



Clarice Berry, president of the Chicago Principals and Administrators Association, addresses the Chicago Board of Education at the monthly meeting on Wednesday, August 25.

AFSA Seeks Changes to ESEA

It's been six months since President Obama introduced his blueprint for reauthorization of the Elementary and Secondary Education Act (ESEA) and much work remains to be done. Initial hearings have been held in both the House and the Senate, and AFSA is continuing to work with members of Congress and their staffs to make sure the plan for reauthorization includes changes that will provide the real support teachers and administrators need to truly improve their schools.

One of the most critical issues of concern to AFSA and its members is how the reauthorization promotes "turnaround" models for low-performing schools. The current blueprint for reauthorization offers four turnaround models, each calling for replacing the principal or shutting down the school, a prospect strongly opposed by AFSA.

"Rather than seeking principals' immediate removal, they should be looked to as key players in implementing school reform initiatives," said AFSA President Diann Woodard. "As members of the community, they often have a unique understanding of the school culture and needs, and are able to create a system of core values within a school environment."

Freefall in Chicago

Corporatization of the Chicago School System Ignores, Vilifies Educators

Being inside the destabilized Chicago public school system is akin to being the mouse in an experimental maze. There seem to be no limits to the maze and, as the mouse, you only can hope there is cheese at the end of your journey.

Unfortunately for Chicago, it looks as if the educational maze ends with a trap.

To understand Chicago's public school system, one must understand the nature of the dynasty that has reigned over Chicago in 43 of the past 55 years. Richard M. Daley, the soon-to-be-leaving mayor, has ruled the city since 1989 with his iron fist and rubber-stamped supporters. His father, Richard J. Daley, founded the kingdom in 1955 and has been called "the last

of the big city bosses."

"Chicago is one of a handful of cities in which the mayor was given complete control over the school system," said Clarice Berry, president of the Chicago Principals and Administrators Association (CPAA). "There has never been a time when Chicago Public Schools has been as destabilized as it is now."

The last three CEOs of Chicago Public Schools (CPS) have had no experience in education. Paul Vallas, Arne Duncan and current CEO Ron Huberman all have taken a stab at the CPS design. Unlike Vallas and Duncan, however, Huberman currently has no chief of education. That

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The Audacity of Hopelessness

The recent news that 23 percent of students taking ACT and SAT tests do not qualify for college-level courses will undoubtedly become grist for politicians to grind administrators even more for "failing" to solve the problems plaguing the nation's schools.

While all of us recognize the need for improvement—indeed the recent scores reveal the third consecutive year of increased scores—we have every reason to challenge the measures of accountability currently being imposed on us by so-called "national standards."

Rather than working cooperatively with those of us engaged in meeting the countless challenges we face, the administration in Washington, like the one before it, is imposing a business performance model on educators that is ill-suited to the problems we confront.

When Washington applauds school boards for firing principals and teachers without due process, as was done in Central Falls, R.I., and continues to be done in less publicized systems, it not only violates our collective bargaining rights, it reduces the complex task of administering improvements to the crude, pass-fail simplicity of a Donald Trump TV show.

We are not neophytes to be dictated to and dismissed like Trump's apprentices. We are in many ways the heart of the communities we serve, often victimized by the constant experiments of policymakers who have never walked in our shoes and, worse yet, have never bothered to consult us on what changes might be made to improve prospects for our students. By constantly imposing new, experimental packages on us—no matter how well intentioned—they are breeding failure. How do they expect children to succeed when there's no continuity in the approaches Washington is foisting on us?

To impose a business model of performance on our schools only increases the odds of failure. First and foremost, it ignores the unique contributions that administrators make by dealing on a daily basis with the economic and social stresses

weighing on parents and their children; whatever is ailing the communities we serve also is ailing our schools. We have to deal with these realities in ways business leaders seldom do. What businessman, for instance, faces the daily challenge of ensuring he has enough certified staff on hand before beginning the work day? How many of them face the loss of funding if slots or seats in their workplace aren't filled? How many of them must find a way to integrate those with special needs into their plan for success? And how many of them are subjected to standardized tests for "success" that are unsuited to their working conditions? Conversely, how many of us get golden parachutes when one of us gets fired?

The fact is, we're an easy mark for academics and Washington policy wonks because no one sees the principal as having a relationship to the growth of a child. Much of the work we do, so essential for keeping the system functioning, such as maintaining the physical plant or coping with the environment outside the school, is invisible to the public. We're seen solely in relation to teachers.

As a result, we're forced to deal with the contentiousness inherent in the business model that says, "If it doesn't work, throw it out." That's not a turnaround plan; that's simply turning a blind eye to reality, especially where urban blight and poverty add to children's plight.

What's needed is a new spirit of cooperation, one in which all the stakeholders in public education—especially school administrators—are consulted on solutions rather than being targeted for vilification. Instead, we've been completely shut out of policy decisions.

We're the ones at ground zero in public education, directly involved in communities throughout the country. Parents send us what they hold most precious, their children, and we're charged with sending them back a better person.

Yet policy makers seem blind to the realities we face, primary among

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AFSA President Diann Woodard



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Restoring America's Forgotten Schools

Wendi Caporicci's Daunting Tasks Start with Humble Changes

Wendi Caporicci believes in the small things. Her work is apparent in the schools she has touched, although she would never admit it was because of her.

"Turning a school around takes time," she said. "It's about getting everyone involved."

Caporicci, the principal of Emerson Elementary in Oakland, Calif., knew her work was cut out for her when she arrived at the school's scenic campus seven years ago. The school had a less-than-favorable reputation and was known for its low test scores, diminishing enrollment and inconsistent administration.

Before arriving at Emerson, Caporicci had experience working in three low-producing schools and one Blue Ribbon Nominee school. From each experience she learned a lesson that she applied to Emerson Elementary.

