

West Suburban Teachers Union, Local 571, IFT, AFT, AFL-CIO

Union Messenger

"A Union of Professionals"

WSTU/April Calendar

- 4/5—Registration deadline for TRS Workshop—(Westmont)
- 4/9—TRS Workshop—(Westmont)
- 4/15—ExBd Mtg. (5:30 p.m.—Westmont)
- 4/15—HOR Mtg. (6:45 pm. —Westmont)
- 4/15—571 Officers election ballots ready for pickup
- 4/15—IFT Convention delegate ballots ready for pickup
- 4/15—571 proposed budget presented to HOR
- 4/27-28—IFT ULI

Union Messenger

- Jane Russell, President
- Rachel Esposito, Vice President
- Sandra Erickson, Treasurer
- Cathleen Pope, Secretary
- Jonathan Pazol, Financial Secretary
- Brett Blair, Legal Defense Secretary
- Julie McShane, COPE/PAC Chairperson
- Tom Smith, IFT Field Service Director
- Arnavaz Mistry-Mujthaba, IFT Field Service Director
- Julie Masterton, Membership Secretary
- Patty Clancy, Office Secretary
- Andrew Bendelow,
571 Web Administrator
- Robin Hancock,
571 Union Messenger Editor



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What Education Success Should Be In Illinois

The work of the Education Success Governor's transition committee was reported on the Governor's website. I, along with 35 other education leaders, legislators, administrators of PK-12 institutions and education agencies met to provide input to the new governor and staff, to define education success for all students. This aspiration as defined in the document is that every child in Illinois should receive a world-class education.



Illinois has nearly 3 million children under age 18 with approximately 2 million attending public schools. About 465,000 students, all ages, attend public colleges and universities. During the past several years, we know that education has been grossly underfunded by the state. There is also much research and evidence to showing that high quality birth-to-five programming increases the child's success in both education and career. Inadequate and inequitable funding have both

contributed to the achievement gaps in large populations, especially those students who come from low-income environments.

The new administration believes a new course should be set, with education spanning cradle-to-career with focus on the following:

Align Priorities Across Systems

There are many state agencies and governing boards that oversee state education. Oftentimes these organizations operate independently of each other so there is no overall accountability for student education, care, safety, and other vital services.

"The new administration should facilitate the coordination of agency heads and governing boards to develop a shared vision and strategic plan to promote student success from cradle-to-career."

Ensure Equitable and Adequate Funding

The state constitution says that the state should provide 50% of funding for children's education. Certainly, that has not been done for many years. The recent legislation, Evidence Based Funding, only provides some of what is needed. The Legislature must ensure that continued equitable and adequate funding is available in each state budget. The goal is to fully fund elementary and secondary schools by 2027.

Strengthen the Pipeline of Teachers and Child-Serving Professionals

You have heard about the perceived teacher shortage in Illinois. Much depends upon both the geography and the type of teachers needed in those locations. Even though 51 percent of Illinois students are of color, 83 percent of teachers are white. There is strong evidence that children of color benefit from high-quality teachers who have the same race and culture as the students.

What Education Should Be In Illinois (cont. d from page 1)

Ensure that Education Meets the Needs of All Learners

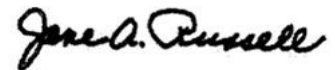
Early intervention should be provided. Schools should be equipped to meet the needs of students who have experienced trauma or have health concerns. Every school should provide a safe and welcoming environment for all students. There should be strong partnerships between PK-12, higher education and business to expand access to vocational and career pathways.

The report concludes:

“Illinois can lead the nation in student achievement and educational attainment by aligning systems, providing adequate funding for education, strengthening the pipeline of teachers and ensuring that teachers are prepared to meet the needs of every child. While it takes years to implement the strategies above, the new administration should pursue progress with a fierce sense of urgency. Children across Illinois are depending on state leaders to put them in the best position to succeed in our global economy.”

To review the entire document, go to: https://www2.illinois.gov/sites/gov/Documents/Transition/Reports/Transition_Education.pdf#search=Educational%20Success%20Transition%20report

In unity,



Local 571 President

03/04/2019

Press Release

AFT launches massive national campaign to fund future of education

WASHINGTON—The American Federation of Teachers has launched a sweeping, multipronged campaign to fund the future of American public education.

Amid the continuing wave of teacher activism shining a spotlight on massive shortfalls in education investment, the Fund Our Future initiative aims to take the teachers’ megaphone into Congress, statehouses and communities nationwide.

To learn more, go to: <https://www.aft.org/press-release/aft-launches-massive-national-campaign-fund-future-education>

1:1 Technology Initiative at Proviso East High School

Several members of the Proviso Support Staff Council and the Proviso Teachers Union assisted in the pilot 1:1 technology rollout at Proviso East High School on January 22nd. Technology staff, secretaries, counselors, social workers and others, worked collaboratively to image and distribute over 400 laptops to 9th grade students to use at school and at home.



Peoria Welcomes AFT Teachers from Puerto Rico

The AFT teachers from Puerto Rico visited Peoria to learn about the Pathways project the Peoria Federation of Teachers has been involved in for the last three years.



Jane Russell greeted the President of Asociación de Maestros de Puerto Rico (AMPR), Aida Diaz, during the opening session at the Peoria City Hall.

