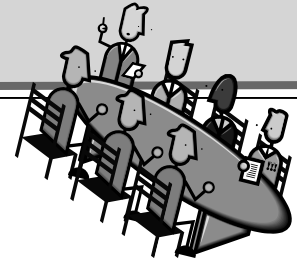




# CFT Standing Committees



CFT has the following Standing Committees. Following is a listing of each committee, along with the Committee Chair. We hope you will become actively involved in one of CFT's committees. If you are interested in serving on a committee, please contact the Committee Chair listed below for information on dates/times their committee meets. We hope you will become active in one of the standing committees.

**The Legislation and Political Action Committee** shall screen and initiate resolutions for consideration by the AFT, OFT and the local pertaining to all levels of government. It shall present the record of government officials, influence legislative bills, and screen political candidates. **Committee Chair: Jane Simon, Schiel**

**The Collective Bargaining Committee** shall prepare and substantiate contract proposals. Prior to the commencement of negotiations, it shall present these proposals for approval of the members. **Committee Chair: Barb Luken, Sands**

**The Grievance Committee**, consisting of the chairperson and up to seven other members shall monitor the processing of teacher complaints and grievances; shall make the initial determination--subject to appeal--in regard to level three grievance appeals (arbitration); shall recommend to the membership policy on grievance-related issues. **Committee Chair: Kym Harrison Fowler, QCVC & Lateefah Kituku, Hoffman**

**The Educational Policies Committee** shall develop and propose resolutions and positions on curriculum, teaching methods, and related issues. **Committee Chair:**

**Letitia West, Mt. Washington**

**The Social Activities Committee** shall be responsible for the annual cocktail party for all members and implement any other social activities approved by the Executive Council or general membership. **Committee Chair: Steffanie Volk, Carson**

**The Member Services Committee** shall seek the cooperation of assorted businesses and monitor their services. **Committee Chair: Nicole Sherman, Silverton**

## 2008 OFT Convention Call

**The Annual Convention of the Ohio Federation of Teachers will be held  
April 17-19, 2008 – Crowne Plaza Cleveland City Centre**

DELEGATES TO THE ANNUAL OFT CONVENTION WILL BE ELECTED AT THE FEBRUARY 13<sup>TH</sup> CFT/ACPSOP MEETING, 5:00 p.m., Laborer's Hall, 3457 Montgomery Road. At least three elected delegates shall be ACPSOP Members. (The CFT President, CFT 1st Vice President & ACPSOP president are automatic delegates.) Any CFT/ACPSOP member in good standing who wishes to have her/his name placed on the OFT Convention Ballot must send in their name, IN WRITING, to Jerri Clements, c/o CFT office, no later than 4:00 p.m., TUESDAY, FEBRUARY 12th. Send via the pony or e mail: [jclements@cft-aft.org](mailto:jclements@cft-aft.org) (No phone calls.)

# of delegates to be elected & delegate expenses will be presented to CFT's Executive Council and Membership,

## Professional Development—Can It Make a Difference? by Jason Banks

I can understand why some of our teachers may have a somewhat cynical view of professional development. With many adopting the view that “this too shall pass,” professional development has often been more of an inconvenience than a help to the educators and/or their students.

But then, along came some new international research and General Electric with the GE Foundation Math & Science Grant.

Currently there are two initiatives that GE is funding in math: **Learning Teams** and **Making Math Explicit**. Both of them have exceeded my expectations, getting to the heart of education, no matter what the discipline.

The **Learning Teams** PD finally places the power in the hands of those who use it – the teachers. We, the professionals on the front line and in the classrooms everyday, have the power to address our own students’ needs, finally. While most of these needs are related directly to student misconceptions and areas of needed academic growth, I know of one team who is working on how to get their students to sit down and listen. The great power of the **Learning Teams** PD comes from two areas: we choose what to do and we get to work with each other. It’s about doing the ordinary things well.

And when we have the power over

what we do as educators and are part of a team, the students benefit!