Caporicci, with the help of her staff, has initiated numerous programs at Emerson Elementary and tailored each one to the needs of the students. The Show What You Know program encourages children to know and memorize their multiplication tables. And the Cheetah program-named



Wendi Caporicci pictured with Emerson Elementary students.

after the school's mascot-rewards respect, following directions, making good decisions and solving problems. Another key program that has shown positive results is the Push-In program.

"The program is about pushing children in the classroom, not pulling them out," she said.

Caporicci said that when children struggle socially or academically in the classroom, the tendency is to remove them so they don't detract from the education of others. Upper socio-economic parents are likely to hire a tutor for academically struggling children, while some educators are likely to send ill-behaved children to the principal's office. The Push-In

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them the fact that our children aren't machines. Some of them are struggling before they ever get to school. Many of them come to us from dysfunctional families and have totally different levels of readiness that don't lend themselves to standardized near-term tests as true measures of success. In some cases, success means just teaching a child to learn to read and write.

Leading is a principal's job. But

leading successfully means nurturing independent—thinking citizens who strengthen our democracy. Instead, we're being told to "get in line and march." We don't need marching orders, we need time, money and a voice in policy changes necessary for building a path to success.

But what we need most of all is hope, and ironically that's not what we're getting from the current administration. Instead, we're getting sermons about the need for standardized plans,

without even the conviction to fund them promptly. Of the 40 states that have submitted plans to qualify for Race to the Top, only two have been funded so far.

Constantly condemning those of us struggling to cope with the complex challenges we face does little but cause the public to lose all hope that we can succeed. If there's no hope in the community, there's no hope in the school. So, the question cries out: What hope is there for the child?

Wendy Caporicci continued from page 3

program aims to assist struggling students from all backgrounds before they become discipline problems. Caporicci knows her students and their backgrounds. She understands that money is tight and that most of her students come from single-parent homes that lack the resources to help their children outside of the classroom.

The Push-In program allows for trained administrators, support staff and teachers to drop by a classroom to quietly assist a struggling student without interrupting the entire class. For example, Caporicci stopped by a first-grade classroom at the request of the teacher and sat with a student who was struggling to stay focused. The goal was not to punish, but to encourage. The problem became an opportunity, and the attitude was 'What can I help you with?' rather than 'You aren't doing this correctly.' Most students know the work, Caporicci said, but have a difficult time focusing on learning.

Caporicci credits this program with helping to keep students in school. So far this year, she said, they have only had to send one child home, an impressive feat given the history of the school and the difficult situations the children come from.

Thus from her 'small things' approach comes a big impact.

"If you really want to be whole and together as a school, you do it in the little things," Caporicci said.

The financial strains on the school, exacerbated by the economic crisis of the California government, have limited Emerson Elementary's ability to move forward. Caporicci explained that while New York spends an average of \$14,000 per student on education, California only averages \$6,000 per student. The past two years, that number has been slashed to a meager \$4,000 per student. "People say money doesn't matter,

but in the case of education, it does," Caporicci said. "If we had more money, we could pay for students to have tutors."

And if they had more money, four full-time staff positions wouldn't have been cut in the last two years. Caporicci said she is working alone with no assistant for the first time in 20 years. She makes the rounds to the classrooms on her own, usually devoting a minimum of two hours a

“Simplicity, consistency and the ability to collaborate are what it takes to make a school successful,” Caporicci said. “I can’t do this job entirely on my own. I believe in collaboration. I believe in the teacher’s voice.”

day just toward the Push-In program and classroom visits.

Still, the budget cuts are not enough to stop Emerson Elementary from moving forward. The Academic Performance Index (API), which measures the academic performance of California schools, ranks schools based on statewide student test scores. Schools are expected to have a performance level around 800, the highest being 1,000. Some of the stronger California schools have an API of more than 900. When Caporicci first arrived seven years ago, Emerson Elementary had an API of 500.

Now the school's API is at 737 and has increased every year. Caporicci credits her staff for making the school's improvements possible. Every week, the staff meets to discuss the state's educational requirements, parent and student engagement, and

overall academic progress.

"This year's staff is the best I've had," Caporicci said. "They collaborate as a team, believe in the children, and work with the parents."

Caporicci believes parent involvement is an important part of education. On the first day of school this year, Caporicci tried something new.

"I had a local bake shop make some scones and coffee, and before school started the teachers and I went out to meet the parents and get to know them," she said. "People liked it so much that we are going to try to do it every year!"

With an increase in student enrollment and parent involvement, Emerson Elementary seems to have risen from the ashes as a successful and promising school. The school is even known for its outstanding special education program for autism—a program so unique there is only one other like it in the Bay Area. It is hard to believe that at one point the school was threatened with closure.

"Simplicity, consistency and the ability to collaborate are what it takes to make a school successful," Caporicci said. "I can't do this job entirely on my own. I believe in collaboration. I believe in the teacher's voice."

Wendi C. Caporicci has served as an AFSA GEB member and is president of the United Administrators of Oakland Schools (UAOS), AFSA Local 83. At AFSA's 2009 12th Triennial Constitutional Convention, Caporicci was elected to serve as the secretary of AFSA. Caporicci has worked for the Oakland Unified School District for 40 years as the principal of five elementary schools, as an assistant principal, and as a classroom teacher for 13 years. Caporicci is currently a member of the Superintendent's District Advisory Board and is working with her school community to revitalize Emerson Elementary School in the Temescal neighborhood of Oakland. She has held memberships in the Lifetime PTA, the Association of California School Administrators (ACSA) and Phi Delta Kappa.

Billions in Funding to Help Schools, Retain Education Jobs

Two funding bills approved by Congress in August will help states avoid school cutbacks and retain education jobs.

