



# Naperville Unit Education Association (NUEA) 2014 Welcome Packet

Mark Bailey, President and Membership Chair

Carol Higgins, 1<sup>st</sup> Vice President and Negotiations Chair

Joyce Bailey, 2<sup>nd</sup> Vice President

David Carroll, Treasurer and Communications Chair

Vicky Ross, Recording Secretary

Dan Iverson, Corresponding Secretary

Lisa Yost, Elementary Executive and Grievance Chair

Anne-Marie Tomek, Junior High Executive

Jen Smith, High School Executive

Updated 7-24-2014



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July 24, 2014

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Mark Bailey, President  
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1555 Bond Street  
Suite 121  
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Dear New District 203 Staff Member,

Let me be among the first to welcome you to District 203. As I'm sure you are aware, our district has a long and rich history of academic excellence. This excellence is the result of a wonderful partnership between the school board, district administrators, district staff, and the communities of Naperville, Lisle, and Bolingbrook in which we serve. With every decision we make, our students remain our top priority, ensuring that they have the best educational experience now and in the future.

Once the school year begins, I know that your time will become incredibly valuable. I know as a former band director at Scott and River Woods Schools, the time I spent teaching was dwarfed by the hours I spent preparing to teach. But I hope that you keep aside some time to help support the NUEA by becoming an active member of our association. Meetings are held once a month in your school, and we have many opportunities for professional development, committee participation, and political action that I hope will interest you. When working as one, we can be sure that our students continue to get the best education possible. Thank you!

Sincerely,

Mark Bailey  
President, NUEA

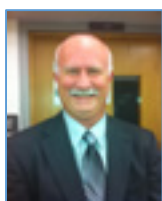
## NUEA Executive Board 2014-2015

### Naperville, Illinois

The **NUEA Executive Board** is elected by the general NUEA membership, consisting of over 1200 teachers and certified staff in District 203. Between them, the Executive Board has over 147 years of experience teaching within our district, with an average career of 16 years. Three members of the board are National Certified Teachers, and all have graduate degrees in education, including one doctorate completed and one in progress.

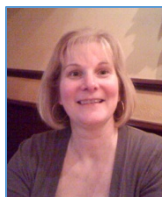
The board members are:

**Mr. Mark Bailey, President** – IEA Bond Street Office/PSAC - Mark has been president of NUEA since July of 2010.



Prior to that he was First Vice President, Treasurer, and began his NUEA work in 1996 as a Building Representative for Scott School. He was hired in District 203 in 1994 as Band Director for Scott and River Woods Schools, a teaching position he relished until becoming President. He holds a Bachelors degree in music education from Luther College and a Masters Degree in Leadership and Administration from North Central College. He is a trumpet player who has performed in various Big Bands and Orchestras and has his own Brass Quintet.

**Mrs. Carol Higgins, 1<sup>st</sup> Vice President and Negotiations Chair** – Lincoln Jr. High Learning Behavior Specialist –



Carol received her Bachelor's of Science at Eastern Illinois University in Special Education. She served as a director at a home for individuals with disabilities in Arcola, IL, before moving to Naperville. In Naperville, she became an assistant for a student with a hearing disability in District 203, and then decided to go back to school full time to earn 2 more endorsements. Once part of the Lincoln family in 1994, she saw her four nieces and nephews and all three children go through Lincoln. Carol earned her National Board Certification in Special Education in 2006 and her

Masters in Reading in 2008. She loves gardening with her granddaughter and grandson, and is expecting another grandchild this spring.

**Mrs. Joyce Bailey, 2<sup>nd</sup> Vice President** – Elmwood School, General Music - Joyce has taught Elementary Music in



District 203 since 1997. She has a Bachelors in Music Education from Illinois Wesleyan University and a Masters in Curriculum and Instruction from Benedictine University. While working for District 203 she has served on various building and district committees including Music Curriculum and the AMPEs Initiative. Joyce serves both on the IEA and NEA Board of Directors traveling to Springfield to attend board meetings and to lobby education issues. In her spare time she sings and directs an adult choir.

**Mr. David Carroll, Treasurer** – Madison Junior High and Maplebrook Schools, Band - David has taught band in



District 203 since 1997. He has a Masters in Music from Northern Illinois University, National Board Certification, and is currently a doctoral candidate in Curriculum and Instruction from NIU. He is a prolific computer programmer, creating music games such as MusicRacer and MusicAssessor, and administrative software such as TheScheduler.org and Fingering-Charts.com. He has taught music technology and music curriculum at ISU, IUPUI, and Lewis and Clark State College (Idaho). For District 203, he has served on several curriculum committees, he maintains the music department

website, he directs the District 203 Elementary Honor Band, and he has mentored over 50 National Board candidates.

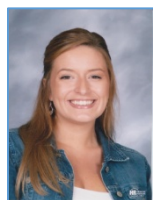
**Dr. Vicky Ross, Recording Secretary** – PSAC, Technology Integration Specialist - Vicky has been in education for since 1995, with the last 16 years working in District 203. She has a Masters in Public Health from Northern Illinois University and completed her Doctorate in Curriculum Leadership in 2005 from NIU. Her dissertation was entitled "A Case Study about the Perceptions of Effective Building-Based Professional Development." When she was in the classroom her teaching focus was in the area of 6-8 Health Education but has also taught Physical Education, World Cultures, American History, and Reading at the 6-8 level. She is also an adjunct professor for Concordia University and has taught classes on data analysis and innovative technologies.



