

Contract Negotiations on Schedule

The DFT's contract with the district expires on Oct. 31 and the teams are on target to have an agreement by then.

"Contrary to rumors you might hear, these negotiations have been productive, not contentious," said Keith Johnson, DFT President.

The topics the teams are working on include curriculum reforms and financial matters.

In the area of curriculum reforms, the teams have been discussing the reform initiatives introduced to the membership on the professional development day May 26 at Cobo Hall. They are negotiating language concerning the design of professional development, including teacher resource centers inside of schools.

The district is seeking language to address needs of priority schools, where extended day and year programs may be introduced with the approval of the staff of the affected schools. This is similar to what is being implemented at Cody and Osborn.

Both teams are discussing the possibility of school-based performance bonuses, similar to the programs outlined in the May 26 professional development day.

In the area of peer assistance and review, the teams are strengthening our language providing peer assistance review for teachers. The Toledo model is being studied closely. Unlike the unsat process, peer review has a positive focus.

"When we have teachers struggling, we should help them out, not weed them out," said Mark O'Keefe, DFT Executive Vice President. Once the contract is completed and approved, however, it will take some time to complete the implementation

See CONTRACT on Page 7



Robots R Us

Electronics teacher Victor Williams, center, and math teacher Dikea Riley, front right, teamed up to teach Robotics to top students, from left, Darius Shelton, James Moore, Simone Page, Alexis Jenkins and front left, Silken Thomas.

Dynamic Duo Teaches Robotics at Southeastern

When retired engineer Victor Williams got hired four years ago to teach electronics and robotics at Southeastern High School, it wasn't the electronic concepts the kids couldn't get. Their math skills were lacking.

"I was noticing the kids weren't having as many problems with electronics as math and algebra. So I started reviewing the math. These kids are so weak in math. Do they know math? Why are they not relating it in my class?" Williams had to enlist the help of master math teacher Dikea Riley.

Good thing. Williams may have been a successful engineer in the corporate world. But teaching in a high school was a new animal. Riley mentored him in classroom management and navigating the district bureaucracy.

"She saved me. That's why I'm still

here — that first six months was culture shock," he said.

Today the duo is linked in adapting students to higher order math skills and a love of engineering. Several Southeastern seniors already want to pursue engineering in college — a career Williams says is a great foundation for other careers.

In addition, they started a school chapter of the National Society of Black Engineers. They created a prototype of an Automated Factory Information System and are taking their students to competitions.

Their first order of business, however, is getting the kids strong in math. Riley gives math twisters to her students daily. She finds that students just give up too fast. If they just spend time on a question, they'll get it.

"The majority of students wouldn't

even try it," Riley says.

"You don't have to be brilliant to be an engineer," Williams says. "But there are no lazy engineers." Williams also submits that there are few unemployed engineers, that is, if you don't mind traveling.

Out of their engineering/robotics class last year, 12 students went to university. Williams says the discipline of an education in engineering leads to success in other careers.

"With an undergrad degree in engineering, you can go anywhere. Electrical engineers study more math than anyone on earth."

Williams pushes engineering as a solid undergraduate education and a great launch to other careers.

"Engineers are suitable for any field on earth."

DPS AND DFT TAKE A COLLABORATIVE TRIP TO TOLEDO

On Sept. 24-25, the Detroit Federation of Teachers and Detroit Public Schools took a team of teachers, principals, and central office leaders to Toledo, Ohio to get a first-hand look at how the Toledo Federation of Teachers' and the Toledo Public Schools' successful Peer Assistance and Review (PAR) program got its start, and the keys to its success.

President's Report



Keith Johnson

I was accompanied by Ivy Bailey and Kim Winston-Radden from MacDowell Elementary, Vanessa Parnell from J.R. King Academy of the Fine and Performing Arts, Lisa Briegell from Lessenger, and Karen Russell from Spain K-8.