A measure providing critical emergency education funding was quickly signed into law by President Obama and will distribute \$10 billion in much-needed assistance to states across the country, saving an estimated 160,000 education jobs. Congress also passed a \$16 billion extension for Medicaid funding (FMAP) for cash-strapped states.

AFSA has been pressing Congress to pass the emergency funding bill since Sen. Tom Harkin (D-Iowa) first introduced it last spring. Over the past several months, AFSA has been working with several other key stakeholders in an Education Jobs Coalition to advocate for its approval. In a letter to senators, AFSA President Diann Woodard stated, "The loss of education jobs will have a ripple effect across the nation, and would result in the loss of many other jobs...Without this essential funding, our children are the ones who will suffer."

AFSA Director of Government Affairs Nick Spina met with key policy-makers on the Hill in June, lobbying for funding. He accompanied New York Mayor Michael Bloomberg, AFSA Local 1 President Ernest Logan, AFT President Randi Weingarten and UFT President Michael Mulgrew in meetings with the New York congressional delegation and Sens. Charles Schumer and Kirsten Gillibrand. The group also met with Sen. Harkin and Rep. David Obey



From L to R: Randi Weingarten, president, American Federation of Teachers (AFT); Michael Mulgrew, president, United Federation of Teachers (UFT); Rep. Charles Rangel (D-NY); NYC Mayor Michael Bloomberg; AFSA VP Ernest Logan, president, Council of School Supervisors and Administrators, AFSA Local 1. Education stakeholders are preparing for a meeting with the New York congressional delegation. The group emphasized the importance of FMAP and the Education Jobs Fund and urged swift action by members of Congress.

(D-Wis.), who have led the fight in Congress for this much-needed education funding.

“The loss of education jobs will have a ripple effect across the nation, and would result in the loss of many other jobs. Without this essential funding, our children are the ones who will suffer.”
-Diann Woodard, AFSA President

School districts have been among the hardest-hit local services this year, as state and local governments continue to struggle to provide services with mounting budget deficits and economic pressures. Hundreds of districts already have been forced to cut positions and programs as the result of budget cuts.

Without this legislation, we would have lost many of the jobs that were saved by the American Recovery and Reinvestment Act last year. "By choosing to continue to support our educators in these economically unsure times, lawmakers are making an investment in the future of our children and our country," Woodard said.

A New Deal for Education

AFSA Works to Shape AFL-CIO Resolution on Education Policy

AFSA President Diann Woodard strongly supported an education resolution that passed unanimously at the August AFL-CIO Executive Council meeting in Washington, D.C.

The resolution, titled “Fighting for the Importance of Public Education—For Our Children, Our Economy, Our Communities and Our Future”, reasserts the labor movement’s commitment to a strong, universal system of public education as “the foundation of the American middle class, and vital to the survival of the United States as a broadly middle class society in the global economy.”

“We need to work collaboratively with all stakeholders in education,” Woodard said, “to secure the voice we rightfully deserve rather than being told what to do by would-be reformers.”

Woodard, who serves on the AFL-CIO’s Civil, Human and Women’s Committee, told council members that administrators and teachers feel violated when they are shut out of decision making and used as scapegoats for the challenges facing public education.

According to the resolution, “Rather than fostering an environment that allows for thoughtful, collaborative solutions, so-called ‘reformers’ focus instead on imposing unproven programs and policies that shake the foundation of our schools, neighborhoods and communities.

Public education is a public responsibility and must be a public trust.”

From the Resolution

- The guarantee of access to a free and quality public education should be a right accorded to every child in this country. Securing that guarantee should be a goal and a value that unites all Americans and is supported by our public policies and policymakers at every level.
- The AFL-CIO is united in opposing shortsighted arguments that focus on affixing blame rather than finding solutions to the problems that confront our schools in this time of economic crisis. The labor movement opposes any effort to pit public sector and private sector workers against each other. All workers deserve adequate health care and retirement security.
- The labor movement understands that until private sector workers’ right to organize and bargain collectively is restored, no public sector worker is economically secure. And we also understand that attacks on public sector workers are led by those whose goals is to weaken and impoverish all workers.
- The AFL-CIO will support all efforts to show that working with labor is part of the solution. We will redouble our efforts to make common cause with communities and will act—not just one day or one week but every day—to mobilize support for the programs and policies critical to building strong and vibrant education systems and communities throughout America.



Members of the AFSA Program Committee meet at the AFSA national office to plan for the AFSA East Coast Regional Leadership Conference in October.

CASA Vice President Serves as Grand Marshal of Essex West Hudson Labor Parade

Long-time AFSA member and vice president of CASA Local 20, Walter V. Genuario, was honored by being selected to serve as the grand marshal of the Essex-West Hudson Labor Council's Celebration of Labor Parade held in Newark, N.J. on Sept. 10.

Genuario is an award-winning and pioneering educator with Newark Public Schools and currently serves as vice principal of Mount Vernon School. He is a senior member of CASA's executive board and chair of CASA's Political Action Committee. He also serves as the executive secretary-treasurer of the Essex-West Hudson Labor Council and as co-chair of the council's scholarship committee.

Genuario joins an illustrious list of past Celebration of Labor Parade Grand Marshals. This list includes Sen. Frank R. Lautenberg, Rep. Donald M. Payne and N.J. Assemblyman Thomas P. Giblin, president of the Essex-West Hudson Labor Council.



Essex-West Hudson Labor Council's Celebration of Labor Parade Grand Marshal, Walter V. Genuario, pictured alongside members of the education community from Mount Vernon School in Newark, N.J.