**Mr. Dan Iverson, Corresponding Secretary** – North High School, Social Science – Dan is a social studies teacher, cross country and track and field coach at NNHS. He has taught in District 203 since 1996. He is married to Laura, who also teaches at NNHS. Dan and Laura have two children in the district – Colin and Lucy. Dan is passionate about helping the district provide the highest quality of education to the students of District 203.



**Mrs. Jen Smith, High School Executive** – North High School, Communication Arts – Jen has taught in District 203 since 2007. Prior to her time at NNHS, she worked as a part time English teacher and Special Education Teacher Assistant in District 211. She holds a Master's Degree in English Studies from Elmhurst College, and she earned her Bachelor's degree from Northern Illinois University. She has been an NUEA Building Representative, and has served on a number of curriculum committees and policy initiatives, always with the intention of serving the needs of District 203 students and staff.



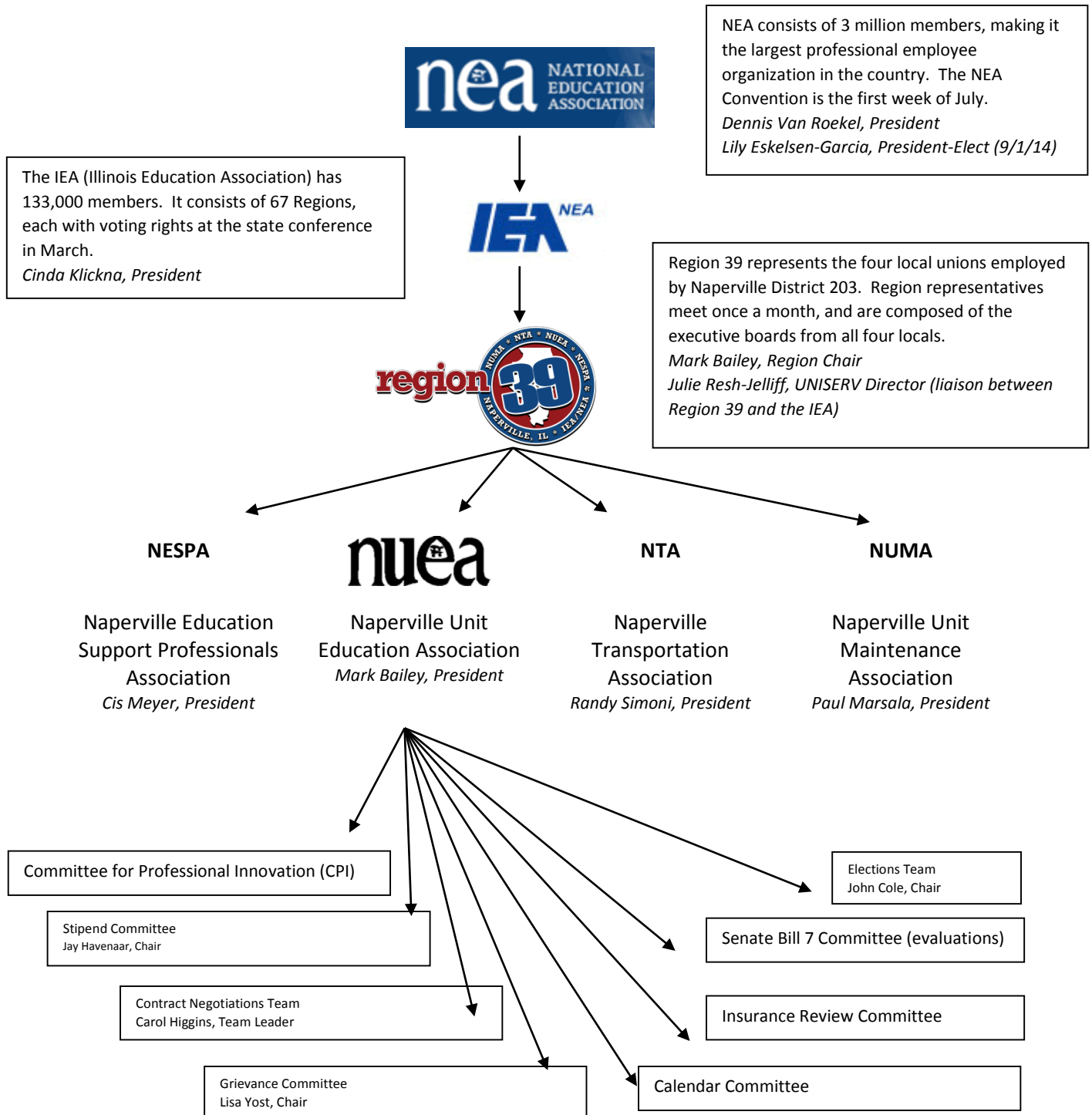
**Mrs. Anne Marie Tomek, Junior High Executive** – Madison Junior High, Physical Education – Ann Marie has taught since 1998 in the areas of special education, health education and physical education. She holds a Bachelor of Science degree and Masters in Curriculum & Instruction. She has worked at both the high school and middle school levels, and currently works at Madison Junior High School. She is very interested in helping the district the District provide for the physical, emotional, and social development of every student, and she shows her interest with great passion. She connects with her students by coaching intramurals, mentoring, and attending various school functions of current and former JJHS students.



