



NEWSLINER

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December 2015

Angel Green, Editor

CFT has a new Field Rep.

CFT has a new Field Rep. because Christie Kuhns had to resign her position due to her responsibilities as an elected Ohio State Rep. for District 33. She has also accepted a new position with UC Health as Director of Community Outreach. We are extremely happy for Christie; this position is a great opportunity for her!

Therefore, CFT officers were notified and set-up interviews to fill the position. The interview team made the recommendations to the CFT Executive Council (EC) to hire Karen Imbus to replace Christie. The EC voted to hire Mrs. Imbus to fill Christie’s position. Karen comes with the most exemplary experience working many years as a labor attorney with Don Mooney at Ulmer and Berne—CFT’s law firm for over 40 years. The two women will work together to have a smooth transition. Please welcome Karen to the CFT Family, and call her if you have any questions or concerns.

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Docking of Pay

We have received staff handbooks that contain provisions regarding docking of pay. The principal and/or administrator does not have the authority to dock the pay of staff for any reason without first conducting a disciplinary conference—this includes sick and personal leave. For example, you cannot deduct personal leave time for tardiness or dock someone’s pay for not calling in by a certain time. If your pay is docked for ANY reason without a disciplinary conference, please contact CFT office immediately.

UNION MEETING

★★★★★★★★★★★★★★★★★★
★ The next CFT/CFOP Membership Meeting will be held ★
★ on January 13, 2016 at 5:30 ★
★ p.m. at the Thom Moore ★
★ Building (Laborer’s Hall) ★
★ located at 3457 Montgomery ★
★ Rd. BR briefing is at 5 p.m. ★
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AFT Teacher Leaders' Program

The 2014-15 Teacher Leaders cadre included a wonderfully diverse group of CPS teachers and educational support personnel, ranging from pre-school to high school in all content areas. The AFT Teacher Leaders' Program identifies and brings together a select group of teachers each month throughout the year to learn how to take active leadership roles in their schools, unions, and communities. It began as a pilot program at five locals in the 2011-12 school year, CFT 1520 included. The Teacher Leaders' Program developed cadres of 15 teacher leaders in nine locals for the 2012-13 school year and during the 2013-14 school year, another four locals were added to the program. The goal of the Teacher Leaders' Program is to help identify and develop a cadre of teacher leaders who will serve as catalysts to strengthen the union and its connection to the community in order to generate support and understanding of public schools and their unions, as well as build and strengthen relationships with the community. Participants develop skills related to: creating a collaborative culture, accessing and using research, reaching out to families and communities, becoming advocates for teachers, students and their families, and for public education, understanding policy issues and making recommendations to and through their unions, and doing oral and written presentations.

The cadre had the privilege to hear local policy and community leaders speak about a variety of educational issues including our CFT President Julie Sellers, monthly, Representative Denise Driehaus, Pat Bruns, Ohio State Board of Education, 4th district, Leilah Mooney Joseph, Senior Communications Associate at American Federation of Teachers and Michelle Dillingham, Director of Education at Greater Cincinnati Coalition for the Homeless, now CEO of Community Shares of Greater Cincinnati.

In January, we had the unique opportunity to participate in a nationwide webinar led by AFT's President Randi Weingarten with TLP cadres from, Baltimore Teachers' Union, MD, Boston Teachers' Union, MA, Kansas City Federation of Teachers, MO, Nashua Teachers' Union, NH, United Federation of Teachers NY, North Syracuse Teachers' Assoc., NY, Pittsburgh Federation of Teachers, PA, Corpus Christi Federation of Teachers, TX Houston Federation of Teachers and Washington Teachers' Union, DC. President Weingarten spoke about current affairs including Reclaiming the Promise, challenging ourselves to make sure every child gets what he/she needs to move up the ladder of opportunity and promoting Arts Education. Each local had time to share accomplishments then participants had the chance to ask questions and discuss issues of concern, including professional development designed by educators, focus on poverty, less testing and more teaching, promoting family engagement, empowering educators to be advocates, and hiring, retaining, and supporting new teachers to name a few.

