



And The Survey Says . . .

Investment School Survey Results Are In

by Jillian Ahrens and Debbie Paden

The CTU Investment School Survey results show there is still much work to be done.

The Cleveland Teachers Union is committed to academically successful schools. CMSD implemented Phase 1 of their "Investment School" strategy during the 2013-14 school year. CTU leadership wanted to know how effective the Phase 1 initiatives were, and how staff felt about the changes from previous years.

The CTU thanks staff members at the Phase 1 Investment Schools for participating in the CTU Investment School Survey. Many members expressed concerns about anonymity;

there were fears regarding potential retaliation. The surveys were completed anonymously, with data and comments gathered by school.

The 13 Phase 1 schools were split into three categories. Five Readiness to Act schools are: Anton Grdina, Collinwood, A.A. Benesch, John Adams, and Lincoln-West. Four Readiness to Learn schools are: Kenneth Clement, Luis Munoz Marin, Mound, and Robert H. Jamison. Four Readiness to Teach schools are: Case, Franklin D. Roosevelt, R.G. Jones, and Walton.

Staff members in each of the schools were asked if overall categories, including support, morale, climate, professional development, and resources, were the **same** as last year, **better** than last year, or **worse** than last year.

In every school, a majority of staff members replied that conditions were the **same as in previous years**, despite the fact that overwhelming resources were to be given to these schools to help turn the schools around. When the survey looked deeper to try to determine why this was the case, some similar trends emerged.

The survey asked staff members what their mindset/attitude was when they began the school year at an Investment School. Overwhelmingly, the response was "Enthusiastic" or "Optimistic".

They were then asked about their mindset as the school year progressed. According to the majority of the staffs at 10 of the 13 schools, their mindsets changed to "Concerned" about the school. In only three of the 13 schools, FDR, Kenneth Clement, and R.G. Jones, did the staffs respond that they remained "Encouraged" about the school.

Each staff member at these schools signed an "Investment Letter" that outlined what changes would occur

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at their school. These investments included promises for clean, inviting classrooms and public spaces, improving morale, adding additional tutoring or student support, and identifying an instructional program to be used. In some schools, some of these promises have been kept, but according to the survey, in most of the Investment Schools, the "investments" that CMSD promised have not yet been seen by staff members. Below is a breakdown by schools of some of the information obtained in the survey.

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Important eTPES Reminder for All Teachers!

During the week of May 5, all teachers received a communication via CMSD email from no-reply@ohiotpes.gov. This is a very important email; do not delete it!

It is critical that every teacher open the email from no-reply@ohiotpes.gov, and follow the directions in the email to set-up their account to access their Teacher Effectiveness Rating. Please remember the password you create when setting up your account, as you will be the only person with that information. While this initial e-mail will not contain any of your scoring data, the only way that you will be able to view your Teacher Effectiveness Rating later will be to set up your eTPES account now.

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New CTU Executive Board

Newly-elected officers who will serve on the CTU Executive Board are sworn in at the April 24 Delegate Assembly, as chapter chars and delegates watch. They are: President David Quolke; 1st Vice President Tracy Radich; 2nd Vice President Kurt Richards; 3rd Vice Presidents Jillian Ahrens, Mary Moore and Shari Obrenski; Secretary Michelle Rzucidlo-Rupright; Treasurer Michael Kulcsar; Sergeant-at-Arms Cheryl Neylon;

Trustees Dorothy Fair, Bonnie Hedges and Jim Wagner; Members-at-Large Ellen Abraham, Cynthia Antonio, Cassandra Carter and Stephanie Henderson; Paraprofessional Chapter Chair Cherylane Jones-Williams, and Nurses Chapter Chair Patricia Forrai-Gunter.



A Look Back at TDES Implementation

Potholes and Sinkholes Along the Road

by MaryAnn Fredrick

While there have been some bumps and potholes along the road to full TDES implementation, it is evident that for the most part the system is up and running fairly well. The data suggest what most teachers already know: teachers work very hard and are more than competent at what they do. What is even more uplifting is that many principals/evaluators have recognized their true roles as guides to helping teachers improve their practice, as opposed to being the hatchet-man/woman constantly looking for a “gotcha” moment.

The road to true professionalism, however, is littered with shards of glass and lots of baggage thrown from the car windows of evaluators who still see themselves as the grim reaper for bad teachers. Perhaps the District will even admit that some administrators are way less than competent, unable to stick to an evaluation schedule, clearly collect evidence, and put aside their petty beliefs long enough to be remotely neutral and evidence-driven in the evaluation process.

While it is part of the administrators’ and supervisors’ jobs to manage and evaluate their staff, it is also their responsibility to assist educators in improving their practice; that is the true measure of a good leader. The contract clearly states that Academic Superintendents are the gate-keepers of the TDES process in the schools assigned to them. However, there seem to be no repercussions or consequences for evaluators who do not uphold timelines or stick to schedules for pre- and post-conferences. Perhaps a few more barrier breakers, Action Team Coaches, or a new Chief of Common Sense could help solve the dysfunction?

The Arbitration Settlement regard-

ing credentialed evaluators and the nearly 900 CTU members affected by the District’s inability to proactively process a simple solution to a CBOE resolution **that it helped craft** was just another example of the dysfunction that creates major sinkholes out of minor bumps in the road. It seems the road at 1111 Superior Avenue is no more logically paved than it was at East Sixth Street. It is tragic that accountability is a one-way street when it comes to planning and implementation. I’d love to have been able to develop the administrative evaluation rubric! The evidence I see displayed on a daily basis points to **Ineffective** all the way around. If it’s true the road to hell is paved with good intentions, then perhaps the next job posting will be for the River Styx Ferryman?

Looking back at the development of TDES, it was CTU’s goal to use that process to raise professionalism and improve teaching practices while allowing professionals to be in control of their practice, or in other words, to afford professionals the ability to continuously hone their craft. And who would benefit the most? Our CMSD students. However, as with many

things CMSD, we can do great things when working together, but fall short when egos and power struggles get in the way.

The development and evaluation system itself is sound, based on sound practice and research. Thinking about the way we teach and how students learn is imperative to reaching children and increasing their level of achievement. At its core, Domain 4 emphasizes the fostering of a student’s ownership over his/her own learning. As evaluators should facilitate improvement of our teaching practice, as teachers we should strive to lead students to a place where they too improve their achievement by taking ownership of what they accomplish. True genius lies not in knowing the answers, but in knowing how and where to find the answers.

It has been a delicate balance to implement what was negotiated regarding TDES and what ODE and Ohio’s malevolent Legislature continue to legislate in their constant attack on the teaching profession and collective bargaining. There never seems to be a moment to just take a breath and survey what we’ve accomplished before there’s another new dragon to fight, a new edict to implement. Thus, professional development plans and professional improvement plans have taken on a new urgency. And we will continue to face the influence of partisan legislation on teacher evaluations and the ability to collectively bargain the terms of teacher evaluations in the future.

The State of Ohio and its ever-scheming legislature have once again dipped their spoons into the cauldron of teacher evaluation in an effort to control the only profession they see as vulnerable and easily controlled, and make it the scapegoat of society’s ills. It’s clear that anticipating what the next attack will be is impossible, but it’s quite safe to say that there will be one.

eTPES Reminder for All Teachers!

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Remember that your Teacher Effectiveness Rating is your final evaluation score, compiled by the Ohio Department of Education (ODE), that combines the composite rating from your observations and walkthroughs (50%) with your student growth measures (50%). This “final” combined rating is what will be used to determine your ACs for the Differentiated Compensation System.


TDES Composite Evaluations were due to be completed on May 19. While this date is not in the CBA, it is a critical date that must be met. The information from each teacher’s TDES composite will be submitted to the state along with all student growth measure data by May 23, 2014. This is a hard ODE deadline that must be met by CMSD.