The **Learning Teams** PD is about finding out what our students need and finding the best way to teach them. It’s also about working together with fellow professionals, which is something that we rarely get to do. These methods create a common forum and dedicated time for teacher interaction around the subject area and the students’ needs. The training provides common protocols and language, effectively streamlining and empowering the process as a whole. In other words, we become part of a professional learning community.

**Learning Teams** can change what it means to be a teacher; it can change the way we do business, for the better.

**Making Math Explicit** is about teachers asking questions and not giving answers, thereby allowing students to think and solve problems on their own. Now, this just makes sense to me. When a student asks, “When will I ever need to do this?” I can respond that life is about solving problems and that’s what you’re learning how to do. This sounds easy, but many of our students get frustrated when they have to figure things out for themselves, as you may know.

Like **Learning Teams**, **Making Math Explicit**, with its basis in questioning, is something that we will have

to take slowly. I have many students that get mad at me, and some even ask me if I’m stupid, thinking I may not know the answer because I answer their question with a question. But every once in a while, when I somehow ask that perfect question, they do figure it out for themselves and I know they won’t soon forget it.

If they don’t do it for themselves, they don’t learn it; it really is as uncomplicated as that.

Perhaps the greatest part of the two PDs is that they will work for all disciplines. PD in the past has tried to be a cure-all, one swift movement of change to fix everything. These PDs are not in that same category; but rather, they are designed for slow and steady change, the kind of change that lasts. If we do small things every week, then over time big things can happen.

There is a wave of change in education, and these PDs, that are natural extensions of solid international educational research, are at the wave’s crest. We can be part of the wave or be drained by it. We are poised on the edge of a defining choice: we can take on these challenges, or continue business as usual.

There is one question now: Are we ready for the challenge?

## The Vision of the Math Professional Development Initiative by Wayne Harner

I’ve had several people ask me to bring more clarity to the purpose of the Math Professional Development Initiative. When asked to write an article for the Newsliner, it occurred to me that this would be the perfect forum to restate the goals and vision that were approved by the General Electric Foundation as part of their math and science grant.

The plan consists of two interrelated components: development of content-based Learning Teams, and professional development designed to provide content and pedagogical concepts to support the protocols of the Learning Teams. Sounds good, but what does it mean and how will it work.

The Learning Teams protocols are designed to create a “process” by which mathematics can be discussed and implemented by teams of teachers. The goal is teacher empowerment, where teachers create a forum for sharing best practices and identifying common student needs and then to plan effective strategies to address

those needs. The process allows these content-based teams to take dedicated time and incorporate research-based routines, which allow the teams to maximize the precious little time we have.

The Making Math Explicit seminars were specifically designed to support the protocols of Learning Teams. They are based on the current research, which has grown out of the TIMSS research. The focus of this professional development is to provide a common language and pedagogy that is used while following the Learning Teams format. While some teachers have already been exposed to professional development on some of these topics, many teachers have not.

The goal is for teachers to use the Learning Teams structure and process to address the work of improving the delivery of the concepts and skills that make up the CPS math curriculum. The goal of Making Math Explicit is to provide a common language and pedagogy that all CPS teachers will use to improve and deliver instruction.

Initially, it will appear that the two components are independent of each other. However, as teachers progress through the steps of the Learning Teams process, they should expect to incorporate the concepts addressed during the professional development days to plan, deliver, and improve instruction.

During the first year, Learning Teams training concentrates on understanding the seven steps of the Learning Teams protocols *and how to do them well*. The Making Math Explicit seminars concentrate on presenting teachers with the common language and pedagogical concepts mentioned above. This is not the typical “make and take” model with which many teachers are familiar. There will not be a bank of questions forthcoming from the professional development, other than what might be built, or expanded upon, by the teachers in their teams. Instead, the emphasis is on the methodology used to improve the quality of instruction, and result in an increase in student mastery.