The year culminated at our May meeting with impressive individual and group presentations of the Action Research Projects on topics related to educational policy change followed by a celebration of the program completion. Topics that teachers were passionate about researching included:

Do sub group designation and reporting due to AYP create unintended consequence which may perpetuate (re) segregation of public schools and communities in America?

RAISE THE BAR: PARENTS! □ Inequity Among Public Schools □ Parent Education □ Demand More How does poverty truly affect educational outcomes?

How to separate the Common Core and PARCC?

What needs to be Improved Upon in the Third Grade Reading Guarantee?

Should every Cincinnati Public Schools' 8th grade student be enrolled in Algebra 1 course?

Do Traditional Public Schools more effectively use resources vs. Charter Schools in relation to student achievement?

Should at-risk preschoolers have the summer off?

Congratulations to members of the 2014-15 Teacher Leaders' Program cadre: **Theresa Allen, Annette Delaney, Alexa Fuller, Keir Griffith, Jo Ann Guido, Linda Hicks, Christina McDonough, Sabrina McGill, Angela Nichols, Glenda Nix, Adolfo Nunez, Marsha Piphus, John Ploehs, Nicki Riepenhoff, Laura Sanregret, Katie Tapke and Nancy Thomas.** It has been a true pleasure working with this amazing group of dedicated, committed leaders!

This year over 60 applications were received and several group interviews were conducted for the 15

AFT Teacher Leaders' Program

spots in the 2015-16 cadre! *Due to the number of applicants for the Teacher Leadership Program, AFT doubled the number of spots for participants this year. Congratulations to the 2015-16 Teacher Leaders' Program Cohort!*

<http://cft.oh.aft.org/teacher-leadership-institute/teacher-leadership-institute-2015-2016>

For more information about the AFT Teacher Leaders' Program go to :

<http://teacherleadersprogram.net/>

2016 OFT Convention

2016 OFT Convention Call

Ohio Federation of Teachers' Biennial Convention will be held February 25, 26, and 27, 2016 at the Hilton Columbus/Polaris. Delegates to the annual OFT convention will be elected at the January 13, 2016 CFT/CFOP Membership Meeting at 5:30 p.m. at Laborer's Hall, 3457 Montgomery Road. At least two elected delegates shall be CFOP Members. The CFT President, CFT 1st Vice President, and CFOP President are automatic delegates. Any CFT/CFOP member in good standing who wishes to have his/her name placed on the OFT Convention Ballot must send his or her name in writing to Julia Wiant at CFT Office or send her an e-mail – jwiant@cft-aft.org. It must be received by 4 p.m. Tuesday, January 12, 2016. No phone calls please.



AFT Innovation Fund Grant Year 3

Last year during Year 2 of the AFT Innovation Fund Grant Project, teachers in the five Focus Schools—Cheviot, Covedale, Dater Montessori, Midway, and Saylor Park— continued to receive PD on the Core Actions in **Student Achievement Partners** (SAP) ELA, and Math **Instructional Practice Guides** in order to maintain focus on the instructional practice shifts in Ohio's New Learning Standards. Each training session was followed by a round of peer classroom visits where teachers had the opportunity to give each other feedback and reflect on their experiences.

PD modules from [AchievetheCore.org](https://www.achievethecore.org) have been used for all Instructional Practice Guide trainings, and SAP just launched their newest site [TeachingtheCore.org](https://www.teachingthecore.org), a video library which holds over 100 videos of Common Core instruction in real classroom settings. Each lesson is annotated using SAP's Instructional Practice Guide to call out exemplary moments of Common Core teaching and includes:

- A full, bell-to-bell video lesson
- A complete set of lesson materials
- Examples of student work
- Interviews with the teacher featured in the video

This collection was created by and for educators from the design of the lessons to the review and annotation of each video. All CPS teachers are encouraged to register on both sites and watch the Core!