**Mrs. Lisa Yost, Elementary Executive** – Prairie, Learning Behavior Specialist - Lisa has been a special education teacher with District 203 since 2000, and a general education teacher for 12 years in California, Tennessee, and Ohio. She worked as an educational mathematics consultant for five years with Scott Foresman/Addison-Wesley. Lisa received her Bachelor's degree from Purdue University and holds a Masters in Education from California State University. She is a National Board Certified teacher, participated in District 203 Math Support Project, holds a Wilson Reading Systems Level I Certificate, and was a recipient of Office Max's "A Day Made Better" recognition.



# NUEA Organizational Chart 2014-2015



The IEA (Illinois Education Association) has 133,000 members. It consists of 67 Regions, each with voting rights at the state conference in March.  
*Cinda Klickna, President*

NEA consists of 3 million members, making it the largest professional employee organization in the country. The NEA Convention is the first week of July.  
*Dennis Van Roekel, President*  
*Lily Eskelsen-Garcia, President-Elect (9/1/14)*

Region 39 represents the four local unions employed by Naperville District 203. Region representatives meet once a month, and are composed of the executive boards from all four locals.  
*Mark Bailey, Region Chair*  
*Julie Resh-Jelliff, UNISERV Director (liaison between Region 39 and the IEA)*

## NUEA Membership Information 2014-2015

NUEA, IEA, and NEA are all quintessential democratic organizations. All officers and representatives are elected, from building representatives to the IEA and NEA presidents. IEA holds its yearly Representative Assembly (RA) in March/April, all delegates are elected and every delegate has a voice. NEA holds its Representative Assembly (RA) in early July, and again, all delegates are elected and every delegate has a voice. Any teacher (including non-tenured teachers) may be a delegate to the IEA RA or the NEA RA. All expenses will be paid for by NUEA or by Region 39.

### You:

- Attend a monthly 10 minute meeting at your school, led by your NUEA representative
- Pay NUEA-IEA-NEA dues, which amount to roughly \$37 per check (for full time staff) from October through May

If you wish, the following professional development/leadership activities are available to you:

- Participation on a district committee
- Be a building representative (we'll provide the training)
- Attend the CORE Conference (Late October, features several breakout sessions on current philosophical, legislative, and practical issues pertaining to teachers. NUEA will cover all costs, including hotel. This conference occurs on a Friday evening and Saturday morning, usually in Rosemont.)
- Be an IEA RA delegate (April) or an NEA RA delegate (early July)
- Attend the Summer Leadership Academy (SLA) at ISU (late July)

### Your building representatives:

- Are elected by the certified staff at your school
- Meet once a month at our Bond Street Office (4<sup>th</sup> Monday)
- Hold monthly 10 minute meetings at your school
- Hold Association elections twice a year
- Assist you if you have questions or need support

### Your executive board members:

- Are elected to a 3 year term
- Meet three times a month: once as an exec. board, once at the monthly rep. meeting, and once as Region 39 Council members
- Meet with District 203 administrators (IPC Committee) as needed
- Complete educational and association-based research, meet with members, and plan strategies for moving forward

## Illinois Educational Unionism: Giving Teachers a Voice

(From IEANEA.org “Mission and History):

In December 1853 a group of educators convened a meeting in the town of Bloomington to discuss the educational needs of the state. As a result, the Illinois State Teachers’ Association, later renamed Illinois Education Association, was formed. The ISTA, comprised of school administrators, classroom teachers, and friends of education, met annually to discuss issues affecting schools, exchange pedagogical views, and determine ways to further the cause of education in the state.

With the new century came technological advances, increased urbanization, and a rapidly expanding population creating many challenges for the state’s public schools. Added to this were expanded employment opportunities outside the teaching profession. Attracting and keeping good people in the profession became a priority. Through its annual deliberations, recommendations to the legislature, and in the pages of the *Illinois Teacher*, the ISTA worked to address these concerns.

The Association sought a minimum salary law for teachers, supported equalized state aid to schools, and encouraged the passage of tenure legislation. Some of the achievements during the first half of the century include: improvements in teacher certification, the school year extended to 8 months, establishment of kindergartens and vocational education schools, enactment of a teacher pension system, and support for school district consolidation.

In 1936 the ISTA changed its name to the current Illinois Education Association, and during this period a teacher tenure law was secured (1941), and a minimum salary law was enacted (1945). In the 1960’s teachers comprised the majority of the membership, but leadership came largely from the ranks of the school administrators. A growing number of classroom teachers, frustrated by their lack of input in classroom matters and seeking improvements in salary and benefits, began asserting themselves in the organization.