An email from eTPES containing your Teacher Effectiveness Rating will be sent to your CMSD email on or after May 26, 2014. You will be verifying the data submitted by CMSD to the state, as well as the overall Teacher Effectiveness rating ODE has assigned to you after combining your Composite and student growth measures. For example, if your Composite rating is “Skilled,” you will need to verify that what was submitted to ODE was a rating of “Skilled.” People have to type this information into the system, and human error can and will occur. This is why you have this important opportunity to verify your information.


You can agree with the information or dispute it. The process for disputing the information has not yet been finalized. You will have the ability to either reply to the state, or work with CMSD to resolve all disputes. Since this is new, CTU is not sure which method will be utilized, but will inform members about which method will be used as soon as they find out.

It is critical that every teacher makes sure the information submitted for them is correct. If a teacher does not view the email from eTPES on or after May 26, 2014, to verify it and either agree with it or dispute it, then their Teacher Effectiveness Rating will stand “as is” and be approved by ODE.

THUMBS UP, THUMBS DOWN


 **THUMBS UP** to the end of a seemingly endless school year, and to the CTU’s annual End-of-the-Year Party on Friday, May 30, at Nautica Pavilion on the West Bank of the Flats. Come and share solidarity, collegiality and beverages with your CTU brothers and sisters as you welcome a well-deserved summer break.


 **THUMBS UP** to the 18 Grades 3-5 Innovation Fund teachers for their hard work this year, creating Common Core Lessons in ELA and Math. CTU teachers are talented and generous in sharing their expertise with other educators.

 **THUMBS DOWN** to the SBB process (officially School Based Budgeting, but realistically Schools Being Broken) for breaking our schools instead of building them up. Again, are cuts to CMSD student programs and services what voters expected when they approved the levy in 2012?



CTU members stand united against SBB at the April CBOE meeting at Mound STEM school.

 **THUMBS UP** to Chapter Chairs and Union Conference Committee members for their continued work at the building level to implement the contract, and ensure that all CTU members in their chapters are treated fairly and within the guidelines of the CBA. They are often the front line when it comes to upholding our hard-fought Union rights, and they are an integral part of Union leadership. Thank you.

 **THUMBS UP** to all CTU members who showed up for CTU meetings and activities, at Board meetings, and other places to demonstrate solidarity. We are all “The Union,” and we are strongest when we stand together. Thank you for your activism, support and participation. And stay tuned . . . you will be called on again.



Chapter Chair Rod Bell of Washington Park tells Board members how SBB will hurt his school’s students.

Survey Results

Readiness to Act Schools

A.A. Benesch

This building had perhaps the most aggressive turnover strategy by reconstituting the staff. Originally Carl and Louis Stokes, this school began the year with an entirely new staff and a new building. The survey reflected that only 57% of staff members agreed that the building had added an instructional program. Only 60% reported that additional professional development on instruction had been provided, and 66% were not aware of their Site Coordinator for the building. Additionally, 51% stated that the building had not had a promised deep cleaning.

Staff comments included:

- ☹️ “Still have subs in teaching positions.”
- ☹️ “Not all teachers have a classroom.”
- ☹️ “We are still short of books, have overcrowded classes and lack of support for discipline by the office. It is very discouraging.”
- ☹️ “The only positive that remains is that the teachers care deeply for the students. It has been a fight to get books, copy paper, and supplies.”
- ☹️ “You never know what you’re doing one day to the next in regards to fulfilling District/school requirements from the Principal, Assistant [Principal], to the office; no one ever has an answer.”
- ☹️ “I feel that the theory of Investment Schools is a great theory, but Benesch shows what can happen when the theory isn’t correctly implemented.”
- ☹️ “We were excited with the idea of working more closely with the parents and community. That never happened, but the principal makes it look that way on paper.”

Anton Grdina

Anton Grdina has had serious difficulty with leadership. The administration has been inconsistent, to say the least. The building has had six Principals/Leaders so far this school year to manage the Investment School process. A Site Coordinator and School-Wide Culture Plan have been identified. The building is only three years old; however, there seem to be issues with keeping the building clean.

Staff comments included:

- ☹️ “We did not have a complete staff until the second week of November.”
- ☹️ “Teachers provide extra educational support, home support, and healthy extra snacks.”

- ☹️ “I feel that our captain has ‘abandoned ship’ and no one knows what is going to happen to us!”
- ☹️ “I had more supplies at my non-investment school. I chose to come to this school because I thought Cleveland was going to invest in it? No such luck!”
- ☹️ “It seems as though nobody is on the same page on how things should be done. I am invested in my students, but I can’t say the same about the District.”

Collinwood

The Collinwood staff reported that they have not added additional instructional programs (69%), nor have they added extended day opportunities for students (75%). But 86% of the staff stated that there have been professional development opportunities.

Staff comments included:

- ☹️ “The year began as if things were going to improve, PD would be added, technology equipment would be available, training on new textbooks would be furnished — I have yet to see any of this. It is very disappointing.”
- ☹️ “When an issue arises, administrators remind us that, ‘You signed the letter.’ Teachers are being pulled in so many directions that it is challenging to complete anything effectively.”
- ☹️ “We are in so many meetings that there is no time left for collaboration.”

John Adams

John Adams has had many open positions (17) throughout the school year. This means many classes either were being taught by a substitute teacher, or the classes were split and covered by other staff members which increased class size. The survey showed that 62% of staff were not aware of the school-based Site Coordinator, and 57% of staff did not feel Cambium was providing academic, managerial or operational expertise. Also, 70% of the staff did not feel they have been trained to fully use instructional technology, and 76% of the staff stated that the building has not had a “facelift” as promised in the Investment letter.

Staff comments included:

- ☹️ “There is no single biggest change from last year; different name . . . same old game.”
- ☹️ “This is a frustrating year. There seems to be no real change. There are no new programs, no extra money, no professional development.”

- ☹️ “The plan looks great on paper, but as a staff member, I signed a commitment letter to a situation that I was already committed to. I see no responsibility in the administration outside of the building.”
- ☹️ “I was told to suspend my disbelief regarding Investment Schools. Nothing has changed. It’s worse.”
- ☹️ “Without the necessary tools, resources, finances, and licensed educators needed to facilitate this plan, I am hard-pressed to see how this plan is supposed to be effective. It feels as if a title was placed on the building with no support or follow-through.”

Lincoln-West

The staff at Lincoln-West reported that professional development opportunities have been provided (91%). The promises about facilities do not appear to have been kept. For example, the office has not received front office furniture (84%), air conditioning/heating has been an ongoing issue (62%), and the building has not undergone a thorough cleaning process (64%).

Staff comments included:

- ☹️ “Why did we begin a school year without training and resources for New Tech Network already in place?”
- ☹️ “I feel I am being held to a commitment letter that I signed, but administrators and the District aren’t holding up their end.”
- ☹️ “Staff and administration deserve to get the added support to come in heavy and organized vs. trying to get [organized] and complete everything alone and independently without District support.”
- ☹️ “We interviewed for our positions thinking that the Investment schools would get additional resources for attendance issues, behavioral issues, no more fire alarms, tardy issues, dress code, etc. To date, there have been no changes and the professional development has nothing to do with improving the school.”
- ☹️ “My colleagues and I have begun this year with ‘gusto’ and enthusiasm only to be let down once again by the District, administration, and central office.”

“If we are in fact an Investment School, it would’ve been nice to have had textbooks before the school year began. Benesch did not receive instructional materials until November 18, meaning our first three months of school were entirely without math or science or social studies materials. What was available for ELA was meager at best — not enough textbooks for a class set. Furthermore, the communication between administration and faculty has been confusing at best, antagonistic at worst. We as teachers do not see where our school is headed, or where our funding is put, or what (if anything) is being done to improve our students’ academic experience.