We are pleased to announce that our project has been expanded for Year 3 to four new Focus Schools for the 2015-16 school year, **College Hill Fundamental Academy, Rees E. Price Academy, Silverton Paideia, and Woodford Paideia**. Teachers will complete the new **Common Core State Standards Knowledge and Practice Survey**, a tool created by SAP for educators to reflect on their instructional practice and knowledge of the Common Core State Standards (ONLS). Designed for a professional learning community setting within a school, the survey is meant to spark conversation, identify areas for growth, and offer concrete ways for teams of educators to continue to align their practice to the shifts.

Last year, teachers from all five Grant Focus Schools and Instructional Coaches took the opportunity to attend the Ohio Core Advocates event in Columbus which focused on Ohio's new statewide assessments. During Day 1, participants heard from members of the Ohio Educator Leader Cadre who led the development of the assessment and spent time building assessment literacy and providing feedback regarding assessments. They also had time to dive into the tools available on the [achievethecore.org](https://www.achievethecore.org) website and the use of those tools in supporting instructional practices including assessment in Ohio classrooms. Day 2 focused on the leaders of Ohio Core Advocates wish to set goals around shifting instructional practice in Ohio with structured conversation leading to a series of goals and next steps with time for Ohio Core Advocates to plan and begin working towards their goals. In May, I had the opportunity to attend the first Taking the Next Step: National Core Advocates Conference in Denver, Colorado where I had the opportunity to engage and network with the National Core Advocate community, as well as the opportunity to share CFT's AFT Innovation Fund Grant Project model and participate in sessions on next steps in content understanding, development, and implementation of the Shifts by the foremost national experts.

June 1-2, teachers from our current and Year 3 AFT Innovation Fund Grant Focus Schools had the unique opportunity to attend a **Strategy for Student Success (SSS) Mini-Academy** hosted

AFT Innovation Fund Grant Year 3

by CFT, presented by the American Federation of Teachers. This research-based program consists of CCSS aligned modules that address teaching and learning for both new and veteran teachers. The goals of this program are to offer high-quality professional learning and strengthen institutions for teaching and learning. The Mini-Academy took place at Mayerson and the courses **Coherent and Cohesive Teaching, Student Engagement and Theaters of the Mind** received rave reviews by attendees.

It pleases me to announce that our grant model received national exposure by being highlighted as an example of the positive impacts of promoting Teacher Leadership opportunities and working collaboratively with Teacher Unions in the Professional Development section of a VIVA Idea Exchange Common Core State Standards' report —I co-authored (see link to report below). Last spring, members of the writing collaboration team debuted the report at the Education Writers' Association (EWA) Conference in Chicago and shortly after we presented the recommendations to district and state policymakers in Washington, DC at The Department of Education, Center for American Progress, CCSSO and Center on Great City Schools. In July, I was invited to join a Hunt Institute partner call where both the VIVA CCSS report and AFT Innovation Fund Grant Project framework were shared. Be on the lookout for our project to be featured in a guest commentary for The Hunt Institute's blog, [The Intersection](#).

http://vivateachers.org/wp-content/uploads/2015/04/CCSS_Final_Report.pdf

<http://vivateachers.org/ideaexchange/common-core-state-standards-key-student-success/>

Lastly, our proposal to present the model of the CFT Grant Project, supported by AFT Innovation Fund at the AFT TEACH conference in Washington, DC, was selected, and we were honored to share what we have learned and the successes of our project through our session titled: **Implementing the CCSS using the SAP (Student Achievement Partners) Instructional Practice Guide**. Kudos on a job well done to co-presenters, Kendra Phelps, CFT Professional Issues Rep, Theresa Allen, Instructional Coach, and Jenny Ostertag, a 2nd grade teacher at Sayler Park who served as the primary Leadership Team Teacher.



AFT INNOVATION FUND



Kendra Phelps, Professional Issues Rep.