After a 1970 constitutional convention, classroom teachers assumed control of the IEA. Administrators gradually left the membership ranks, unified dues with the National Education Association were established, and the UniServ system with field offices was adopted. Additional staff were hired to help negotiate contracts with school boards, and in 1971, the Illinois Political Action Committee for Education was created giving public school employees a stronger voice in the political arena. The signing of the Collective Bargaining Bill in 1983, the culmination of a 15-year lobbying effort, stands out among the many legislative achievements of this new era.

Today the IEA has more than 130,000 members. Twenty-two regional offices serve members throughout the state. We continue a long tradition of advocacy on behalf of the state’s public school employees while supporting innovations that will improve our ability to educate children.



## Weingarten Rights: For Your Protection

*A bargaining unit (NUEA) member is entitled to union representation in an investigatory meeting where the employee reasonably believes that he/she will be disciplined (including a reprimand, letter in your file, loss of privileges, suspensions, deduction of pay, or termination).*

- The employee **MUST** request representation. The administrator does not have to “suggest” that a representative be present.
- An employee should never refuse to meet or waive his/her right to representation.
- If compelled to meet without representation, the employee should refrain from answering substantive questions.
- Administrators must tell you the topic of the meeting prior to the meeting.
- An employee is innocent until proven guilty, and the burden of proof is on the administration.
- The employee and the union have a right to all information in which management is basing their discipline (no “hidden letters” or anonymous complaints).
- Employees are highly encouraged to rebut any negative information that is placed in their file within 10 days. Without a rebuttal, no challenge may be made if a termination is requested.

### WEINGARTEN RIGHTS

“If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working condition, I respectfully request that my union representative or steward be present at the meeting. Without representation, I choose not to answer any questions.”



### **Do not:**

- Talk about your students, your colleagues, or your administrators on any social media site (Facebook, Twitter, etc.)
- Post questionable photos to a social media site (or allow your friends to do so)
- Use school e-mail to send any message that is political in nature
- Abuse your sick days (such as use a sick day for a vacation)



## Issues in Education #1: Teacher Accountability/Overtesting

**Description:** American math, reading, and science scores rank low internationally. Despite continuing calls for educational reform since the 1980's (A Nation at Risk, America 2000, No Child Left Behind, Race to the Top) our ranking has not substantially changed. This low ranking may potentially impact our nation's economic superiority.

**Oppositional Viewpoint:** Student achievement is poor because students and teachers are not held accountable to higher standards. If teachers were held more accountable (via high-stakes testing, performance-based pay, peer competition, and even termination for low test scores) then teachers would work harder and our test scores would improve.

**Our Viewpoint:** Most reports concerning international rankings leave out some very crucial information. For example, most nations test only their college-bound students, while the U.S. tests all students. Furthermore, U.S. test scores have remained relatively stable in an environment that is absolutely preclusive to lower scores: greater poverty among children, triple the rate of children living in single parent households, higher crime rates, more teenage pregnancies, and increased gang activity among students over the last 40 years (Tyack and Cuban, 1995, p. 35).

Teachers and teacher unions are absolutely in favor of high standards and always have been. The Common Core standards are very similar to the state and local standards that preceded them. The real change over the past 10 years is the increased demand for standardized testing as a means to compare students, teachers, schools, and nations, and punish those who fail to make adequate progress (i.e., No Child Left Behind).

But teachers cannot control the "raw materials" with which they work, and basing high stakes decisions on conditions to which teachers have little control is inherently unfair. Teachers have little control over the home-life, health, social influences, or parental support of their students. Most reformers are not interested in providing the comprehensive support needed to address these issues. Firing teachers (and administrators) is far less expensive than providing the resources desperately needed among our nation's most vulnerable communities.

Many see standardized testing as a means to scientifically measure teacher effectiveness. But increased testing leads to narrowing the curriculum and promotes teacher competition, not collaboration (Eisner, 2002, p. 22). Many excellent teachers have been forced to forego dynamic, experiential learning activities in favor of "teaching to the test." Some teachers report losing as much as 20% of their instructional time compared to only five years ago because of increased time required for testing and test preparation. Many standardized tests contain biases, design flaws, inconsistencies, or are simply misused or misreported (Ravitch, 2010). And no standardized test measures some of the most important attributes of successful teaching, such as nurturing a student's passion for learning, developing the ability to collaborate, or promoting creativity, empathy, critical thinking, and problem solving skills. Standardized tests

reflect only a fraction of the qualities expected of teachers by their evaluators and the community in which they serve.

Most school districts already have an excellent teacher evaluation system in place that does not rely on test data. The system used in District 203 (the Danielson framework) has been researched and vetted, and provides a holistic panorama of effective teaching. State law (Senate Bill 7) has mandated that a portion of student growth measures will be considered in all teachers' evaluations beginning in 2016. The system will attempt to account for extreme variances in student aptitudes using mostly District- and teacher-developed tests and assessment formulas. NUEA will be working with the District to decide how that system will work.