Frankly put, I fail to see what we’re ‘investing’ in at this Investment School.”
— Alfred A. Benesch

“There are no tutoring opportunities for grades K-5 after school. As an Investment School, we were promised all kinds of support, but have received **nothing** in the way of any programs to help our students. We are **not** fully staffed; we have a sub in the library. We do not have a wraparound specialist as promised. With all the different leaders in the building, there is no consistency whatsoever, and rules and procedures change daily. No administrator from central office has even been to the building to check on us, see what we need, etc. since announcing that we are becoming an Investment School in the spring of 2013. We have been set up to fail. Being an ‘Investment School’ so far has been a joke. I re-interviewed to keep my job at Anton because I wanted to be here. I was full of enthusiasm and optimism in August. Not so much now. The lack of support from the district is beyond disappointing.”

— Anton Grdina

“Readiness to Act Schools are trying to tackle too many issues at the same time. [We] need to focus on accomplishing one major issue, then tackle next issue while maintaining control over first issue. Staff is overwhelmed and exhibiting low morale. Students are not receiving academic support needed after school due to PDs.”

— Collinwood

“This is a public relations ploy with no plan, money, imagination and no input or trust of teachers. I expected a real plan of action with key goals clearly outlined with the options to address them in detail. Instead, we got last minute PD (waste of time), vague power point ideas (but still **no plan**), and lack of cohesion of staff, administrators, and students. The staffing fiasco ripped through the building as to have students view **all** teachers as substitutes. No cap on incoming students, useless schedules, rushing to start the school year, no budgets, but above all, no cooperation or listening from administrators. Consultants are a daily reminder of a lack of basic supplies, real PD, and the extras which this building deserves.”

— John Adams

“We all want this to work. We just need support from above.”

— Lincoln West



“This is extremely better than the school I was in. I received support when needed, staff and administration seem to work well together, issues are handled as they happen, administration treats all fairly and sets high standards for the staff, students, and families.”

— Kenneth Clement

“There was a lot of work that went on developing the school-wide culture plan for it to never be implemented. So much of this ‘Investment’ process seems to be mandatory for teachers and optional for everyone else . . . including administration.”

— Robert H. Jamison

“Everything takes time and we must be consistent. Dropping and adding programs is not the answer. Changing the culture will take several years.”

— Luis Muñoz Marin

“I long for the day when CMSD realizes that more paperwork and new ‘flavor-of-the-month’ programs do not affect the core problems of our low scores and graduation rates. Emotional stability and intelligence are at the foundation level of academic achievement.”

— Mound-STEM

Survey Results

Readiness to Learn Schools

Kenneth Clement

Kenneth Clement staff reported that additional instructional programs have been added (44%), and that their School-Wide Culture Plan has been developed and implemented (100%). The staff also reported that improvements to the building facility have been started, and that the outlook is more positive than last year.

Staff comments included:

- ☺ “We are developing a school-wide plan which incorporates a school-wide expectations and consequence system.”
- ☺ “The primary classrooms are very inviting.”
- ☺ “So much can be done if we had new and working tools for the students.”

Robert H. Jamison

Robert H. Jamison reported that many things have been planned and discussed, but action plans have not been implemented successfully. According to the survey, 75% of the staff reported that the building has not added an additional instructional program. Professional Development has taken place, but the changes beyond the professional development are not evident. And 94% stated that Improvement to Facilities has not begun.

Staff comments included:

- ☹ “A lot of talk about these areas but no action [has been] taken. All ideas sit with the principal and never move past for implementation. Teachers are getting frustrated and reluctant to submit suggestions anymore.”

- ☹ “As an Investment school, Jamison does not look or feel any different than previous years. Of the things that have been started, none of them have been implemented with fidelity.”

- ☹ “Everything has been discussed and drafted but it never gets to the implementation stages.”

- ☹ “Teachers are working very hard this year, but the District has failed to keep their promises.”

Luis Muñoz Marin

Luis Muñoz Marin is using the “No Nonsense Nurturer” program to help implement a School-Wide Culture Plan. The survey showed that 75% of the staff reported that work has also begun for full implementation of the Dual Language Academy Model. While 96% of the staff report that building facilities improvements have begun, some issues still remain.

Staff comments included:

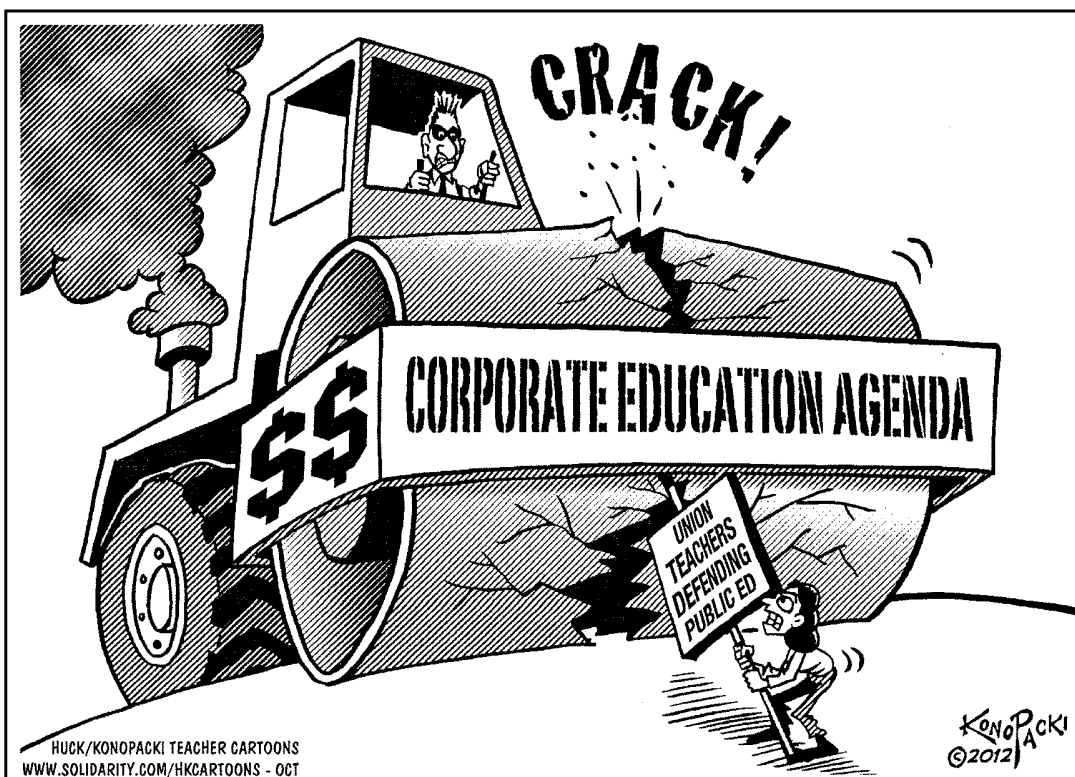
- ☺ “The behavior in the halls and while students are moving to Special Teachers has improved tremendously.”
- ☺ “The culture is definitely more positive and higher expectations are bearing fruit.”
- ☹ “More effort and time need to be dedicated to the building facilities. Very basic upgrades, heating, air conditioning, water [can be improved].”
- ☹ “We have no wraparound services, no social worker, no guidance counselor, and no family liaison. We need intensive counseling services in this building.”

Mound

Mound School opened a health clinic in the 2013-14 school year. They are also designated as a STEM School. The initiatives within the commitment letter have been inconsistent, with 57% of the staff reporting that they do not have an additional instructional program. There are also inconsistencies in how the School-Wide Culture Plan is being implemented. The building has had a thorough cleaning (83%), additional professional development opportunities have occurred (74%), but staff morale seems to be low.

Staff comments included:

- ☹ “Staff morale is lower than last year. Our administration never acknowledges the good things going on in the classroom, but takes every opportunity to chastise the teachers.”
- ☹ “Real Time Coaching is inconsistent. Months have gone by when no one has been around.”
- ☹ “I feel like this ‘Investment School’ with its extra time and mandates is taking every minute of my life. When I decided to be of service to my community and be a teacher, I do not remember signing my personal life away.”
- ☹ “The morale of many teachers is poor. There is much more paper work to be accomplished, there is constant pressure in which the teachers are being told they are not doing an effective job. There is very little to no positive response to the classroom teacher, but they are given no additional support.”
- ☹ “Investment School means that teachers are mandated to invest most of their lives in the school. Being on committees is mandatory. Being at school many more hours than other schools is mandatory.”