The Professional Development Fund (PDF) Committee will not use the application timeline requirements of “at least 30 days before and no more than 120 days before the professional development.” Now, for the 2015-16 academic school year, the applications will be accepted during the following time frame for each quarter.

1st Quarter (September 7 - October 16, 2015)

- Applications are accepted from Friday, May 1 until Tuesday, May 26, 2015. **PDF committee will meet on Wednesday, May 27, 2015 to review applications.**

2nd Quarter (October 19 - December 18, 2015)

- Applications are accepted from Friday, July 24 until Tuesday, August 25, 2015. **PDF Committee will meet on Wednesday, August 26, 2015 to review applications.**

3rd Quarter (January 4 - March 11, 2016)

- Applications are accepted from Thursday, October 1 until Monday, October 26, 2015. **PDF Committee will meet on Tuesday, October 27, 2015 to review applications.**

4th Quarter (March 14, 2015 - May 26, 2016)

- Applications are accepted from Tuesday, December 1 until Wednesday, December 23, 2015. **PDF Committee will meet on Tuesday, January 5, 2016 to review applications.**

2016 Summer (May 28 - August 12, 2016)

- Applications are accepted from Monday, February 1 until Friday, February 26, 2016. **PDF committee will meet on Tuesday, March 1, 2016 to review applications.**

As a reminder, all applications must be timed stamped by the secretary in Human Resources prior to review.

This policy was adopted on April 29, 2015 by the Professional Development Fund (PDF) Committee in order to improve the application process for teachers.

Attention:

The Professional Development Fund (PDF) application period for third quarter has begun! Applications are reviewed based on the time stamp (exception—council approved delegates). Approval is determined by the PDF guidelines that are posted on Staffnet. If you have any questions, please contact Kendra Phelps at 513-475-6042 or kphelps@cft-aft.org.



Kendra Phelps, Professional Issues Rep.

Should I have a full or modified evaluation this year?

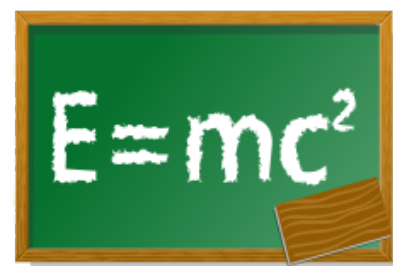
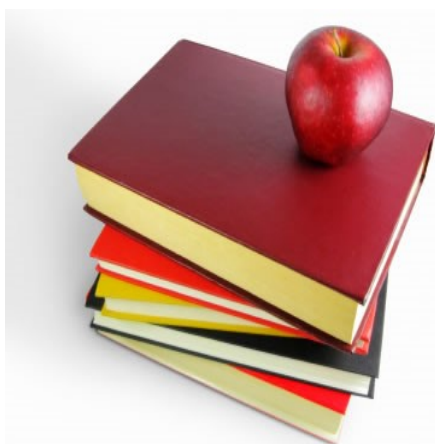
Teachers who undergo a full evaluation (pre-conference, two observations, two walkthroughs, post conference, professional growth or improvement plan, and student growth measures) and obtain a final Summative rating (teacher performance and student growth measures combined) of Accomplished will have a modified evaluation the next year. This modified evaluation includes one observation, post conference, professional growth or improvement plan, and student growth measures. The one observation is not rated, and the teacher performance rating of Accomplished is carried forward. **If you were on a modified evaluation last year, you will be on a full evaluation this year.** If you have additional questions, contact Kendra Phelps at 513-475-6042 or kphelps@cft-aft.org.