Lastly, Berliner (1992) notes that U.S. scores on the National Assessment for Educational Progress (NAEP), one of the most widely used benchmarks for education efficacy, have ranked low since the test was first implemented in the 1960's. However, during that same time period, the United States has consistently produced the world's leading economy. This finding questions the validity of using the NAEP results to predict economic viability when no correlation remotely exists.

As a result, teacher's livelihoods should not depend on the results of standardized tests. Standardized tests are statistical collection methods used for the purposes of comparing various groups using limited and often misleading information. Purposeful evaluation methods are used by teachers every day, and take the form of formative and summative assessments that are embedded into a rich, experiential curriculum.

**Further Resources:**

Berliner, D. (1992). *Educational reform in an era of disinformation*. Paper presented at the meetings of the American Association of Colleges of Teacher Education, San Antonio, Texas.

Eisner, E. (2002). *The educational imagination*. Upper Saddle River, New Jersey: Prentice Hall.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia*. Cambridge, MA: Harvard University Press.

## Issues in Education #2: Pension Stability

**Description:** The Illinois legislature passed Public Act 98-0599 (aka Senate Bill 1) in November, 2013, in order to stabilize the Teacher's Retirement System (TRS) and other state-worker pension systems. This law mandates a diminishment in state worker pension benefits. However, the state constitution clearly indicates that state workers shall not receive a diminishment in pension benefits once they have entered into a contract guaranteeing them such benefits (usually at the beginning of their career). Unions representing active and retired state workers have filed lawsuits claiming that this new law is unconstitutional.

**Oppositional Viewpoint:** The state is arguing that under conditions of extreme duress, the state has the right to take whatever actions are necessary. They classify their extreme debt (and the associated negative bond agency ratings) as such a condition. To help their case, the state mandated that state workers would contribute 1% less of their salary towards their pension to offset the loss of pension benefits. They claim this passes constitutional muster because the diminished benefits are "offset" by lower employee contributions.

**Our Viewpoint:** The unions (We Are One Coalition) had been working with the legislature on a less draconian pension repayment plan, which received bipartisan support but was never called to a vote. Critics argued that it did not pay off the debt quickly enough, while others complained that it provided a pension security that was disproportionately greater than equivalent private sector workers.

However, many critics failed to realize that private sector workers have a guaranteed pension because they receive Social Security in addition to any voluntary systems in which they participate (such as a 401K or 403B plan). But state workers are not eligible for Social Security. If teachers are forced into a 401K-type plan, there will be no money left to support current retirees. Additionally, when a teacher's 401K fund runs dry, he or she will be left with no source of retirement income after a lifetime of service, unlike private sector workers.

401K-type plans (defined contribution plans) are very costly, rise and fall with the stock market, and are very lucrative for brokers and pension fund managers. These parties have lobbied heavily to move state workers to a defined contribution plan. TRS is a defined benefit plan, which is more stable and costs less because all funds are compiled into a single investment account. Many states who have abandoned their defined benefit plans have returned to them because the defined contribution plans were so expensive. Illinois should learn from their example.

Furthermore, the budget shortfall has little to do with expenditures (see Issue #3) and more to do with income. Asking state workers to bear the burden of the legislature's consistent underfunding of the state pension systems does not fix the pension problem, yet it severely punishes state workers. And the law doesn't prevent the legislature from underfunding the

pension in the future, nor does it prevent the state from continuing to issue unfair tax cuts to Illinois' most profitable corporations.

A "state of emergency" should be used in times of war or disaster, but not in times of poor economic planning. The state did not exhaust all options before enacting this law; for example, the state did not fully investigate closing tax loopholes and repealing corporate tax abatements, as would be expected before breaking constitutionally-protected contracts. The state did not fully investigate alternative tax revenue structures or a progressive taxing system. And the state did not issue a moratorium on new tax abatements until the state's finances were in order.

It has been reported that over 66% of Illinois corporations pay no income tax to the state at all (iiron.org). Rather than asking businesses to pay their fair share, the legislature instead broke their contract with state workers by diminishing benefits that were promised at the beginning of their careers. We believe the law to be unconstitutional, and we believe that the state needs to find other alternatives to fulfil its financial obligations.

**UPDATE:** On July 3, 2014, the Illinois State Supreme Court ruled that the state cannot diminish health care insurance premium subsidies to retired state workers because it violated the Illinois Constitution, which states that retirement benefits cannot be "diminished or impaired." The health care subsidies were ruled part of the state worker retirement benefit, and thus subject to the same constitutional protection as the pension.

This ruling is significant because the arguments are very similar in this case as in the pension lawsuit filed by the We Are One Coalition.

**Further Resources:**

Login to [www.nuea203.org](http://www.nuea203.org) and visit *NUEA Connect* for more information.

You may also want to visit the We Are One website ([www.weareoneillinois.org](http://www.weareoneillinois.org)) or the IEA Website ([www.ieanea.org](http://www.ieanea.org))

Visit Iiron at <http://www.iiron.org/loopholes/> for information of corporate tax loopholes.