Up Next:

Phase II Investment Schools

Survey Results

Readiness to Teach Schools

Case

The commitment letter at Case had so many goals that the staff was overwhelmed trying to implement them. There were many new staff members in the building this year. The survey showed that 65% of the staff reported an additional instructional program had been added and that professional development has been provided. Also, 76% of the staff reported that a deep cleaning and facilities improvements have begun.

Staff comments included:

- “The goals have been started or talked about, but I do not feel that there is enough time in the day to meet all of these goals. I feel I am truly invested in my building and in the community I teach in.”
- “I feel that I have had less time than ever to plan and coordinate with other staff.”
- “Things are sprung on us last minute. Lack of advanced planning and organization by administrators is causing many issues.”
- “The Efficacy Institute training is like watching an infomercial. They are just selling us their bill of goods.”

FDR

The staff members at FDR have worked in a collaborative way with their administration to bring about changes to the building, with 86% reporting that a data-driven instructional program has been offered. The staff is unsure on whether instructional coaches have been added. Professional Development opportunities have been provided (100%).

Staff comments included:

- “Integrated use of technology has been added.”
- “The focus and resources have been geared towards teacher and students taking the OAA. It's been magnified this year.”

- “I don't feel the Efficacy Institute is involved enough in our building. We had four days of training and no follow-up for staff from them. They promised to email materials for those who requested some . . . [we received] nothing. Our principals are the ones leading us. They are fantastic and knowledgeable on all of these topics. I value their feedback.”

Robinson G. Jones

The staff at R. G. Jones stated that there are high expectations for all students to learn and excel; 78% feel rigor of instruction has improved since the school became an Investment School. The survey showed 93% of the staff participated in Efficacy Institute training, and 93% of the staff also reported that “wraparound” services have been added.

Staff comments included:

- “The staff was a self-motivated group to begin with, not much has changed there.”
- “Our Principal has helped make the mandates flow as smoothly as possible. The staff is top notch.”
- “Becoming an Investment School was scary, but the increased staffing made all the difference. Teachers are still teaching and students are still learning — just like before.”
- “I believe we are headed in the right direction and will continue to improve and succeed.”

Walton

Walton staff reported that instructional programs have not been added to the school (50%). Most of the staff reported that facilities improvements have begun. There were inconsistent reports on whether wraparound services have been included in the building (50% yes, 50% no). It is also unclear whether the staff had been provided with meaningful professional

development (56% yes, 44% no).

Staff comments included:

- “Not enough time given to have teachers collaborate and plan lessons.”
- “I miss the flexibility needed to do great work and projects that may need adjusted schedules to complete.”
- “Too many meetings led by the Principal where we are told to just do it, and then we are not given the time and/or the professional flexibility to even begin to attempt to do what is being asked. Our students are being treated as numbers (data), not children.”
- “We get much less meaningful professional development than in the past. I feel most of the time spent in a meeting is for the sake of being in a meeting.”
- “The school atmosphere is terrible. Negative feelings, nothing positive for students or staff.”
- “This has been the worst year I have ever experienced in our building. It is very negative in the building. It feels as if we are going backwards instead of forwards.”
- “[In the past,] I would tell anyone who asked that Walton was the place to be. I was ready to be invested. Now I wonder if I should take my expertise, experience and talent somewhere else. I dread going to school most days. I feel belittled, unappreciated, inadequate, and bullied to some degree most every day. The only things that keep me going are most of my fellow teachers and my wonderful students. I truly believe that Walton could get back to being Walton again, but this will not happen until we get a Principal who values and appreciates and trusts that the faculty can, and will, rise to the occasion given the opportunity.”

“The single biggest change [in our school] from last year? The 60+ hour work week.”

— Case

“I don't agree there's extra time for collaboration and planning. The extra time is filled up with meetings that take any extra time we might be able to utilize. There's no time to simply digest everything that's coming at us.”

— Franklin D. Roosevelt

“It was wonderful to have some training prior to the start of the year. It was

great that we were able to meet with everyone and get to know each other so that we all began the school year on the same page. It helped us come together as a team and not divide us as new people/old people in the building.”

— Robinson G. Jones

“Had a very positive feeling at the beginning of the year because I thought being an Investment School was going to be such a positive experience. I have found the opposite to be true.

Things that have been promised to us are not happening . . . I thought we were going to get support to become a better school. I thought new furniture for students and teachers was going to happen. How about having a principal that has a positive attitude toward her staff and shows some personal/people/social skills? How about some **respect** for the teachers and all the time we are putting into our job? It is the most frustrating year and time-consuming regarding sending data, data, data to the principal. We are never given a chance to talk freely about the concerns of our building/staff. We are told what to do . . . **do it**. Little freedom for creative ideas in teaching. Becoming boring for teachers and students. I am a veteran teacher of many years, and this is the most discouraging year ever.”

— Walton

Given the data from the first phase of Investment Schools, the CTU has made precise, thoughtful recommendations to the District regarding Phase II of the Investment School process.

In order for school reform to be successful, it requires communication, collaboration, and commitment. In order to build these levers, staff members need a comprehensive plan on what will change within their building, and what supports and professional development will be provided. The school culture should attract and reward staff members who choose to take on the challenging work at an Investment School.

The CTU recommended to CEO Eric Gordon that staff members be able to “opt-in” to the building once they were given information on what investment would look like at the building, not before the plan is actually in place. Instead, the CEO chose to have

all staff members re-interview, though at the time, the staff members were unaware of what they were interviewing for.

The CTU recommended working with the American Federation of Teachers Center for School Improvement to find ways to turn around the culture of the schools in a collaborative way.

The CTU recommended working with United Way and other organizations now so that wraparound services can be in place at the beginning of the school year for students and families. The CTU also believes students at Investment Schools should have additional after-school activities and programs for students.

It is clear from the surveys and comments that additional time was needed at the Phase I Investment Schools, to more effectively and successfully plan and implement these changes. The CTU believes Investment Schools should be provided with addi-

tional planning time for staff members to collaborate, engage with data, and to create dynamic, rigorous lessons.

The CTU believes that when staff members are authentic partners in collaboration with the administration to turn around a school, the efforts are more successful. Time should be taken now and in the near future to ensure that there is a seat at the table for all staff members.

Another significant point that the survey confirmed is once an investment is made at a school, the District has a responsibility to keep their promises to the students, staff, and community at that school.

Investment is not a one-way street. The CTU believes we need to create an environment where teachers want to teach, students want to learn, and parents want to send their children. Our students and our schools deserve nothing less.



Paras Focus On 'Restoring The Promise'

"Restoring the Promise: Uniting Our Union, Our Schools and Our Communities" was the theme of the CTU Annual Paraprofessional Leadership Workshop and Luncheon held on May 10 at Barbara Byrd Bennett Professional Development Center, under the leadership of Para Chapter Chair Cherylane Jones-Williams and Assistant Sandra Bennett.

After Mrs. Jones-Williams welcomed attendees to the event, CTU President David Quolke delivered a message thanking the paras for the critical work that they do for CMSD students and families. "Our paraprofessionals lead the way in Planning Centers, the First Book Project, and working to meet the needs of students, families, and communities," he said. "Reclaiming the Promise is about ensuring that children and their families have access to wraparound services to meet their social, emotional and health needs. Time and time again, paras have stepped up to fight for those critical services our students not only need, but deserve."

Mark Baumgartner, CTU Director of Professional Issues, and Deb Paden, CTU Educational Issues Chairperson, presented the session "How Does PARCC Impact the Paraprofessionals in the Classroom?" Tracy Hill, CMSD Executive Director, Office of Family and Community Engagement, presented "Engaging Parents as Partners." Mychele Taylor, Instructional Assistant and Para Delegate, presented the session "Interpersonal Conflicts Within Me: How You Act in Conflict."