According to Dr. Leonard P. Pugliese, president of CASA Local 20, "All CASA members are extremely proud of Walter. We salute him on achieving

this well-deserved honor. He follows in the footsteps of his father, the late Anthony Genuario, a pioneer in the New Jersey labor movement."

Domingo Madera Recognized for Outstanding Service

In Puerto Rico, classes began in August. New secretary of education, Dr. Jesús Rivera Sánchez, assigned approximately 300 new directors to previously vacant positions and took on the task of restructuring the school districts.

Originally there were 78 school districts, and after Sánchez's restructuring they were consolidated into 28 districts.

Additionally, Domingo Madera, president of EPA-AFSA, is participating in a special committee composed of educational and community leaders with the purpose of counseling the Puerto Rican Senate on ways in which to improve education.

On Sept. 6, the Senate of Puerto Rico recognized Madera for his contribution to the labor movement and to the

working class of Puerto Rico.

The motion of recognition states Madera is commended for his dedication, care, effort and commitment to public service and the working unions, and that his work has been of vital importance for the development of trade unionism in Puerto Rico.

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position, usually filled by an educator, was vacated in June by Dr. Barbara Eason-Watkins. Eason-Watkins had been supported strongly by the education community to serve as the CPS CEO after Duncan was appointed the U.S. secretary of education. However, Daley chose Huberman, his chief of staff of two years, over Eason-Watkins, a 35-year CPS veteran.

Without a chief of education officer, and with a CEO and mayor who have no experience in education, it comes as little surprise that Chicago's school system is starting to look more like a corporation and less like an educational system.

Huberman's contribution to CPS' corporate design started when he decided to pull inspiration from his old job. Huberman, a former Chicago police officer and past president of the Chicago Transit Authority, decided to apply his successful CTA performance management system to Chicago's schools.

Huberman's performance management system revolves around data collection and analysis. As Berry said, anything that can be tracked is tracked. Students' test scores,

attendance levels and numerous other measurements are recorded and stored in the data storage program called the CPS Dashboard.

Teachers and administrators are not immune to the tracking program. Among other things, their workdays, sick days, vacation days and even errors when recording attendance are tracked by the performance management system.

The data then is regurgitated into reports and assigned to teams of teachers and administrators charged with poring over the numbers to assess what needs to be improved. No set education initiatives exist; the data is meant to serve as a benchmark for the city's education levels.

Meetings held each week are centered on the reports, and performance management system books are passed out eagerly to teachers and administrators.

"It is a monumental shift in terms of how to look at instruction," said Berry. "It's all about looking at the data. You have a stream of it coming in every day all day long. There is no system mandate to do any professional development. Everything is just data.

"It's the corporatization of CPS. Replacing education-based leaders with corporate leaders seems to be the action *du jour*. We are the third-largest school district in the nation. When we lead with something, others follow. I hope people learn from this."

Daley's Chicago Renaissance

While Huberman's performance management system tracks the numbers associated with CPS, Daley's Renaissance 2010 initiative deals with a different set of numbers.

"When he launched Renaissance 2010, he said his goal was to close 100 schools in five years," said Berry. "And you know, he actually did it. He closed 100 schools."

Daley's Renaissance 2010, an ambitious project aimed at improving Chicago's school system, was launched six years ago. The idea was to close failing public schools and reopen them as charter schools or privately held schools. The initiative has been aptly named; like the Renaissance Era, Daley's project has caused great social and political turmoil.

Berry explained that CPS created the Department of New Schools to handle the schools that have been targeted by Renaissance 2010.

"Schools have been closed and reopened and now they all have different titles and no one knows what they are," said Berry. "Someone could just walk in and say they want to open a school, and they could be handed one that's been closed and re-charter it. It's insane."

And what about the children? The majority of the schools targeted for improvement by Renaissance 2010 serve lower-income African American and minority populations. These at-risk children, uprooted and abandoned by their educational system, are then scattered throughout CPS.



Ron Huberman (L) and Mayor Richard M. Daley. Picture courtesy of Chicagomag.com, 2007.

Teachers and administrators also have felt the effects of Daley's sobering Renaissance. The closing of public schools has displaced hundreds of teachers and administrators, and with the charter and privately owned schools refusing to hire unionized teachers and administrators, many educators are finding themselves out of work.

"We have been bleeding membership since the start of Renaissance 2010," said Berry.

The resistance to Daley's Renaissance has been overwhelming, including a march in Springfield to protest the initiative. State Rep. Cynthia Soto authored a bill to investigate the program, signed into law nearly five years after Renaissance 2010 was enacted.

The Chicago Teachers Union took CPS and the Chicago Board of Education to court over the "renaissance" that led to the mass firing of educators. More than 850 teachers and educational personnel were terminated under Renaissance 2010.

A Financial and Contractual Nightmare

Like other cities around the nation, Chicago is facing a severe financial crisis with a \$655 million budget deficit. To balance its budget, CPS was given \$105 million from the federal government and was permitted to dip into the school system's reserves. Teacher layoffs were forestalled and astronomical class sizes were kept at bay, but only for the foreseeable future.

Balancing CPS' budget did not come without a cost. The severely depleted reserves have critically impacted CPS' bond rating and, in an effort to save money, Huberman has proposed pay freezes and six furlough days on Chicago principals and vice principals. Unfortunately for Berry and the members of CPAA, their lack of a

formal contract with CPS essentially has left them armed with a knife in a gunfight.

"We are one of the few locals in AFSA that does not have contractual rights," said Berry. "Everything is done informally. We work with CPS' labor relations representative and have bargaining rights, but we are not recognized as a formal union."

According to Berry, the CPAA—then known as the CPA—used to have a Memorandum of Understanding with CPS. The MOU had been in place for

20 years, but when the ability to turn the MOU into a formal contract was made available, Dr. Ruth Love, the superintendent of CPS at the time, vacated the MOU.

