraham Lincoln celebrated their birthdays during the month. In 1976, Negro History Week became Black History Month, and the rich history of African-Americans

■ continued on page 11

THE CRITIQUE

CLEVELAND TEACHERS UNION
AFT, OFT Local 279
1370 West Sixth Street
Cleveland, Ohio 44113
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CLEVELAND TEACHERS UNION, Local 279
American Federation of Teachers — AFL-CIO
1370 West Sixth Street
Cleveland, Ohio 44113

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