After lunch, special awards were presented and retirees were honored. The event closed with the singing of "Solidarity Forever." Con-

gratulations to Cherylane Jones-Williams and her committee for an informative, inspiring and successful workshop.



National Forum for Community Schools

April 2014 Cincinnati, Ohio

Last April, the Coalition for Community Schools partnered with Cincinnati Public Schools and the Community Learning Centers Institute for the 2014 National Forum “Opportunity for All: Community Schools, The Engine for Change.”

The theme reflected the Coalition’s commitment to equal opportunity for all students and the belief that community schools, with their deep and sustained relationships between schools and community partners, are the “engine” that will prepare our young people, families, and communities, to live and work in the 21st century. The Forum featured workshops reflecting the principles of community schools that are fundamental aspects of an equity strategy – deep community engagement and participation, strong youth, family and resident voice, shared accountability, building on community assets and strengths, and strong partnerships.



CTU Executive Board members Pat Forrai-Gunter, Cheryl Neylon, Stephanie Henderson and Dorothy Fair converse with AFT President Randi Weingarten at the Forum on Community Schools in Cincinnati.

FDR Choir Sings in Nation’s Capital

The Gospel Choir from FDR Academy, along with their Director Michael G. Williams, traveled to Washington, D.C. last month, to sing in the AmericaSings Convention held on the National Mall. The choir took the stage on April 5, singing three selections.

According to Director Williams, “They did an awesome job!” At the end of the Convention that evening, they took part in the grand finale as one large choir, comprised of all the choirs that attended.

In addition to their performances, the choir members’ day was filled with attending workshops and participating in charitable service projects to feed the homeless, which was the overall purpose of this convention. These service projects included providing toys and school supplies to underprivileged children, as well as feeding the hungry and homeless in the Washington, D.C., community.

Students were also able to visit many of the Smithsonian Institutes, and finally the Martin Luther King Memorial Statue.

“They worked hard in preparing for this awesome opportunity to display their skills and



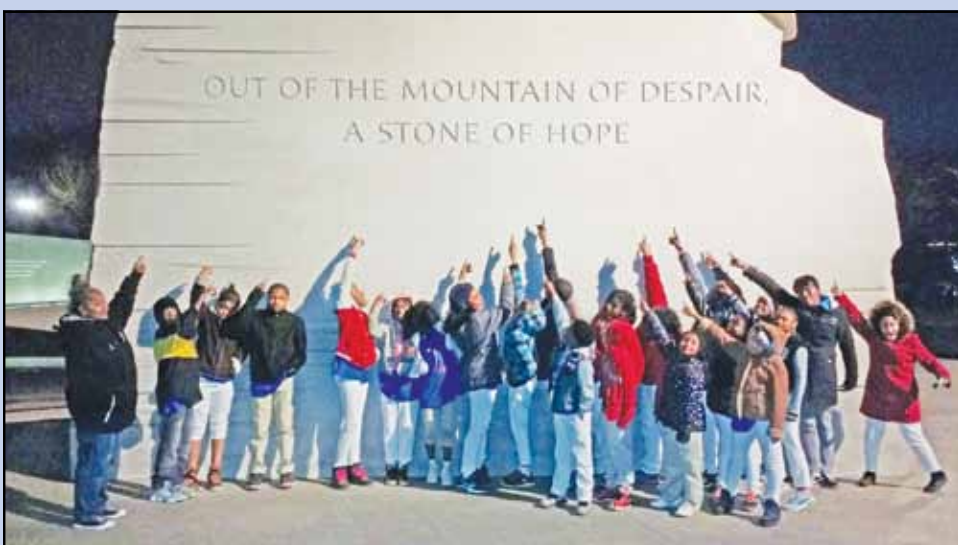
Pat Forrai-Gunter, Nurses Chapter Chairperson, chats with students at the anti-bullying exhibit at the National Forum for Community Schools. It’s important for educators and parents to understand that bullying can affect everyone — those who are bullied,

those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide, and may persist into adulthood. It is important to talk to kids to determine whether bullying — or something else — is a concern. For more information on recognizing and dealing with bullying, go to www.stopbullying.gov.

talents to represent Franklin D. Roosevelt Academy, CMSD, and Cleveland, Ohio,” said Director Williams, who is also the FDR Planning Center Director and serves on the CMSD/CTU HumanWare Planning Center Executive Committee. “We were

the only school in the District to participate in this wonderful event, and be given this great opportunity.”

Congratulations to this talented choir for a job well done!



TECH BYTES

Creating Your Own e-Tool Kit

by L'Taundra Everhart

by L'Taundra Everhart

There are many sites that offer beginning-of-the-year tools for teachers — bathroom passes, behavior

checklists, etc. — but what about an e-kit that creates active learning areas for both teachers and students? An area where educators can find all of their resources, and where students are offered technology based learning opportunities. The following free resources can help you get started.

Share classroom strategies and videos with a wider range of novice and experienced teachers in a web-based format, using **The Teacher Toolkit**. The teachers and students you see on the site offer tutorials on independent and group practice, games, opening and closing activities, classroom management and other topics. Each category features discussions, templates and variations for all learners. For instance, the site offers **The Four Corners** learning strategy, a technique that stimulates student learning through movement and discussion. This strategy can also be used as a formative assessment. Students are presented with a controversial statement or are asked a question. In each of the four corners of the classroom, an opinion or response is posted. Students express their opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner. Four Corners promotes listening, verbal communication, critical thinking, and decision-making.

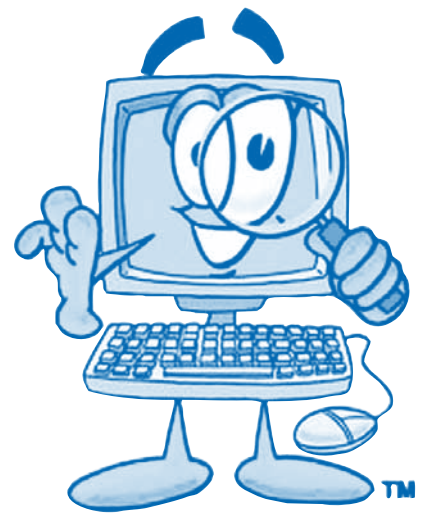
<http://www.theteachertoolkit.com/index.php/tool/all-tool>

The Five Minute Lesson Plan may save your life. Okay that's pouring it on thick, but this idea, created by a British teacher, certainly puts things in perspective. "The demands placed on us in the classroom, by meeting the needs of students; or systems and management, can create unnecessary bureaucracy. The original 5 Minute Lesson Plan was designed to reduce planning time, whilst give the teacher an overview of what is important," says creator Ross McGill. The Five Minute Lesson Plan uses graphic organizers for almost every task, including meetings, reflections and targeted questioning. This tool allows educators to pictorially and schematically outline lessons along a timeline using differentiation and other considerations in various parts of the lesson. This tool is offered via the TES network of teachers at:

<http://www.tes.co.uk/teaching-resource/The-5-Minute-Lesson-Plan-by-TeacherToolkit-6170564/>

YouTube tutorials on using this plan: www.youtube.com/watch?v=HPPkwfLbzkM

Students Develop 21st Century Skills by Intel Education helps educators create active learning environments where students can engage in discussions, analyze information, pursue investigations and solve problems. The site also includes lesson plans, assessment strategies and technology-enriched projects for all K-12 subjects.