Since then, the CPAA has yet to see the creation of a formal contract with CPS.

"The near domination of this city by Daley has been difficult for us," said Berry. "He has always been against the right to give us a contract."



Thousands rally in Springfield on April 21, 2010, to protest budget cuts that would affect CPS teachers and administrators' jobs.....Photo courtesy of the Chicago Tribune, 2010

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A Free-Falling System

With the Sept. 7 announcement of Daley's plan to step down as Chicago mayor came the terror of the realization that Chicago Public Schools once again is being left in limbo.

In addition, rumors are swirling that Huberman may abandon his post before Daley leaves, a move that would utterly cripple the CPS system.

With no current chief of education officer, a non-committal CPS CEO and a retiring mayor, Chicago's public schools may be left without any kind of leadership within the next seven months.

"The news that the mayor is not coming back sent shockwaves throughout the city," said Berry. "No school system is in freefall the way we are. Complete and utter freefall."

Put AFSA in Your Social Network



AFSA is making it easier for you to stay up to date with our latest news by following us online through our Facebook, Twitter and LinkedIn pages. These pages not only will provide regular updates about AFSA activities, but also will give you the opportunity to communicate directly with us!

If you have a Facebook account, search for AFSA and become a fan of our page. We'll be sharing information about what AFSA is doing for you as well as other relevant news and events.

We also want to hear from you! Post comments on our wall, start a discussion thread or respond to one of our posts. We want your feedback! If you're not a Facebook member, you still can access the latest AFSA updates and

news posted on our fan page by going to <http://www.facebook.com/AFSA>.

AFSA also will be using Twitter to provide you with regular updates. If you have a Twitter account, be sure to follow us @AFSAUnion or simply check back regularly at <http://twitter.com/AFSAUnion> to see what AFSA has been doing.

AFSA also has a group page on LinkedIn. Search for American Federation of School Administrators and join the group to participate in discussions and connect with other AFSA members from around the country.

Links to these pages can all be found on the home page of the AFSA web site. Go to <http://www.AFSAadmin.org> to communicate and connect!

ESEA continued from cover

In recommendations submitted to key members of Congress and their staffs, AFSA continually has emphasized the integral role principals and school supervisors play in a school's success. Additionally, AFSA registered its concern about these turnaround models in a hand-delivered letter to the deputy secretary of education from AFSA Executive Vice President Jim Dierke.

AFSA also will be advocating on the following issues throughout the reauthorization process:

- Professional development for educators and school administrators should be an important part of the new ESEA legislation. AFSA thinks any professional development program must be developed on a local level in conjunction with school administrators to meet the specific needs of that school.

- The reauthorization must go beyond static standardized test scores as a means for evaluating a school's success. AFSA thinks tests should incorporate a wider variety of subject matter and be evaluated alongside portfolios of students' work and individual performance assessments to provide a more dynamic representation of a student's achievement.
- We must incorporate a more comprehensive approach to student data collection. In addition to test scores and grades, student profiles also should include records of student mobility, transience, attendance, behavior records, language backgrounds, community and socio-economic conditions, and access to health care.
- The plan for ESEA must incorporate increased collaboration between parents

and educators to improve students' performance.

- Reauthorization of the ESEA must create federal incentives for states to reform inequitable school funding systems that consistently favor wealthier districts.
- Any changes to the reauthorization of ESEA must be fully funded.

Now is the time to make AFSA voices heard. Contact your local AFSA president to sign the petition in support of AFSA's recommendations for ESEA reauthorization. Signatures will be collected through the end of the year and then distributed to your senators and representatives along with a letter from President Woodward emphasizing their importance.

"We need to make ESEA reauthorization the top priority for Congress in the new year," Woodward said. "Our children's future depends on us getting this right."

Labor Wins Big in D.C. Mayoral Primary Election

Residents of Washington, D.C., came out in force to support D.C. Council Chairman Vincent Gray in the Sept. 14 Democratic mayoral primary and propelled him to victory over the incumbent, Mayor Adrian Fenty.

Chairman Gray's victory is viewed by many as a clear rebuke of Michelle Rhee—the chancellor of the District of Columbia Public Schools appointed by Mayor Fenty who campaigned openly and shamelessly for his re-election.

As chancellor of the D.C. Schools under Mayor Fenty, Michelle Rhee has fired hundreds of teachers and administrative officers without just cause or due process in her quest to impose Rhee-form (reform) on D.C. Public School's at the expense of the local unions and their members. Mayor Fenty's appointment of Chancellor

Rhee and his continued support of her union-busting tactics helped seal his fate on Election Day and bounce him out of office.

Unions played a key role in the primary.

"To those who say you can't have both collaboration and reform," Gray told cheering supporters, "I say you are wrong. . . . We were outraised, outspent and outnumbered, but we were never outworked."

A Gray victory recasts the balance of power in city government, likely giving more influence and a stronger voice to educators and public employee unions, as well as other labor, business and neighborhood groups that endorsed him.



Vincent Gray celebrates after defeating incumbent Adrian Fenty in the mayoral primary election on Sept. 14.

The Council of School Officers, AFSA, Local 4, AFL-CIO received monetary support from AFSA's PAC fund to assist in Vincent Gray's successful campaign. The CSO appreciates AFSA's continued support of our ongoing efforts to fight for all our members employed by D.C. Public Schools.

Race to the Top: The Connecticut Story

The Connecticut Federation of School Administrators (CFSA) was very involved in working with Connecticut Education Commissioner Mark McQuillan's office and the legislators in seeking to secure Connecticut's share of the \$4.35 billion grant under the control of U.S. Secretary of Education Arne Duncan.

Unfortunately, Connecticut was not selected in the second round, much to the surprise and dismay of the Connecticut education establishment.