# National Board Certification: All-consuming but Very Rewarding

by Jamie Beirne, Hughes Center

It was March of 1997. I was sitting in a Wendy's restaurant with my family, having taken a break from working on my National Board English Language Arts portfolio. The deadline for submission was fast approaching, and I was feeling the pressure. I was trying to be a part of the conversation, but thoughts of the portfolio entry that I was currently working on kept running through my head. I looked down at my food. "Who took a bite out of my hamburger?" I demanded from my family of established moochers.

They stared at me with a mixture of confusion and a little fear—as though I had just asked about the snakes on the ceiling. I immediately realized that it was I who had already taken the bite of the burger. It was at that moment that I also realized just how totally consuming the National Board certification process had become. We all laughed, and I was then able to enjoy our family lunch.

The Wendy's incident came toward the end of the certification process, which had begun early in the school year. I had already experienced videotaping an entire class with the microphone turned off and losing pages of a portfolio response due to a computer problem. On top of the regular demands of teaching, I was putting in many hours at night and on weekends to meet the March 30 deadline.

Yes, the certification process did make me a little crazy. Between the time a candidate receives "the box," which contains all of the portfolio requirements and materials, and the time it is submitted for assessment at the end of March—200-400 hours are spent preparing for and completing the certification process. Then you must do the assessment center exercises in the summer. I didn't keep track of my hours (I wish I had), but it was an ordeal. So was it worth it? What did it do for me?

## **A Focus on the Basics**

What it did for me was that it led me to focus my teaching energy on that which is most important; it forced me to become much more self-assessive about what I was doing and why I was doing it.

National Board certification is a standards-based assessment. The standards build upon five core propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.

Teachers are members of learning communities.

These propositions and the standards are really pretty simple, common-sense elements of teaching. Wouldn't we all do these things naturally? The vast majority of us want nothing more than to do a good job. We are also people, though, who work in a very fast-paced, stressful environment. We deal with many things besides the fundamentals of good teaching--discipline, meetings, school leadership, our lives--and it is very easy to get so caught up in the trees that you lose sight of the fact that you are supposed to be managing the forest.

The National Board certification process led me to be more aware of what my mission as a teacher actually is. Rather than creating good activities that I would string together and then assess, I began to think in terms of units of instruction. I began to start my thinking with the end assessment of pre-determined goals or standards, and then design activities that would get my students there. I began to develop a mindset that put student learning—rather than lesson design—at the center of all that I did. Parent involvement, professional development, and collaboration also took on a new focus and became much more deliberate and more purposeful. Everything that you are asked to do when you complete the NBPTS portfolio leads you to better address student learning. I plan, teach, and assess better as a result. A New Level of Professionalism.

After going through the National Board certification process, I felt an almost instant change in my attitude about my job. Teachers set high expectations so that their students will feel the pressure to try and reach new heights. As soon as I got notice of my certification, I found that the bar had been raised. Along with the sense of honor and pride that came with certification, I also felt the "positive pressure" to be the best teacher that I could be. I felt the need to walk the walk, to live up to the title that I had been given.

You don't have to be a superstar teacher to earn National Board Certification, nor does it make you one when you are certified. It means that you are proficient at what you do. It does take a great deal of effort, however, and it demonstrates your commitment to your profession. I found that most people have a great deal of respect for the certification process and those who go through it. It's a nice feeling to be acknowledged and know that administration and your colleagues trust your judgment. I've taken on more leadership roles as a result and have found a great deal of reward in those activities.

So was it worth it? The National Board certificate is a 10-year certificate. This week I sent in my application for the certificate renewal process, and I'm looking forward to the work.



***Congratulations to Newly Certified National Board Teachers!***

- |  |   |
|--|---|
| <b>Kathleen Anuci</b> – Roberts Paideia Academy    | <b>Chaundra Hudson</b> —Fairview Elementary |
| <b>Elizabeth Bronner</b> – College Hill Elementary | <b>Dennis Miles</b> —Walnut Hills           |
| <b>Samantha Gerwe-Perkins</b> – Aiken University   | <b>Shelia Radtke</b> —Winton Hills Academy  |

The six teachers above are among 135 Ohio teachers to earn the teaching profession's top honor in this round of announcements. Ohio is fifteenth in the U.S. in the number of new National Board Certified Teachers and fifth in the total number of teachers who received certification over time with a total of 2,757.