<http://www.intel.com/content/www/us/en/education/k12/thinking-tools/showing-evidence.html>. Intel's **Showing Evidence** is just one tool on the site. Showing Evidence helps students learn how to construct well-reasoned arguments and prove their case with credible evidence. The tool provides a visual framework to make claims, identify evidence, evaluate the quality of that evidence, explain how the evidence supports or weakens claims, and reach conclusions based on the evidence. The tool and related resources are available for free, from any computer that is connected to the Internet. Students may work on their claims and evidence at home or at school, and can be paired with another team to review their ideas. Check out this YouTube tutorial: www.youtube.com/watch?v=J-0hTeGeRs



CTU Nights at Progressive Field

The CTU has arranged a special offer for discounted tickets to Cleveland Indians baseball games for CTU members. Choose from any home games from now through the end of September. For tickets, go to <http://tinyurl.com/nsar9o3> and use the special offer code: BASEBALL. You can also access the link through the CTU website at ctu-279.org.

If you have any questions, contact Jackie Plys at 216-420-4162 or email jplys@indians.com.

Thanks to Trustee Jim Wagner for arranging this opportunity for CTU members and their families and friends.

AFT Campaigns to End Child Labor

Every day, 215 million children (nearly one-seventh of the world's youth population) are forced to work long hours for little or no compensation, often placing themselves in grave physical danger in the process. They mine coal, cut bricks and harvest crops, exposing themselves to dangerous fumes and chemicals. They weave carpets, deforming their spines as they crouch over looms. They even make fireworks, risking explosions that can leave them disfigured or dead.

In addition to forcing them to grow up prematurely and exposing them to dangerous conditions, child labor denies children the only thing that can give them a future with hopes and dreams: an education. Eliminating child labor and improving access to education go hand in hand. The AFT believes that every child in the world has the right to a high-quality, free, compulsory education. Such an education is not only a basic human right, but also a powerful tool for helping the poorest members of a society improve upon their socioeconomic position and participate in a vibrant democratic society.

AFT Secretary-Treasurer Lorretta Johnson co-chairs the Child Labor Coalition, an international network for the exchange of information about

child labor. The AFT is an active member of this organization, which provides a forum and a unified voice on protecting working minors and ending child labor exploitation both in the United States and abroad. As

part of that mission, the coalition develops informational and educational resources for both the public and private sectors to combat child labor abuses and promote progressive initiatives and legislation.

Some of the campaigns on which AFT has been most active include cotton harvesting in Uzbekistan, rubber tapping in Liberia, and producing cocoa beans in Ghana and Côte d'Ivoire.

[Source: AFT website]

WAYS TO TAKE ACTION and Help Stop Child Labor

Be a responsible consumer.

Responsible Shopper informs consumers about companies that utilize child labor and maintains a list of consumer campaigns against these businesses.

At the Fair Trade Online Store, customers can select from a wide array of goods produced in a socially conscious manner (i.e., without the use of child labor).

Rugmark is a program that places special labels on Oriental rugs made without the use of child labor.

Make your voice heard.

Tell President Obama that the United States should ratify the United Nations Convention on the Rights of the Child, which codifies basic rights for children, by signing an online petition on the AFT website under the tab Democracy and Human Rights or use the following link: http://action.aft.org/c/622/p/dialog/action3/common/public/?action_KEY=3822

Expand your knowledge.

The AFT website, www.aft.org, has a compilation of lesson plans and classroom resources to help you inform yourself and your students about the problem of child labor. You can learn about specific AFT campaigns against child labor by visiting the following links on the AFT webpage:

[Child Labor in Cocoa Production](#)

[Children Harvest Cotton in Uzbekistan](#)

[The Firestone Rubber Factory in Liberia](#)

Never doubt that a small group of committed citizens can change the world."

— Margaret Mead

CDHRun-Down

A Recap of the Activities of the CTU Civil, Democratic, and Human Rights Committee

by **Stephanie Henderson and R.J. Catledge-Smith**
CDHR Chairperson and Assistant Chairperson

Barbara Byrd Bennett Professional Development Center has been the “PD hub” for various topics of discussion sponsored by the Civil, Democratic and Human Rights Committee (CDHR), under the leadership of Stephanie Henderson, for the entire 2013-2014 school year.

During the month of March, there were conversations with Coach Tyrone White who spoke regarding teen dating, cyber bullying and domestic violence. Erika Graham and Jackie Kommas provided information on human trafficking and ways to possibly identify victims. Many schools have students with diabetes; this important issue was addressed by Cheri Collier. She provided information on the disease and information that school staff should be aware of when working with those who have diabetes.

April was the month to kick it up a notch and give the students that extra push to be ready for the OAA. In an effort to provide strategies that

could be used the last few weeks in the classroom, CDHR provided professional development centered on Social and Emotional Learning with Jillian Ahrens as the presenter. Ernest Blackwell of Everfi, a financial literacy program, showed ways that participants could utilize the computer-based program to teach valuable skills to our students in grades 4-12. The presenters from CTAG (Closing The Achievement Gap), Yuri Thornton and Anthony Brown, offered ideas to help teachers maintain positive discipline and classroom management as the year comes to an end. Brianna Otey and Antonio Stanford, members of WAVE, also gave pertinent information regarding conflict mediation. So as always, the “PD hub” was busy when the CDHR Committee put out the call that PD was being offered!

The CDHR Committee has been charged by the AFT to promote human rights and democracy as a fundamental issue that is important to the international labor movement. To this end, the focus of the CDHRunDown for the month of May is child labor. While we all believe that children are our future, we must also be aware that children are sometimes taken advantage of as cheap labor. On

the opposite page is an article from the AFT website about child labor.

The CDHR Committee would like to thank everyone who participated in the PD sessions, and congratulate our lucky raffle winners. Winners are selected at the conclusion of the sessions and receive various gift cards. March winners were: Bobbie Blair, Beverly Burris, Ted Carter, Andrew Evatt, Michelle Gray, Victoria Green, Teresa Griggs, Judy Miles, Ashley Nailor, and Mai Phung. April winners were: Janice Bubnick, Larry Gilbride, Sharon Graves,

Carla Greene, Ruby McCoy, Mai Phung, Kathy Pope, Crystal Wallace, Karen Washington, and Monica Williams.



Coach Tyrone White (center) provided a moving, informative session on teen dating, cyber bullying, and domestic violence.



Cheri Collier discusses nutrition and wellness issues, focusing on students with diabetes.



(above) The teen dating session gave participants some jaw-dropping information on teen violence, which many felt should be mandatory professional development for all schools.

(left) CTU members listen intently as valuable information related to conflict mediation is shared.

UnionPlus: Collective Bargains

Make the most of your Union membership! Check out the website www.unionplus.org for consumer tips, deals, and discounts for Union members. This program is affiliated with the AFT and AFL-CIO, and provides special benefits for Union members.



So Long, Farewell, Good-Bye, Ciao, Adieu, Adios, and Thank You

by MaryAnn Fredrick

Past 1st Vice President and Director of Negotiations

A friend of mine often tells me he's been more lucky than smart in his career, and while I often dispute that, I can almost believe it because in some respects, I feel exactly the same way. Circumstances almost always seem to have aligned to provide opportunities that have led me to this exact point in time. I can honestly say that I never expected to be retiring from a career that was primarily spent in Cleveland and nearly half-spent

From the time I started school as a kindergartener, I was in love with school and teaching. I couldn't imagine growing up and wanting to be anything else but a teacher. I was one of those kids who took their old workbooks home and played school all summer long.

working with the Cleveland Teachers Union, let alone as its elected 1st Vice President and Director of Negotiations.

From the time I started school as a kindergartener, I was in love with school and teaching. I couldn't imagine growing up and wanting to be anything else but a teacher. I was one of those kids who took their old workbooks home and played school all summer long. Becoming a teacher was its own realization of my dreams. I never imagined going farther than a third grade classroom (the grade I always wanted to teach but never would). Growing up in a small suburban town in Trumbull County, graduating from Youngstown State University, and beginning teaching in a Parochial Middle School, urban education and unionism seemed as far removed from me as Oz was from Dorothy, if not for the circumstance of a Kansas tornado.