CFSA was invited to be a member of the stakeholder group that would work with the commissioner on developing criteria that Connecticut could use in meeting the requirements for the

RTTT Grant. However, like most other states, Connecticut did not receive sufficient points to secure grant money.

CFSA met numerous times in order to meet the June 1 filing date. There was tremendous public pressure to secure the \$175 million Connecticut qualified for in the grant. The working committee had the education co-chairs, along with Sen. Thomas Gaffey, working on the proposal. Rep. Andrew Fleischmann also helped by calling on a small group to help address the legislative needs required in the grant.

CFSA, along with CEA, CT-AFT, the superintendent group (CAPSS) and

ConCANN met with the legislators and with Commissioner McQuillan to work out the details of the grant. Six intensive meetings were held at the capitol trying to iron out serious differences the group had in meeting the intrusive requirements of the grant.

The group found real sources of stress in producing data-driven requirements, such as the connection between student achievement and teacher performance. The group wanted to ensure the grant proposal did not affect teacher and administrator collective bargaining rights and the rights from the TNA (Teacher Negotiations Act) legislation.

Continued on page 12

New York State Gets \$700 Million in Race to the Top

New York State has come up a big winner in President Obama's Race to the Top (RTTT) education grant competition. The education system will be as much as \$700 million richer than it was a few weeks ago. On Aug. 24, the U.S. Department of Education selected New York as one of the 10 winners in the latest federal competition. New York scored higher than every state but Massachusetts.

Late in July, after submitting its painstakingly executed second application, New York was named an RTTT finalist. It seemed as if all the labor that went into the second application was worth the sweat.

"We are naturally quite pleased to learn that New York is among the finalists to be interviewed for Race to the Top funding," said David Steiner, the state education commissioner. "We look forward to representing the Regents' very strong vision for education reform in Washington, D.C."

Where NYS fell short in the first round of the competition was in its failure

to raise the cap of 200 on charter schools and its inability to rally teacher union support for using student test data in teacher evaluations. In addition, some of the judges viewed parts of the application as vague, and also criticized it for not identifying a sufficient number of low-performing schools and for lacking a state system to track student performance.

The second time around, the federal government waived the requirement that districts win union support of states' RTTT applications. This might have made it easier for states, but it raised alarming question for unions. A case in point is the RTTT requirement to yank principals out of underperforming schools without due process, including highly rated veteran principals who are dealing with unusual circumstances and new principals who haven't had a chance to move schools forward.

For New York's part, state education officials aggressively waged a successful campaign in the legislature to raise the cap on charter schools

from 200 to 460 and allow the tying of student performance to 40 percent of a teacher's evaluation, making it slightly easier for principals to let go of ineffective teachers. In addition, NYSED received funding to implement a sweeping data system, which will launch statewide by approximately 2012. This data will provide information about each student to teachers and parents, and provide data to the state about college-readiness.

In the end, unions, elected leaders and state education officials came together to present a united front that paid off. But several issues remain unresolved for organized labor and will continue to be negotiated, including the fate of Principals in schools deemed to be consistently low-performing. Plans are under way in New York to coordinate a detailed grant plan that identifies goals, activities, budget allocations and targets for performance.

CT Race to Top continued from page 11

There was considerable discussion on Turnaround Schools, Restart Schools, Transformation Schools, CommPACT Schools and Innovation Schools. Critical in the discussion was the criteria for measuring student performance. CFSA did not want test scores to be the sole qualifier in "merit pay" issues.

It was imperative that "Value Added" criteria be added to the evaluative equation. Factors such as student attendance, student safety and discipline, and student performance on statewide mastery tests were

critical. Progress in areas of academic underperformance, progress of subgroups-(including low-income) groups), students with limited English-proficiency, and students receiving special education services all were variables that needed to be included in measuring and evaluating professional staff.

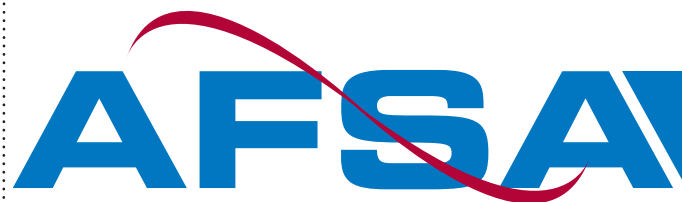
Two notable inclusions in the law were the Parent Advisory Councils and the New High School Reforms.

CFSA agrees with Commissioner McQuillan's recent comments and letters to the congressional delegation

that education should not be a winning or losing matter, and that the emphasis should not be on competitive grants for the funding of education.

As the commissioner stated, "With the RTTT, we are now making winning and losing an acceptable strategy for solving the problems of poor children."

CFSA agrees: The commissioner gets it; Washington does not.



Direct Benefits for AFSA Members AFSA members are **automatically** eligible for these no-cost benefits. For more information members may call **1-800-354-AFSA**, e-mail **afsa@AFSAadmin.org** or visit the AFSA web site at: **<http://www.AFSAadmin.org/>**

AFSA Occupational Liability⁺ AFSA provides protection for working members in case of an unfavorable judgment in a lawsuit naming school members as parties or defendants. The plan features up to \$1 million of protection against civil actions arising out of: bodily injury to a student; accidental death of a student; assault or battery accusations; corporal punishment; personal injury for libel, slander or defamation of character; violation of the right to privacy or detention; and damage or destruction to the property of others; subject to the terms of the policy.

AFSA Legal Action Trust⁺⁺ AFSA provides members up to \$25,000 of coverage for costs associated with denial of constitutional rights, "failure to educate" and criminal charges arising from school activities, provided that there is complete exoneration of the criminal charges. The plan also provides up to \$25,000 to cover defense costs for criminal proceedings resulting from corporal punishment regardless of outcome, and up to \$5,000 of punitive damages.