## Issues in Education #3: A Fair Tax

**Description:** Illinois' constitution currently requires a flat income tax. But when all state revenue is taken into consideration (sales tax, property tax, utility tax, service fees, etc.), lower income earners pay a much greater percentage of their income to the state. Higher income earners also invest a greater proportion of their income, thereby avoiding many state taxes and fees. This presents an unfair burden on low and middle income earners.

**Oppositional Viewpoint:** Our state already collects too much tax revenue—Illinois needs to cut services to live within its means. Also, the state's wealthiest earners are likely to be employers, and they will hire more workers if allowed to keep more of their income. Lastly, "punishing" the wealthy by taxing them more discourages economic investment within our state.

**Our Viewpoint:** Illinois does not live beyond its means. According to the Center for Tax and Budget Accountability we enjoy the 5<sup>th</sup> highest GDP among all states, yet we rank 49<sup>th</sup> in education spending (Martire, 2012). The CTBA has outlined four critical state funding categories and their net reductions over the past 14 years:

- Pre-K – 12 Education: -9.1%
- Higher Education: -34.8%
- Services: -28.6%
- Safety (fire/police): -27.4%

These are real reductions in state spending, despite an inflation rate of 27.4% during that same time period. Illinois simply cannot cut any more. Our problem is a revenue problem, not a spending problem.

The state's wealthiest companies often claim to reinvest their income by hiring new employees, but records show that many do not. In fact, one independent study (Klinger & McFate, 2013) showed no correlation between tax credits and job creation. To address this issue, the state created EDGE Tax Credits to incentivize those companies that hire at least 25 new employees and invest in capital improvements. EDGE Tax Credits allow private companies to keep their employee's state income tax withholdings. According to a 2012 EDGE Annual Report, 82 companies have earned over \$628M in tax credits through the EDGE program (Pollet, 2013).

Unfortunately, this tax credit is paid directly from employee state income tax withholdings at a time when the state needs every penny. And this program is the only tax incentive program that holds corporations accountable for job creation or capital expenditures. Other tax credits, grants, and infrastructure assistance programs have no stipulations, and cost the state over \$519M in 2013 alone, according to the Illinois Tax Expenditure Report of 2013 (Topinka, 2013). For example, the Chicago Mercantile Exchange reported over \$950M in profits in 2010, but was allowed to keep the \$93M it owed in state taxes without stipulation (Martire, 2012). These are programs that are inconsistent, arbitrary, and hurt Illinois.

Lastly, Illinois is an incredibly desirable place to start or expand a business, respectively ranking #1 and #3 in the nation in 2013 according to the Illinois Department of Commerce and Economic Development. But, according to the Illinois Department of Revenue's 2012 annual report, over 66% of Illinois corporations pay no tax whatsoever. Research by *Good Jobs First (GJF)* shows that Illinois' most profitable corporations, including Boeing, Sears, Google/Motorola Mobility, and Navistar International use gimmicks (like the Single Sales Factor and tax credit subsidies) to claim no profits, and then pay no federal or state taxes (GJF, 2014).

This leaves the burden of funding our essential state services to small businesses and middle class residents. *A Better Illinois* has been working with the IEA to lead the fight to simply ask all businesses and individuals to pay their share. The best way to achieve this goal without completely eliminating all business incentive programs (like EDGE Tax Credits) is to move the state to a progressive tax structure. The Harmon proposal would reduce taxes for those making less than \$205,000 a year, and raise taxes proportionately for those making more (*A Better Illinois*, 2014). Economists are increasingly finding that empowering the middle class is the best way to strengthen the economy (Hanauer, 2014), and a progressive tax does exactly that.

#### **Further Resources/Citations:**

A Better Illinois. (2014). [www.abetterillinois.org](http://www.abetterillinois.org)

Good Jobs First. (2014). [www.goodjobsfirst.org/states/illinois](http://www.goodjobsfirst.org/states/illinois)

Hanauer, N. (July/August 2014). The pitchforks are coming...for us plutocrats. *Politico Magazine*. Retrieved from: [http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7Izb\\_k8BL0](http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7Izb_k8BL0)

Illinois Department of Commerce and Economic Opportunity. (2014). [www.illinois.gov/dceo/](http://www.illinois.gov/dceo/)

Topinka, J.B. (2013). Illinois Tax Expenditure Report. Retrieved from: [www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013/](http://www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013/)

Klinger, S. & McFate, K. (2013). The corporate tax rate debate: Lower taxes on corporate profits not linked to job creation. Center for Effective Government. Retrieved from: <http://www.foreffectivegov.org/files/budget/corp-tax-rate-debate.pdf>

Martire, R. (2012). The case for fundamental tax reform in Illinois: Why we need a graduated state income tax. Center for Tax and Budget Accountability. Retrieved from: <http://ctbaonline.org/reports/case-fundamental-tax-reform-illinois-why-we-need-graduated-state-income-tax>

Pollet, A. (2013). 2012 EDGE Tax Credit Report. Retrieved from: [www.illinois.gov/dceo/AboutDCEO/ReportsRequiredByStatute/2012EDGEAnnualReport.pdf](http://www.illinois.gov/dceo/AboutDCEO/ReportsRequiredByStatute/2012EDGEAnnualReport.pdf)

## Issues in Education #4: The Privatization of Education

**Description:** Public school funds are increasingly being diverted towards charter schools, which are publicly funded but privately managed. Charter schools circumvent the local community's school board by making curricular and administrative decisions in private (with private interests in mind). Most charter schools and private schools are non-unionized, most are not held to the same testing requirements as public schools, and most are owned by for-profit parent companies without any public scrutiny.

