

WHY AND HOW THE CHICAGO TEACHERS UNION PROMOTES LESSON STUDY

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Chicago Teachers Union

- Good working conditions are good teaching conditions
- Professional development is integral to our work
- Teachers' unions are natural leaders in advancement of education
- CTU supports research-based practices and systemic professional development



What matters for improving instruction?

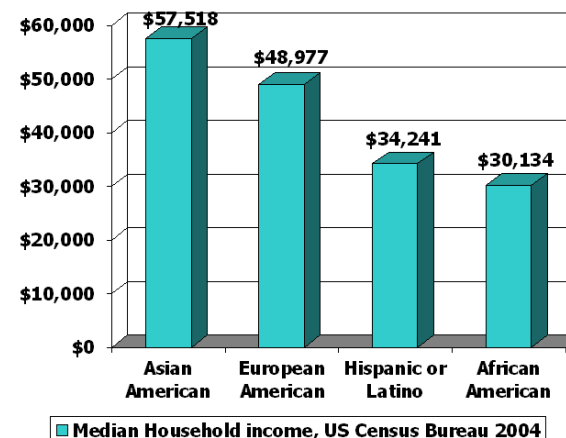
- School factors matter:

- Leadership
- Curriculum
- Collaboration
- School climate

- Out of school factors account for 2/3 of variation in achievement (Rothstein, 2010):
 - Family income
 - Health
 - Mobility
 - Hunger
 - Stress



Educational disparities won't diminish if economic disparities aren't addressed.



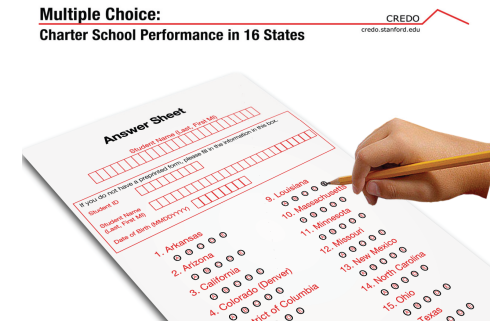
Current trends in education “reform” do not address the social issues, nor do they improve instruction

- Instead, they promote a corporate model
 - Cheapening education
 - Ranking and sorting students and teachers

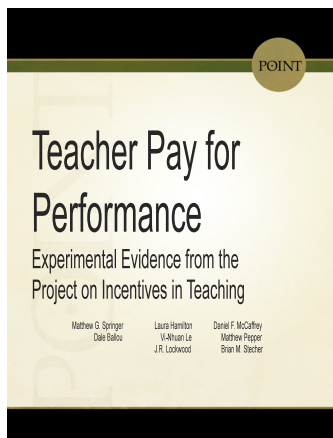


Charter Schools

The Credo Report found that 17 % of charters provide superior education opportunities for their students, 46% have results that are no different from the local public school and 37 % deliver learning results that are significantly worse than their student would have realized had they remained in traditional public schools.

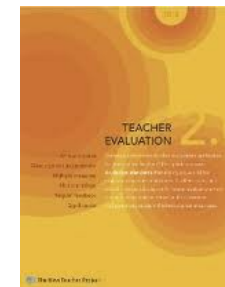


Merit Pay (“Pay for Performance”)



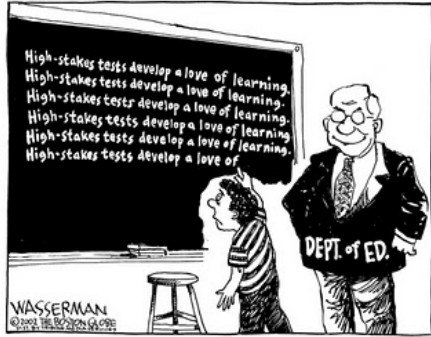
“Students of teachers randomly assigned to the treatment group (eligible for bonuses) did not outperform students whose teachers were assigned to the control group (not eligible for bonuses).”

High Stakes Teacher Evaluation



“To ensure that every child learns from the most effective teachers possible, schools must be able to gauge their teachers’ performance fairly and accurately.”

High Stakes Testing



- Memorizing unconnected facts, skills
- De-emphasis on problem solving, creativity, big picture thinking
- Teachers unable to learn from assessment information

Student Growth & “Value Added”

“Student growth” is considered necessary component of teacher evaluation

Value added is said to be best way to measure student growth

Value added is based on standardized tests

Education gets worse, not better



Lesson Study as Education Reform

- Puts the focus on teaching
- Values what all teachers bring to the table
- Makes development of instructional practices part of every teacher’s job
- Draws on collaborative planning, shared analysis, reflection
- Systematically advances the level of classroom instruction

Background to Current Lesson Study Initiative



Integrated Lesson Study promotion into discussions with CPS about teacher evaluation



Gave a copy of “The Teaching Gap” to CPS Board members at a public meeting



Took on the language of “teaching not teachers” in speeches by CTU President Karen Lewis and others



Asked Terry Mazany to fund CTU/CPS Lesson Study initiative (and he said yes!)

Our Plan

- Develop 20 new Lesson Study teams of four members each for the 2011-2012 school year
- Develop 20 team leaders starting immediately
- Expand the involvement of teachers from all subject areas
- Develop multi-disciplinary teams
- Use Common Core Standards as the basis for research lessons
- Get more funding for future years; expand capacity

Interested?

Applications available now

Team leader/member

Team member

or contact me

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Questions?