AFSA Retired Member Accidental Death^{*~} \$10,000 of accidental death coverage is provided by AFSA for retired members regardless of other insurance coverage. In order for benefits to be paid, the retiree's AFSA membership must be in good standing and the member must have previously filed a signed beneficiary form with AFSA. The death certificate must state accidental death in order to qualify.

AFSA Accidental Death & Dismemberment⁺ Regular and Associate members are eligible for Accidental Death & Dismemberment insurance, which pays \$50,000 to the covered person's beneficiary in the event of accidental death or a varying percentage of this principal sum amount to the covered person based on a dismemberment or paralysis. The member must be in good standing and the member must have filed a signed beneficiary form with AFSA. This benefit is subject to the terms of the policy.

AFSA Total Disability⁺⁺ In the event of a total disability, AFSA provides up to \$1,500 per month in disability benefits, up to a maximum lifetime benefit of \$15,000. Benefits begin the fifth month after the onset of the disability and continue as long as the member remains totally disabled, turns 65 or reaches the maximum lifetime benefit, whichever comes first. This benefit is offset by the monthly amounts payable from other sources.

AFSA Scholarship The AFSA 2010-11 Scholarship Program is open to children of AFSA members in good standing. The applicant must be attending college for the first time during 2011. Click on the link on the AFSA home page to download the scholarship application package. All required forms and materials must be received in the AFSA National Office by Friday, Feb. 25, 2011.

AFSA Travel Desk Call **Gary Goldstein** at **732-786-0314** or e-mail **ggoldstein@csa-nyc.org** for special group travel opportunities.

*Retiree Members Not Eligible **Associate Members Not Eligible ~Regular Members Not Eligible

Liberty Mutual Insurance Benefits for AFSA Members AFSA members can get a special discounted rate on Auto Insurance and Home Insurance. Find out more and get a free rate quote at: **<http://www.libertymutual.com/afsa/>**

Note: Discounts and savings are available where state laws and regulations allow, and may vary by state. To the extent permitted by law, applicants are individually underwritten; not all applicants may qualify.

Optional Group Insurance Benefits for AFSA Members AFSA members are **automatically** eligible to participate in these discounted group insurance benefits. For more information, call **1-800-503-9230** or visit the Marsh website at: **<http://www.personal-plans.com/afsad/>**

Accidental Death and Dismemberment^{1,2}

Disability Income Plan^{1,2}

Catastrophe Major Medical Insurance^{1,2}

Long Term Care^{1,2}

Dental Insurance with Benefit Builder^{1,2}

Senior Whole Life^{1,2}/Group Term Life^{1,2}

Short Term Medical Insurance^{1,2}

¹Not Available in Puerto Rico ²Not Available in Virgin Islands



Union Plus Benefits for AFSA Members AFSA members and their families are **automatically** eligible for discounted services & free benefits from the AFL-CIO's Union Plus program. For more information, visit the Union Plus website at: <http://www.unionplus.org/>

Money & Credit

Credit Card	1-800-522-4000
Credit Counseling ^{1,2}	1-800-833-1745
Your Credit Score ^{1,2}	see UP website
Loans ^{1,2}	1-888-235-2759
Online Tax Service	see UP website
Union-Made Checks	1-888-864-6625
Secured Credit Card	1-800-651-5108
Union SAFE	see UP website

Insurance Deals

Auto Insurance ^{1,2}	1-800-294-9496
Life Insurance ^{1,2}	1-800-393-0864
Accident Insurance ^{1,2}	1-800-393-0864

Health & Well Being

Eldercare Services ^{1,2}	1-866-570-8588
Health Club Discounts ²	1-888-294-1500
Health Savings ^{1,2}	1-877-570-4845

Education Services

Education Services	see UP website
Union Plus Scholarships	see UP website
College Test Prep Discounts	see UP website

Auto Advantages

Goodyear Tire & Service Discount ^{1,2}	see UP website
Motor Club ^{1,2}	1-866-454-8722
Auto Buying ^{1,2}	1-866-437-2336

House & Home

Mortgage ^{1,2}	1-800-848-6466
Moving Discount ^{1,2}	see UP website
Pet Savings/Insurance ^{1,2}	1-888-789-7387
Home Heating Oil Discounts ^{1,2}	1-800-660-0691
Home Energy Audit/HVAC Rebate ^{1,2}	see UP website

Legal Service

Legal Service ²	1-888-993-8886
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Everyday Savings

ConsumerReports Online Discount	see UP website
Flower Discount	1-888-667-7779
Union-Made Clothing Discounts	see UP website
Powell's Bookstore	see UP website
Gift Certificate Discounts	see UP website

Travel & Recreation

Cruise Discounts	1-866-867-0593
Worldwide Vacation Tours	1-800-590-1104
Entertainment/Theme Park Discounts	see UP website
Travel Center	see UP website
Car Rental Discounts ^{1,2}	see UP website
Budget Truck Rental ^{1,2}	see UP website

Computer's & Tech

Dell Computer Discounts ^{1,2}	see UP website
AT&T Wireless Discount	see UP website

¹Not Available in Puerto Rico ²Not Available in US Virgin Islands

Hertz #1 Club Gold Benefits for AFSA Members AFSA members are eligible for a FREE membership. Click on the Hertz link on the bottom of the AFSA website to enroll for free with the \$60 annual fee waived.