**Oppositional Viewpoint:** Parents have the right to choose a school based on the free market. When they go grocery shopping, they go to the store offering the highest quality and the best value. This same business model may be applied to public schools. When charter schools compete with other public schools, the competition drives up the quality and drives down the cost.

**Our Viewpoint:** There is little doubt that public school funding is fundamentally unfair. By basing school budgets primarily on property taxes, Illinois has ensured that the wealthiest communities will continue to have the most educational resources. Regardless, every community still has an obligation to educate its children to the best of its ability so they may participate in the democratic process as informed citizens and so they may lead enriched and fulfilling lives that positively contribute to the community and the economy.

When parents elect to send their children to charter schools (and some private schools) the public school district is required by law to pay their average yearly pupil expenditures to the charter. In Naperville's case, that amounts to over \$10,000 per student. That money is not refunded or pro-rated if the student returns to the public school mid-year. Surprisingly, even though charters are funded with taxpayer money, taxpayers have no say in the school's curriculum or policies.

Charter schools strip resources from the public schools in order to provide an alternative educational experience for a select few students. In the meantime, the remaining public school students have less funds for equipment, teachers, and supplies. Plus, in an effort to turn a profit, many charters hire inexpensive and inexperienced teachers, marginalize arts programs, and fail to support students with special needs. We believe school should be about the students, not about profits.

### Further Resources:

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.



## Issues in Education #5: The Tenure Myth

**Description:** Many education reformers cite teacher tenure as a reason for low student achievement. They say that tenure laws, which vary by state and which provide job protections for teachers who have seniority, keep unfit teachers in classrooms because they make it extremely difficult to fire teachers who cannot properly do their jobs.

**Oppositional Viewpoint:** Why should teachers have the right to a “job for life?” Those in the private sector don’t have this luxury. These laws keep bad teachers in schools, and bad teachers are responsible for low student achievement. The recent decision in *Vergara v. California* (2014) supports this claim.

**Our Viewpoint:** Tenure is *not* a “job for life.” Often confused with the definition of tenure in higher education, pre-K-12 tenure simply means “continued contractual service,” which is earned after a probationary period. Illinois Labor Relations Board laws provide tenured teachers with, among other protections, the right to due process; that is, tenured teachers cannot be fired without being provided a reason for their dismissal and an opportunity to defend themselves. This right is not provided to untenured teachers. Furthermore, teachers are not automatically granted tenure after two or four years of teaching; tenure is granted by school administrators based upon teacher performance in a strict and rigorous evaluation process. No one wants an ineffective teacher to be granted tenure.

Tenure helps protect teachers and certified staff members from management abuses observed in public schools in the 1920’s and 1930’s (see Jean Anyon’s *Ghetto Schooling*, 1997). Abuses included firing experienced teachers simply because they made more than the median salary or firing teachers because they reported low grades for politically connected students. During this era, men often were paid more than women for doing the same job, and principals frequently hired friends and family over better qualified teacher applicants. Tenure helped to ensure that teachers were not fired for these political or sexist reasons, instead necessitating that teacher firings be based on empirical evidence through a formalized evaluation system.

Tenure also helps support teacher innovation and creativity. John Jacobsen, Social Science Chair at Shorewood High School, WI, wrote the following comment after Wisconsin abolished tenure in 2011:

Here’s the path good teachers take. They work hard to get tenure because tenure ensures academic freedom. Once they have this academic freedom (underwritten by tenure) they work hard because they have it. They teach on the aforementioned ‘edge,’ where all engaging educational practice belongs. This translates into the teacher being able to take lesson planning risks in order to reach frequently disengaged students. The state of Wisconsin has, all at once, chosen to eliminate the very safety net which allows for this educationally engaging risk taking. [...] The state of Wisconsin has, all at once, lost track of the very reason why its public schools are regarded so highly in the United

States of America. Tenure is what provides the underpinning for teaching innovation and creativity. It's a direct result of collective bargaining and has been developed over the course of decades. (2011)

The recent *Vergara* decision incorrectly identifies poor teachers as the sole cause of poor test scores. The decision ignores poor economic and social environments, unequal school funding formulas, poor administrative record keeping, and a lack of educational resources in blighted communities. Education historian Diane Ravitch notes that the *Vergara* decision falsely implies that “low test scores are caused by bad teachers. Get rid of the bad teachers, replace them with average teachers, and all students will get high test scores. You might call it the judicial version of No Child Left Behind—that is, pull the right policy levels—say, testing and accountability—and every single child in America will be proficient by 2014.”