National Board Certification is a voluntary assessment program designed to recognize and reward great teachers—and make them better. While state licensing systems set basic requirements to teach in each state, NBCTs have successfully demonstrated advanced teaching knowledge, skills and practices. Certification is achieved through a rigorous, performance-based assessment that typically takes one to three years to complete.

As part of the process, teachers build a portfolio that includes student work samples, assignments, videotapes and a thorough analysis of their classroom teaching. Additionally, teachers are assessed on their knowledge of the subjects they teach.

All 50 states, the District of Columbia and more than 700 local school districts recognize National Board Certification as a mark of distinction. For more information about NBPTS and National Board Certification, visit the NBPTS Web site at [www.nbpts.org](http://www.nbpts.org).



**Humana Insurance Card Update!**

If you are in the Co-Choice (POS) plan, you will notice that MRI/CT, Inpatient and Outpatient Surgery section reads DED/100%. This explains to your medical provider that you have a deductible (either \$100 for single coverage or \$200 for family coverage) and these processes will be covered 100% after the deductible is met. Once the medical provider bills Humana for services rendered that require the deductible to be met, Humana will notify the provider if the deductible is still outstanding. If you have not met the requirements of the deductible, you will then receive a bill from your provider. Please keep the EOB's (Explanation of Benefits) you receive in the mail for deductible references.



## Math PD Initiative Con't

As we move into the next phase of the initiative, the structure of the professional development will become more differentiated. Some schools will continue to work on readiness skills, while others will begin to determine the specific professional development needed to support the content and pedagogical needs of their teams. This is where the empowerment feature the Learning Teams process comes into play. The vision is for the Learning Teams process to grow into a district-wide network whereby teams of teachers will be able to share best practices through common language and protocols. At the same time, this network of teams will be able to determine their professional development needs and convey them to a central clearing house so that subsequent professional development can be planned.

The potential for developing uniform high quality instruction is enormous, but it will take time for the principles and process to become a systemic culture. Several schools have already recognized the benefits of using common protocols to plan instruction at the same grade as well as across grade levels. I look forward to watching their student scores.

## 2008 CFT/ACPSOP Dues & Fair Share Fee

### Payments

**Effective with the first full pay period in January**

	<u>Year/</u>	<u>26</u>	<u>21</u>
Full Time CFT Dues:	\$711.00	\$27.34	\$33.85
Part Time CFT Dues:	\$419.82	\$16.14	\$19.99
Daily Rate Substitutes:	\$2.00/		
Teacher Fair Share Full Time:	\$587.35	\$22.59	\$27.96
Teacher Fair Share Part Time:	\$346.81	\$13.33	\$16.51
Daily Rate Substitute Fair	\$1.65/		
		<b>26</b>	<b>20</b>
ACPSOP Full Time Dues:	\$524.65	\$20.17	\$26.23
ACPSOP Part Time Dues:	\$326.65	\$12.56	\$16.33
ACPSOP Fair Share Full Time:	\$433.41	\$16.66	\$21.67
ACPSOP Fair Share Part Time:	\$269.84	\$10.37	\$13.49
		<b>26</b>	<b>21</b>
UC Interns Full Time Dues:	\$274.23	\$10.54	\$13.05
UC Interns Fair Share Dues:	\$226.54	\$8.71	\$10.78

### Ed Policies

If you feel overwhelmed and know of others who feel the same way, join us. This is an opportunity to communicate the point of view of the membership. We will look at the policies and curriculum ideas being put in place across the district to ensure that there is equity in how and why they are implemented. First meeting will be held 1/17/08 @ 4:00 pm at

*Cincinnati Federation of Teachers  
Association of CPS Office Personnel  
2721 Central Parkway, Suite B  
Cincinnati, Ohio 45225  
513-961-2272  
Local 1520, AFT-OFT / AFL-CIO*

Non-Profit Organization  
US Postage  
PAID  
Cincinnati, Ohio  
Permit No. 1834