DPS was represented by Dr. Barbara Byrd-Bennett, Chief Academic and Accountability Officer; her assistants Tracey Martin and Sherry Ulery; Chief of Staff Sophia Lafayette; Tracey Johnson, principal of Durfee K-8; James Hearn, principal of Marcus Garvey Academy; and Gerald Vazquez, principal of Western International High School; Dr. James Ray, superintendent for school redesign.

We went to Toledo as one team with one focus: to extract the best

practices from the Toledo model and implement them into who we are as a school district. We recognize that we need to embrace a standard of expectation and hold ourselves accountable to meeting those standards as we pursue educational excellence for the children and the community we serve.

The PAR program is designed to provide assistance, mentorship, and support to intern teachers; those who have yet to attain tenure, to help them master the best practices of this challenging and sometimes overwhelming profession. PAR is also designed to assist veteran teachers who for a variety of reasons may experience difficulty in maintaining the professional standards that once marked their career, and get them back on track to becoming productive, successful teachers.

Dal Lawrence, retired TFT president and the "father" of the Toledo PAR program, served as our host, and along with some of the trained consultants, who remain TFT members, educated us on the history, the challenges, and the success of the Toledo PAR program.

We spent the first day getting the background information on why the school district and the union felt such a program was necessary and how it evolved from a concept, to a reality, to a success. Our contingent had the opportunity to ask questions of the consultants, district officials, and union officials regarding not only the challenges of implementing such a revolutionary approach to teacher quality, but also to gauge the reac-



DFT members Lisa Briegell, Vanessa Parnell, Ivy Bailey, Kim Winston-Radden and Karen Russell visited the Toledo Public Schools on Sept. 24 to study its Peer Assistance and Review program.

tions from Toledo teachers when the program was introduced in 1981.

We participated in a re-enactment of two cases from the previous year and actually voted on the recommendation of the consultants as if we were a part of the PAR panel.

The second day we "shadowed" some of the consultants, traveling to the schools and meeting with the teachers they were servicing. The teachers who are receiving assistance through the PAR program, without exception, agree that it is a tremendous help to them, particularly the intern teachers who are often overwhelmed with the policies, paperwork, and demands that no college of education class can adequately prepare a new teacher for.

The entire Detroit delegation was excited about the possibilities such a program can provide to our district as we work collaboratively to move our district forward. Each teacher who accompanied me to Toledo was asked if they would be interested in serving as a consultant in a PAR program in DPS. Each gave a resounding yes, understanding that the goal of the program is to support and improve quality education in our schools.

The principals were excited because the program helps to eliminate much of the subjectivity that is usually associated with our current rating and evaluation process, and in large part has the principal playing a supporting role in evaluating teacher quality.

Dal and Fran Lawrence, the current TFT president, were marvelous hosts as well, treating us to dinner on Thursday at one of Toledo's finest

steakhouses, and a fantastic lunch at a waterfront restaurant.

A great time was had by all, and we actually learned something too. The team will return to Toledo on Oct. 26 to see the first report from the consultants on this year's interns and veteran teachers in need of support.

This collaboration is reflective of the American Federation of Teachers' position on educational reform initiatives: Let Reforms Be Done With Us, Not To Us.

Toledo has helped to show us the way, and we thank them for welcoming us to their house.

Say Yes to the Public Option!

Union members, as well as all Americans, should be calling Congress members to say yes to health care for all. The health care system in our country is broken and must be fixed. Now is the time to fix it for good.

"We are the richest country known to man, and still we have 45 million people without health insurance," DFT President Keith Johnson told the DFT executive board Oct. 1.

"National health care is something all of us need to speak out on," Johnson said. "It is imperative, particularly when you have an economy that is in the tank, and more and more people are losing health insurance, that we have universal health care."

Union members need to speak up, especially in the face of fear tactics and name calling about universal health care. The AFT is sending out daily facts on the debate, and debunking myths about President Barack Obama's plan. Go to aft.org/fight4america.