Schools Need What Teachers Need

By Bonnie Saracco

We have all been subjected to dubious comments about value-added schemes, teacher accountability, and merit pay. Many current education reform efforts are based on the premise that some teachers are much more effective than others, and that these teachers should be rewarded, while less effective teachers should be removed.

Although research does support the superior effectiveness of some teachers, this is only one part of the story. **There is also a growing body of evidence showing that every teacher's effectiveness is supported or thwarted by the context in which he or she teaches.** Valid educational reform cannot ignore this reality.

AFT's Albert Shanker Institute has been looking for decades into how working conditions factor into teacher effectiveness. It has recently published some of these findings in *Developing Workplaces Where Teachers Stay, Improve, and Succeed* by Matthew A. Kraft and John P. Papay of Brown University.

We know that churn, or individuals leaving an organization, is especially detrimental to schools, and that positive working environments reduce churn and motivate employees to stay. Kraft and Papay did a large study in Massachusetts looking into just what measures of quality keep teachers in schools. These were found to be the same factors that also allow teachers to improve at faster rates than in other schools. Their findings in Massachusetts have been corroborated by subsequent large studies that they did in California, North Carolina, New York City, and Chicago.

When we think of quality work environments, pleasant and well-equipped modern facilities come to mind. But Kraft and Papay found that teachers reported that other factors were found to be valued more highly by teachers. These factors are the quality of relationships and collaboration among the staff, the responsiveness of school administrators, and academic and behavioral expectations for students. Researchers from the University of Michigan and Vanderbilt have used a similar design and also produced similar results.

We know that school contexts can improve over time, and that teachers respond to these improvements by

staying and improving their work. But policymakers need clear guidelines on how to give teachers the supports they need.

Susan Moore Johnson of Harvard did in-depth case studies on teachers in six high-poverty, high-minority public schools. In her *Project on the Next Generation of Teachers*, she wrote that teachers described their greatest school context need to be working in an orderly, disciplined environment with student support services to meet the social and emotional needs of students and engage parents. They also highly valued time for collaboration with and feedback from peers, which agrees with the Kraft and Papay research.

All of this work supports the fact that one of the most important functions of school boards is to hire administrators who can create buy-in from all stakeholders to give teachers the school contexts that they need. Ideally this new research should also help policymakers to change the school improvement conversation from years of harmful measures, and to finally attend to what actually works.

"Just as teachers must form relationships with all individual students, so administrators must know individual teachers and develop trusting relationships with them."
- Anne Reeves in Education Week Teacher

March is National Social Work Month

The National Association of Social Workers in March highlights the ways social workers empower others. This year's theme is **"Elevate Social Work!"**

March is Women's History Month

"There is no limit on what we, as women, can accomplish."
Michelle Obama

Nancy Pelosi

For the second time, Nancy Pelosi was sworn in as the Speaker of the U.S. House of Representatives for the 116th Congress. She is the highest-ranking elected woman in American history and the first to serve as Speaker of the House. She is the first former speaker to return to the position since Sam Rayburn in 1955. Nancy knows that more must be done in education so our children and students are able to compete, and that teachers must be given the resources and funding to ensure our future leaders are ready to face the challenges of tomorrow.



Tammy Duckworth

United States Senator Tammy Duckworth is a purple heart recipient, and one of the first women to fly combat missions during Operation Iraqi Freedom. She was elected to the US Senate in 2016, and is an advocate for military families and veterans, especially women and the homeless.



Kimberly Lightford

On January 9th, State Senator Kimberly Lightford made history by being named Senate Majority Leader, the first African American female to hold the position in the state of Illinois. Lightford, a Maywood resident, attended Proviso East High School, and has long been an advocate for education reform, working families and women's issues.



Women in the U.S. Congress 2019

In 2019, 127 (106D, 21R) women hold seats in the United States Congress, comprising 23.7% of the 535 members; 25 women (25%) serve in the U.S. Senate, and 102 women (23.4%) serve in the U.S. House of Representatives. Four women non-voting delegates (2D, 2R) also represent American Samoa, the District of Columbia, Puerto Rico and the Virgin Islands in the United States House of Representatives.

<https://www.cawp.rutgers.edu/women-us-congress-2019>



The Illinois Teachers Retirement System (TRS) Seminar

Sponsored by the West Suburban Teachers Union, Local 571

- WHEN:** Tuesday, April 9, 2019
5:00 p.m.—7:30 p.m.
- FOR:** Local 571 members
(teachers) close to retirement
- WHAT:** Light dinner followed by a presentation by a representative of the Illinois Teachers Retirement System
- WHERE:** Robert M. Healey Conference Center
500 Oakmont Lane
Westmont, Illinois 60559
(Entrance D or E)
- R.S.V.P.:** If you plan to attend, please contact Julie Masterton by April 5 at 630/468-4041 or jmasterton@ift-aft.org.
- OTHER:** Anyone who signs up to attend the seminar and finds that they cannot attend, must notify Local 571 by phone or email by 4:30 p.m. on April 5, or they may be charged \$15 for the cost of the dinner.

What's Missing from the Messenger?

Is there something innovative or exciting happening at your school? If so, we want to hear from you!

Email your news to Robin Hancock at: 571editor@gmail.com



West Suburban Teachers Union Local 571
500 Oakmont Lane
P.O. Box 390
Westmont, IL 60559-0390
Phone: 630-468-4098 Fax: 630-468-4088
E-mail: jrussell@ift-aft.org