Ultimately, when tenure is challenged, all teachers and students are harmed. If experienced, effective, and—often—more costly teachers can be fired without due process, and if inexperienced, often less costly teachers can be hired in their stead, more and more students end up being taught by less experienced teachers. Further, those inexperienced teachers lack the resource of more experienced colleagues with whom they might collaborate and hone their craft. Additionally, when teachers are blamed for low student test scores, the real causes of these low scores—poverty, lack of resources, large class size, and so on—are ignored. Teacher termination must be based on their performance evaluation, not on the indefensible whim of their administrator.

**Further Resources:**

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York, New York: Teacher's College.

Jacobsen, J. (2011). Tenure free Wisconsin. Web log. Retrieved from [http://open.salon.com/blog/john\\_d\\_jacobson/2011/08/01/tenure\\_free\\_wisconsin](http://open.salon.com/blog/john_d_jacobson/2011/08/01/tenure_free_wisconsin)

Ravitch, D. “What was the Evidence in the *Vergara* Case? Who Wins? Who Loses?” *Diane Ravitch's Blog: A Site to Discuss Better Education for All*. N.p., 11 June 2014. Web. 13 July 2014.

Welner, Kevin. “A Silver Lining in the *Vergara* Decision?” *Washington Post*. 11 June 2014. Web. 13 July 2014.

## Becoming an Informed NUEA Member

**Please sign-in to [NUEA203.org](http://NUEA203.org)** and click “Register (New Users).” Please provide your non-school e-mail address. You will be sent important announcements and newsletters outlining how NUEA is currently working on your behalf.

**Please follow** us on Twitter @NUEA203.

**Download** the *My IEA* app from the Apple Store or from Google Play.

**Please attend** your school’s monthly 10 minute meeting.

**Please vote** during NUEA, IEA, and NEA elections.

**Please vote** during your community’s primary and general elections. Download candidate information and fact sheets on pending legislative bills from [www.ieanea.org/legislative/ipace/](http://www.ieanea.org/legislative/ipace/)

**Please return** the attached survey before the end of lunch today. Surveys returned today will be entered into a drawing to win a \$50 gas card! If you cannot return it today, you may mail your survey to:

Mark Bailey  
President, NUEA  
Suite 121  
1555 Bond Street  
Naperville, Illinois 60563

## NUEA New Staff Survey 2014

**Please return** the attached survey before the end of lunch today. Returned surveys will be entered in a drawing to win a \$50 gas card.

Mark Bailey  
 President, NUEA  
 Suite 121  
 1555 Bond Street  
 Naperville, Illinois 60563

Your name \_\_\_\_\_

Your school \_\_\_\_\_

Your job assignment (grade/subject/etc.) \_\_\_\_\_

This survey does not obligate you to do anything, but it does let us know to contact you if an opportunity arises that may interest you.

Topic	Description	Rate Your Interest with a Circle <small>MI=More information needed      10=extremely interested</small>
Professional development	Would you like information about IEA and NEA led workshops, trainings, and sessions to help you in your classroom?	MI 0 1 2 3 4 5 6 7 8 9 10
Curriculum leadership	Would you like to share your expertise with the district? Various NUEA-D203 committees may need your perspective.	MI 0 1 2 3 4 5 6 7 8 9 10
District financial analyst	Curious about district income and expenditures, taxing policies, CPI, and TIF districts?	MI 0 1 2 3 4 5 6 7 8 9 10
Political action	Are you interested in learning more about local, state, and national politics regarding education?	MI 0 1 2 3 4 5 6 7 8 9 10
CORE Conference	Would you consider attending the CORE conference? Held on a mid-October weekend, it features a series of clinics on relevant topics to Illinois teachers.	MI 0 1 2 3 4 5 6 7 8 9 10

IEA RA Delegate	Would you like to represent Naperville teachers? This event is held for 3 days in April (Th-Sa), and determines our IEA budget and legislative platform.	MI 0 1 2 3 4 5 6 7 8 9 10
NEA RA Delegate	Would you like to represent Illinois teachers? This event is held for 7 days in early July, and determines our NEA budget and legislative platform.	MI 0 1 2 3 4 5 6 7 8 9 10
Summer Leadership Academy	Do you see yourself as a leader? This event is held for 4 days in late July to help strengthen your leadership skills	MI 0 1 2 3 4 5 6 7 8 9 10
Building Representative	Would you like to represent your building colleagues at our meetings? We meet once a month on Mondays.	MI 0 1 2 3 4 5 6 7 8 9 10
Bargaining a Contract	Would you like to help negotiate our next contract in 2016?	MI 0 1 2 3 4 5 6 7 8 9 10
<b>Topic</b>	<b>Description</b>	<b>Please rate your level of interest:</b>
Journalism/Reporting	Have you authored an article for a newspaper, magazine, or professional journal?	I need more info      Not interested      I might be able to help      I'd love to help!
Database work	Do you have any experience with any database or spreadsheet type?	I need more info      Not interested      I might be able to help      I'd love to help!
Graphic design	Have you every designed a logo or graphically formatted a large project?	I need more info      Not interested      I might be able to help      I'd love to help!
Web page development	Have you authored a web page? Do you know HTML or other coding languages?	I need more info      Not interested      I might be able to help      I'd love to help!

Do you have any questions for us? If so, please let us know your question and how to contact you.