My tornado came in the form of a parochial school administrator telling me that my four years of exemplary service were being rewarded by contract termination for the simple reason that he thought I needed a change. It was never said that one of my "colleagues" snitched about me referring to him as an a**hole in the teachers' lounge one day, though I suspected that was the real reason.

Losing that \$13,600 annual salary was devastating in 1988. I moved back into my mother's home, took a job working in the deli of an Apple's Supermarket, which later in the summer would claim a small portion of the tip of my left hand's ring finger. Putting out resumes within a hundred miles of my hometown seemed to be fruitless

as there was an overabundance of teachers with a Grades 1-8 teaching certificate and K-12 Reading Endorsement.

The Friday before Labor Day, I received a phone call from the Human Resources of what was then called Cleveland City Schools to interview at East High School for a Reading Position. I drove the 75-mile, one-way journey and interviewed at the school. The English Department Chair, Leroy Wesby, announced to me that the job was mine if I want it. I accepted, and began working the Tuesday after Labor Day. It was the beginning of my journey on a path that would take me to places I never dreamed I would go. It opened up experiences and opportunities that I never expected.

Going from a small-town parochial school to a huge urban high school brought its own brand of culture shock and adaptation.

First, I was getting up at 4:30 a.m. to make the commute to work until I got my own place. My maiden name was Flaviani, one that my colleagues wouldn't begin to try to spell and that my students wouldn't even attempt to pronounce. My students called me Flave, short for Flavor-Flave, and my family called me crazy, all true! What I quickly learned was that kids are kids and if you treat them with respect, they will treat you the same. I may have said some things

to kids that would cause trouble if other people said them; but my kids always knew that it came from a place of love and genuine caring. Kids can always sense if you like them, and once they know you genuinely care about them, they will stand on their heads if you ask them to.

Throughout my years at East High, Franklin D. Roosevelt, and then Wilbur Wright, the scissors, stapler, ruler, hole-punch and ever-present box of tissues sat out on my desk. Kids could use what they needed, and always returned my supplies to their rightful place. Yes, there were times when a certain class or student caused a

problem, but in all honesty, I find it hard to remember those classes and the kids associated with the issues. Instead, I look back to all the kids whom I have had the pleasure to know and help become what I hoped would be better, smarter, and more mature than before I came into their lives. I have been blessed to teach Cleveland's children for the past 26 of 30 years.

The unionism came by surprise. A suggestion to run for UCC Secretary and then Chapter Chair

at FDR in 1993-95 (in a building where Lovie Jones and Cherylane Jones-Williams worked) gained me the attention of then-President Richard DeColibus, which a few years later led to an appointment to the Executive Board as Legislative Committee Chair. From there I worked as an elected member of the Nominations and Elections Committee, and after a couple of failed CTU General Election attempts, I was elected as a Trustee in a vacancy election. Two years later I was elected 1st Vice-President during then-President Joanne DeMarco's second term. As David Quolke's 1st Vice-President, I was named Director of Negotiations and the rest, as they say, is history.

Working at the CTU is both the most rewarding and challenging of careers. The hours, days, months and years are long, and quite often characterized by criticism and speculation. The Oath of Office for an elected CTU officer or Delegate includes the phrase "remembering always that the greater good for the greatest number is more important than personal preferences." And that is what one must always keep as a primary focus. The way is often wrought with heart-wrenching decisions that are sometimes seen as wrong by others, who are without understanding of the larger picture of what is at stake. Like teaching, being a Union leader doesn't ever get easier.

I will reiterate that I have been enormously **blessed**. One special blessing was having worked for many years side-by-side with David Quolke, who began as a colleague, became my friend, grew to be a confidant, and later I adopted him as my brother. His faith in me has allowed me to do things and go places that I never dreamed possible.

I have been given the opportunity to work with some of the greatest, most well-respected educational and Union leaders on local, state, and national levels. I have developed friendships that will be life-long, and made connections with people from every educational and Union organizing field. I have traveled from coast to coast representing CTU at conferences as a presenter on Teacher Evaluation, Differentiated Compensation, Member Mobilization and Teacher Professionalism. I have had the great honor and privilege to work with and serve Cleveland teachers, who are some of the hardest-working, most dedicated professionals in the country, and most importantly, I have been given the opportunity to love Cleveland's children.

I've ended my CMSD career where it began: at East High (now East Professional Center), as a member of the Joint Governing Panel (JGP). To my most pleasant surprise, I will be leaving that job with more than I started. It was my privilege to meet and work with five wonderful professional women who have added to my knowledge and sense of professionalism. I have been able to increase the number of my female siblings and have enjoyed my time at our East High location.

For all of you who have been part of my teaching and Union life, I thank you for adding brilliance to what would have been a rather dull, gray, mediocre, average teaching job in a small town. You helped turn it into a fluorescent, sparkling, fireworks display of a career! May God bless and watch over you. My sincerest prayer is that you will feel as content and fulfilled as I now do. Thanks to so many of you, my childhood prayers were answered, and my young adult aspirations were met beyond my wildest dreams!

[Editor's Note: The Critique staff extends congratulations to MaryAnn Fredrick, and we wish her a long, healthy, happy retirement!]



MaryAnn Fredrick, past 1st Vice President and Director of Negotiations, and soon-to-be retired teacher, addresses CTU colleagues at her last Delegate Assembly in April.

UNION NEWS

CTU Budget Takes Priority in May

When you think of the month of May, most people think of holidays like Mother's Day or Memorial Day. But at the CTU, the focus in May is the annual budget process.

Did you ever wonder how your CTU dues money is spent, and who decides where the money goes? It's not a whimsical process. Each penny is carefully allocated based on a budget that goes through a rigorous, meticulous process to be developed and approved.

Beginning well before the month of May, the five Trustees and the Treasurer meet to review and analyze the previous year's line item spending. They also review data from the previous five fiscal years to determine traditional spending habits for each line item. The Trustees and the Treasurer also determine other costs, such as rent, utilities, supplies, salaries of the clerical staff, and other expenses associated with running a Union. As an affiliate of the AFT and OFT, the CTU is also required to pay annual "per capita" dues to those organizations, based on the number of members in the CTU.

Once all the figures have been gathered, it is then the Constitutional duty of the Trustees and Treasurer to develop a proposed budget for the following fiscal year, which begins on September 1st and ends on August 31st. The budget is based on the projected income of the CTU, calculated from the number of members and expected income from dues. All expenditures must be calculated and planned for under one of the various budget line items. And of course, the budget must balance.

After the Trustees and Treasurer approve the budget, it is presented to the CTU Executive Board members for their approval at a special meeting in May. The Chapter Chairs and Delegates receive a copy of the pro-

posed budget before the May Delegate Assembly. At the May Delegate Assembly, the budget is explained by the Trustees, and it must be approved by a vote of the Delegate Assembly.

The Union has some funds in reserve, investments which can be accessed for special needs. One example was the campaign to defeat SB 5/Issue 2 several years ago. Although the CTU used some of its reserves to fund the campaign, the AFT also donated significant funds to the CTU and OFT

to help in the fight to preserve collective bargaining rights in Ohio.

Three Trustees and the Treasurer are elected every two years in even-numbered years. They are: two Trustees, K-8, Bonnie Hedges and Jim Wagner; Trustee, Senior/Special, Dorothy Fair; and Treasurer Michael Kulcsar. Two Trustees-at-Large are elected every two years in odd-numbered years. They are Mark Baumgartner and Andrea Dockery-Murray.

The CTU finances are audited annually. "I am proud that the CTU audit has been 'clean' and the books have balanced to the penny every year since I became Treasurer in 2004," said



Michael Kulcsar. "The CTU budget process is a tremendous responsibility and we take it very seriously. Your CTU dues monies are used judiciously and appropriately, by the book, following the Constitution. The annual budget is designed to serve our members and advance the causes of the Union."

Presidents Weingarten, Quolke Attend New Zealand Summit



At left, Homebush K-6 students perform "What does the fox say?" Center, David joins Brian Miller, Principal of Chester Hill High School and member of New South Wales Teacher Federation, for a photo. At right, Teachers from Te Aro School at NZEI rally.