TERMS & CONDITIONS

AFSA Member Benefits are additional benefits provided to your Local. They supplement the benefits your Local has achieved through the collective bargaining process. AFSA does not administer or bargain your Local's contract benefits such as pensions, health care or dental coverage, welfare funds, etc. All inquiries concerning these benefits should be directed to your Local. AFSA Member Benefits are comprised of AFSA Member Direct Benefits (includes the AFSA Legal Action Trust), AFSA Member Group Insurance Benefits, and Union Plus. AFSA Member Direct Benefits and the AFSA Legal Action Trust are services of the American Federation of School Administrators and are available to AFSA members in good standing. To be in good standing, a member must hold an AFSA membership for two uninterrupted years or the length of their Local's affiliation, whichever is less.

AFSA Optional Benefits are provided to AFSA members by third parties and may require additional fees for participation. Eligibility for AFSA Optional Benefits requires that a member be in good standing in order to participate. AFSA and/or its benefit providers reserve the right to discontinue benefit coverage to members who are not in good standing.

AFSA's inclusion of these optional benefits does not constitute a representation or recommendation that each optional benefit is appropriate for every AFSA member. Before purchasing such benefits, each member should consult with his/her own legal, financial or insurance advisor. When a member purchases an optional benefit, that is a contractual agreement between the member and the third party provider, AFSA is not a party and will not be liable for any errors or omissions of the provider.

THE AFSA LEGAL ACTION TRUST

1. Enrollment for AFSA Legal Action Trust, Occupational Liability, Accidental Death, and Total Disability benefits is automatic for all AFSA members in good standing.

2. AFSA Legal Action Trust's Total Disability plan has a maximum lifetime benefit of \$15,000 per member and begins the fifth month after the onset of the disability. Benefits

continue as long as the member remains totally disabled, turns 65 or reaches the maximum benefit payable, whichever comes first. This benefit is offset by the monthly amounts payable from any/all other sources.

3. AFSA Legal Action Trust's Professional Liability benefit covers defense costs associated with the denial of constitutional rights, "failure to educate" and criminal charges arising from school activities, provided there is complete exoneration of the criminal charges. However, if the criminal proceedings result from corporal punishment, the reimbursement of defense costs up to \$25,000 will be made regardless of outcome. AFSA must be notified prior to a member incurring legal costs for this benefit.

4. AFSA Legal Action Trust Accidental Death benefits will be paid provided that AFSA has a signed beneficiary form on file and claimants provide a death certificate stating the cause of death to be accidental death.

5. Regardless of the number of claims made or charges brought, the Trust's liability for defense costs shall not exceed \$25,000 to any one member per claim and/or per year.

6. AFSA Legal Action Trust's aggregate annual maximum is \$75,000 for total member benefits paid.

7. Retired members receive all the benefits of regular members with the exception of occupational and professional liability, disability coverage, and any other plan that has age restrictions that the member does not qualify for due to age.

8. Associate members receive these benefits of Regular membership: Occupational Liability, Accidental Death & Dismemberment, Optional Group Insurance Plans, and Union Plus benefits. Associate members do not receive AFSA Legal Action Trust or AFSA Total Disability. Direct legal aid is provided to Associate members for contract or employment related issues, but is limited to phone and/or written consultation.

Please note: benefits are subject to change without notice.

A Note From Your Editors

In the next few months the AFSA Administrator will be changing. The layout of the newsletter will be improved and the name and the logo may be changed.

The focus of the articles will change, too. We want to highlight more of what our individual members are doing and better communicate AFSA's national accomplishments.

We are a community of leaders, and we want the AFSA Administrator to reflect that.

We invite you to get involved by sending your news, events and pictures to localnews@AFSAadmin.org. Also be sure to check out AFSA's Facebook, Twitter and LinkedIn pages to join the conversations that are taking place.

Help us keep our community connected!



Vice President Joe Biden addressed AFSA and other AFL-CIO affiliates at his residence on July 14. VP Biden stated he shares workers' frustrations with the lack of progress with the economy, jobs and collective bargaining issues, but pledged to keep fighting on behalf of workers and the middle class. The vice president urged support for democratic candidates in November, so we can keep moving forward on these issues—not backward.



PAC CONTRIBUTION FORM

While forming a Local PAC is very important to achieving your local's political and legislative goals, it also is essential you have a voice on national issues. The AFSA Federal PAC supports political candidates and legislators who stand up for quality public schools, early childhood education, collective bargaining rights and organized labor, meaningful professional development, and the tools education professionals need to provide America's youth with the highest quality education possible.

Name: _____

Local #: _____

Amount of Contribution: \$ _____ Check #: _____

*Mailing Address: _____

*Employer: _____

*Occupation: _____

Please share the AFSA PAC Contribution Form with your members and have them return it to AFSA's national office at:

American Federation of School Administrators 1101 17th St., NW, Suite 408 Washington, DC 20036

Federal law prohibits union dues from being used as contributions to political action committees. All contributions must be made voluntarily from a personal account. *Federal law also requires all individuals who donate more than \$200 per year to a political action committee for that committee to report their name, mailing address, occupation, and name of employer.



Address Service Requested

UPCOMING EVENTS

Nov. 9, 2010	AFL-CIO Executive Council Meeting; Washington, D.C.
Nov. 13, 2010	Council of School Supervisors and Administrators (CSA), AFSA Local 1, Educational Leadership Conference; New York, N.Y.
Jan. 13–17, 2011	AFL-CIO Dr. Martin Luther King, Jr. Observance; Cincinnati, Ohio
Jan. 17–18, 2011	Texas AFL-CIO Legislative Conference; Austin, Texas
Feb. 17–19, 2011	American Association of School Administrators' National Conference on Education; Denver, CO
Feb. 24–27, 2011	2011 National Association of Secondary School Principals' Annual Conference; San Francisco, CA
Feb. 28–March 3, 2011	AFL-CIO Executive Council Meeting; Lake Buena Vista, Fla
April 1–3, 2011	AFSA Southern Regional Leadership Conference; New Orleans, LA