"Health care for all is not a socialist idea," Johnson said. "It's a humanist idea."

THE DETROIT teacher

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Editor — Margaret Weertz

Updates...

Retirements Announced

The following DFT members have announced their retirements: Betty Thomas, Barbara Harbour France, Lauren Willis, Betty Miles, Janey Alfano, Deborah Allen-Gillum, Stanley Bawol, Susan Beresh, Edwina Brown, Vernon Brown, Margaret Chapman, Sherry Chipponeri, Donna Colangelo, Dianne Coleman, Joanne Cook, Donna Courie, Mary Cox, Sharon Donato, Alexis Dukes, Judy Ellis, Mary Evans, Irene Gac, Olivia Gardner, Jon Hall, Patricia Hardy, Emma Harris, Diann Hatcher, Gracie Hightower, Linda Hill, Vender Hubbard, Evelyn Irby, Gracie Jordan, Lousilla Kelly, Valerie Kilgore, Kathleen Killeen, Paula Villa-King, Estella Lanier, Dana Letvin, Gloria Levy, Marysue Lutz, Daron Mathis, Garry McFall, Janet Meir, Benjamin Messina, Valerie Middlebrook, Marilyn Moore, Linda Newhouse, Peter Nixon, Genola Parker, Teresa Berry Robinson, John Sada, John Shamass, Georgia Shultz, Evelyn Smith, Sylvia Spencer, Joyce Stewart, Susan Storey, Annegret Stroetges, Laverne Thomas, Emma Troupe, Vivian Turner-Scott, Julian Vasquez, Kathleen Watroba, Susan Weed, Marjorie Williams, Cheryl Wiseman, Elizabeth Wolocko, and Marcella Yee. If you have retired in the last six months and would like it announced, please call the editor at 313-875-3500 ext. 776.

Students Encouraged to Use Their Fingers

The National Endowment for the Arts reported that one in four high school sen-

iors don't read at all unless it is for an assignment. A recent Harris Interactive poll finds that one in five Americans purchased no books last year.

"Studies have proven over and over again that reading is an essential skill for succeeding at school and in life," said Abby Marks Beale, educator and author.

"It's time to encourage students to use their finger...that is use their finger for reading. Because the eyes naturally follow the movement, by placing a finger or card on a page and strategically moving it down the text, a reader will keep his or her place, be more focused, and read faster. This helps readers concentrate and understand what they read, and that makes reading a more satisfying experience."

According to the National Literacy Trust, researchers at Columbia University College of Physicians and Surgeons in New York have found that 14-year-olds who watched more than three hours of television a day found other activities such as reading and homework boring and challenging.

"Wouldn't it be great if Americans would forego just a little TV time for a little reading?" Beale said. "A half hour a day would make a big difference in what we collectively know."

Courtesy of Cut&Paste

COPE Donors

DFT member Tracey Penick contributed to the COPE \$10 fund for the 2008-2009 year. However, her name was omitted in the report in the September issue.



DFT SUPPORTS CITY WORKERS – DFT members rallied alongside the Detroit city employees Sept. 23 in their quest to stop the layoffs by Mayor Dave Bing. AFSCME Local 207 President John Riehl said the protests keep the pressure on elected officials “because the mayor, Mr. Bobb and Mr. Ficano have some serious concessions in mind.” Riehl said he’s concerned about outsourcing public jobs to private companies. “Those companies pay 43 percent more than our city workers in a comparable title,” he said. The workers are concerned about the bidding process and privatizing to companies who donate to re-election campaigns. “Our experience in many ways is that lots of the economy hasn’t changed. The water department is still functioning. They’re still wasting money on projects they start and stop. They spend an enormous amount of money on engineering and construction companies get funded in spite of the economy.”

Over 62? You May Be Working For Free

By Patrick Falcusan
DFT Retirement Counselor

Each year I perform nearly 300 retirement consultations. Often times I discover that people are actually paying to come to work. Virtually every DFT member over 62 and with 30 or more years of service is working for free!