CTU President David Quolke joined AFT President Randi Weingarten and international colleagues at the fourth annual International Summit on the Teaching Profession March 28-30 in New Zealand. President Weingarten also participated in a study mission in Australia to visit public schools and

discuss education and equity issues with teachers, principals and government officials.

The International Summit was attended by education officials and teacher union presidents from approximately 20 of the highest-performing school systems and five of the fastest-improving countries in the Organization for Economic Cooperation and Development (OECD). The theme of this year's summit was "Excellence, Equity and Inclusiveness — High-Quality Teaching for All."

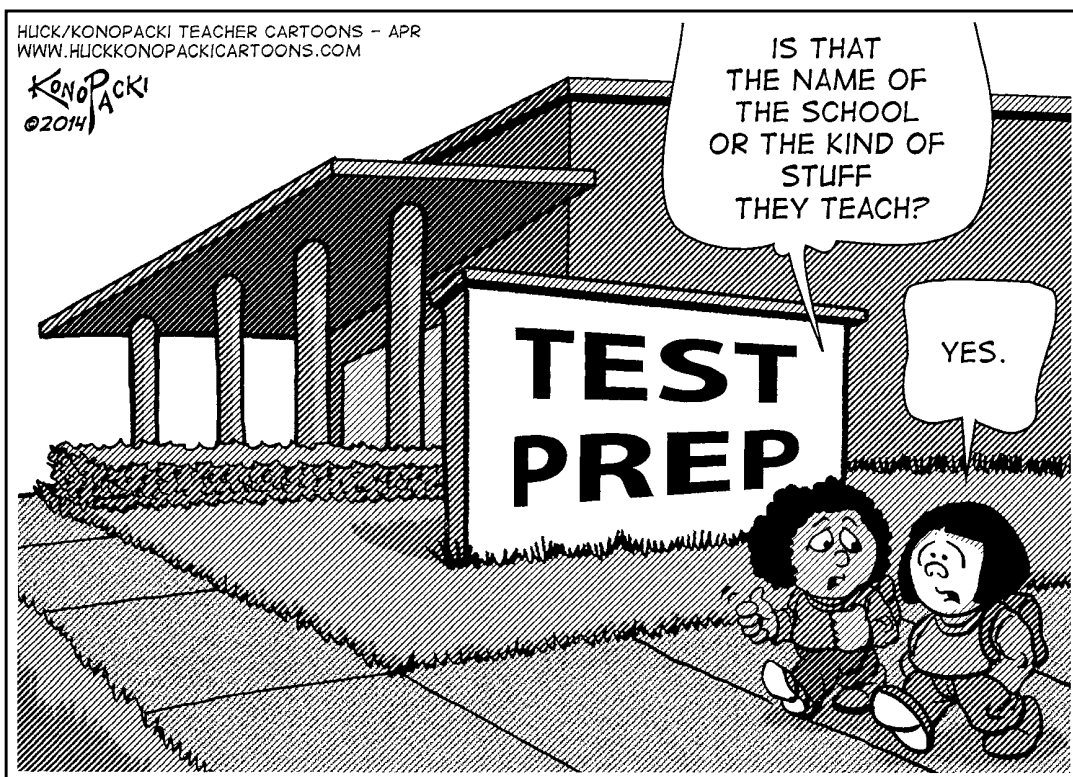
Policy lessons from around the world were divided into several categories: charting a way towards equity and excellence; developing high-quality teachers for schools with the greatest need; achieving equity in increasingly devolved education systems; creating learning environments that address the needs of all children; and building an equitable, excellent and inclusive education system.

A growing body of research on teacher leadership is showing positive links between col-

laborative forms of school leadership and improved student outcomes. "The role of unions in school reform efforts is imperative," said President Quolke. "Research is demonstrating the link between high-performing countries, strong teacher unions, and genuine collaboration with teachers around issues of school reform and student success."

On the OECD's latest PISA (Program for International Student Assessment) international rankings, Australia's and New Zealand's rankings dropped, leading to national debates, as in the United States, over the most effective ways to improve education. Australia and New Zealand are dealing with educational equity issues and debating the effectiveness of choice, competition and privatization programs.

"The International Summit is a landmark event on the global calendar," said Fred Van Leeuwen, General Secretary of Education International, "bringing together teacher unions and governments, on an equal basis, to discuss policies which affect teachers working in public education systems, in collaboration with the OECD."



THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

Refelections ... at the End of a Difficult Year

As summer approaches, I wish CTU members an enjoyable summer break. Whether you plan to take additional classes, travel, enjoy some family time, or simply relax, I hope you use the summer to reenergize and reinvigorate yourself for the 2014-15 school year.

This past school year was a difficult one in many ways. We implemented TDES, the new evaluation system, parts of which were mandated by state law. High-stakes standardized testing remains a complicated issue, demanding precious time and resources.

communities where staff, parents, and citizens in the community work together. [They] must be safe, disciplined and engaged environments where individual student's needs are directly addressed, where close

There's an unmistakable message in the results: CMSD has a lot more work to do to truly "invest" in these schools.

Funding problems in the form of SBB were a slap in the face of the recent levy passage. And CMSD bulldozes forward with the "Cleveland Plan," codified in state law as the blueprint for transforming schools and, according to the CMSD website, "reinventing public education in our city and serving as a model of innovation for the state of Ohio."

A key part of the Cleveland plan is the Investment School process. The CMSD website states: "Turning around CMSD's lowest performing schools is one of the primary goals of The Cleveland Plan. The Cleveland Plan requires that each year, CMSD will target the lowest 10-15% of these schools for immediate and dramatic action. This year [2013-2014], the CEO has targeted 13 schools for dramatic action. This network of Investment Schools represents not only our clearest need, but also our greatest opportunity to make a difference in the lives of our students.

"Investment Schools must be learning

and invested. Families and citizens must play a critical role in supporting students in school and in the community with before and after school programs, mentoring, tutoring, social and emotional support and resources."

Well, that was the plan. So what was the reality for the 13 Phase 1 Investment Schools? Find out by reading the Investment Schools article beginning on page 1. The CTU surveyed staff at the Investment Schools to find out what was really happening at the schools, and just how invested CMSD was in the turnaround of these schools.

I won't repeat the findings here; you can read them yourself. But there's an unmistakable message in the results: CMSD has a lot more work to do to truly "invest" in these schools.

Some themes were clear. In a few places, the results were positive, hopeful and optimistic. But in most of the schools, the opposite was true. It appears the District is using the law to issue mandates that are not effective or constructive in improving teaching or learning. Most of the reform effort



It appears the District is using the law to issue mandates that are not effective or constructive in improving teaching or learning. Most of the reform effort is top-down, not-bottom up, and it's not working.

is top-down, not-bottom up, and it's not working.

As professionals, as advocates for our students, as skilled practitioners, we must be included in the reform efforts. CTU members must be included as genuine partners, not just given lip service, for reforms to be successful.

We need to create a culture in every school where teachers want to teach, students want to learn, and parents want to send their children. This can't happen without real teacher input. We have our work cut out for us. While this is a very challenging time for our Union, this is also an opportunity to make sound, positive changes in our District. And as advocates for Cleveland students, we will continue the fight.

Have a great summer.



David Quolke visits Homebush Public School's Kindergarten classes in Sydney, Australia.

See article on page 11

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AFTCA
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INTERNATIONAL LABOR COMMUNICATIONS ASSOCIATION
AFL-CIO/CLC

Cleveland Teachers Union

End-of-the-Year PARTY!

Nautica Pavilion, West Bank of the Flats
Friday, May 30, 3:00-7:00 p.m.

Food, Drinks, Music, Merriment — a great way to start off your summer!

Bring your CTU 2013-2014 Membership Card and get a free drink.
Wear a CTU item of clothing and receive an additional drink ticket!