Advisory Programs in Grades 5-12

Cincinnati Public Schools (CPS) has implemented an Advisory program in grades 5-12 throughout the district. It is structured to achieve four main goals: Create Community, Academic Monitoring, Post-Secondary Planning, and Social and Emotional Learning. **The district program includes a forty-five minute per week lesson. It has been confirmed that Advisory is not a graded course, and therefore is not considered a prep period, similar to homeroom.** We have been told that there are no significant materials needed for grades 5-6, and that grades 7-12 are provided with any materials needed. The CFT office is interested in hearing from teachers who are implementing these lessons! Please e-mail Kendra Phelps, kphelps@cft-aft.org, and share any benefits and/or concerns you see with the Advisory program. Please provide specific information regarding any materials needed. Be advised that some schools have decided to implement Advisory models that exceed the requirements of the district program. **This is not advised when it places an undue burden on teachers.**

Copy Click Update

The CFT staff heard your concern regarding a lack of copy clicks to utilize the Engage NY Math materials and implement Advisory. We advocated on your behalf, and Deputy Superintendent Laura Mitchell responded in agreement by depositing additional copy clicks into each elementary building's account for math and 5th/6th Advisory. She agreed to touch base with the high school administrators to determine the copy click need for math and Advisory in their buildings. **It is important for teacher teams to communicate their copy clicks need to their building Instructional Leadership Team.**



Advisory Update

We heard your concerns about the implementation of Advisory this year. The following items were addressed with the Curriculum Team as a result of our conversation during our October EIP Committee Meeting:

- Advisory accommodations will be created for ELL and SWDs.
- The district is creating a one-page Resource Guide for My Tomorrow; principals should be the first contact person at the schools.
- The registration for the September 23 PD Release Day will be re-opened.
- The district will create a Menu of Options for future PD days. Teachers will be able to choose the option that will meet their needs.
- More classroom teachers will be involved with leading PD in the future.
- The MD Learning Teams will be scheduled in two groups— early and late to accommodate early and late schools.

I hope these adjustments help as we move forward. If you have any other concerns, please let us know, so we can discuss.

Betsy Shank



I saw a lot of things change over my 30 year teaching career. You could see the world evolving through the microcosm of my classroom – from fashion to technology to music and more. But one thing that remained constant throughout my tenure was the support I received from my union. My decades in the classroom were more successful because my union had my back.

This has held true at every point in my career. As a busy working professional, I was always glad to have others looking out for me when it came to negotiating for wages. As I advanced in my career, the union provided me and my peers training and development to continue improving our skills.

Now that I'm retired, I know my union is working to make sure I can age with dignity. And I saw how our strong union benefited not just me, but my students and our whole community through a strong public school system with better educational outcomes.

Unions benefit all of us, but as a woman, being part of a union was critical to ensuring I had opportunities to get ahead. Outrageous as it seems, women in our country are still paid less than men. Among non-union members, women typically earn 80 cents on the dollar to their male counterparts. In contrast, a woman union member working full-time makes 90 percent of what their male counterparts make – a 40 percent smaller wage gap for union members. In our econ-

omy, this pay boost can make a big difference. Reducing the wage gap puts more groceries in the fridge and more savings in the bank.

I remember growing up hearing my mother and aunt talk about how they felt they didn't have a voice in their workplaces, and how especially as women, they felt undervalued – something I haven't had to experience. I've been a building representative for my school and even ran for the school board a few years ago. And now that I'm retired, I continue to volunteer with my union local. I know I've helped make my voice and those of my fellow teachers heard. I've seen first-hand how joining together and speaking with one voice can help all of us, and especially women, get ahead and better support our families.

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That's why it's so upsetting that a case coming before the U.S. Supreme Court has the potential to take that all away. If the corporate CEOs and special interests supporting this case get their way, the economic rules in this country will swing even further toward the wealthy at the expense of working people – like teachers, nurses, and firefighters. At risk is our ability to come together, speak up, and get ahead.

It already feels sometimes like the deck is stacked against us. It's 2015 and women are still struggling for fair pay. When almost no one stands up for average Americans, our ability to join together and speak as one is critical to making sure working people can get ahead and women get a fair share. So though it's fun to think about all the things that changed over my career as a teacher, I hope having the support of a union isn't one of them.

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