You see, for other retirees like the Big Three, a pension is reduced by the amount a retiree gets in Social Security payments. That's not true for teachers. At 62, we get both our pension and our Social Security.

While the gross of approximately \$72,000 for most members is going to be less if you retired, the net (what you actually take home in your paycheck) is going to be the same or higher if you were retired.

"Let's see your paycheck," I say to the people I counsel. "How much do you make?"

"\$72,000," a teacher will say. "How much do you bring home?" I ask. "\$72,000," the member answers.

"No, you don't. You bring home between \$35,000 and \$45,000. With 30 years, between your pension and your Social Security, you bring home about \$45,000. That doesn't even count what you may have saved or what you have put aside in a tax-sheltered annuity."



Patrick Falcusan

Also, when you retire you eliminate the expenses of gassing up your car, lunch, clothes and buying supplies for your students.

After they retire, people say to me: How come I seem to have more money now?

I tell them: because you do have more money.

Do you love teaching enough to work for free or actually pay to do it? Well that's exactly what some people do.

DFT/COPE Endorses Candidates

Detroit City Council

Ken Cockrel Jr.

Mohamed Okdie

Charles Pugh

Saunteel Jenkins

Brenda Jones

Raphael Johnson

Gary Brown

James Tate

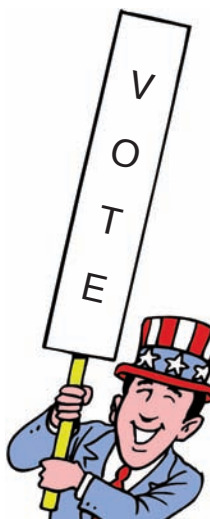
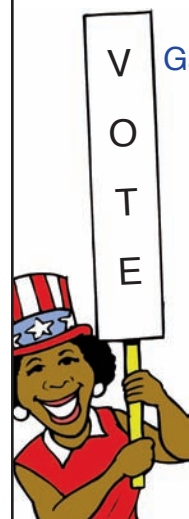
Southfield City Council

Janna K. Garrison

State Senate

Irma Clark-Coleman

Vote November 3!





Arc Detroit Teacher of the Year Cheryl Lenz with Oakman Elementary student Sanaa Knox, 8.

Teacher of Visually Impaired Students Honored

Slow and steady for 35 years

Oakman Elementary Teacher Cheryl Lenz started a program in 1975 for teens and adults with visual problems to learn Braille and employability skills.

In 2009, she's being honored for giving those skills to hundreds of children. Lenz is the recipient of the 58th Arc Detroit Teacher of the Year Legacy Award.

"It sounds corny but Helen Keller always inspired me," Lenz says.

Lenz went to college to pursue commercial art because she enjoyed drawing. That career plan changed quickly.

"I just saw children with special needs and I wanted them to have the same things as general ed kids." Lenz expanded her program to visually impaired students with physical and medical issues. Back in the 70s special and visually impaired students were not mainstreamed.

"A long time ago, our classrooms were hidden," Lenz says. "We were separated and segregated." Thus, adults still seem uneasy with disabilities. Not so true with the kids.

"The kids in our school can accept our visually impaired students," she said. "The environment here is that the kids take care of each other."

Lenz will be honored Oct. 16 with the 58th Arc Detroit Teacher of the Year Legacy Award. The award honors a teacher who shows special dedication in working with students with intellectual or developmental difficulties. The Arc Detroit serves Detroit, Highland Park and Hamtramck and is a chapter of the National Association for Retarded Citizens.

WHY DO I STAY HERE?

When it comes to master teachers, count Michelle Ballard as one. At 17 years of teaching, she's at the top of her game. Known at Charles Wright Academy as an esteemed fifth-grade teacher, the principal has had to fend off parents who request her.

"My personality overcomes that," she said. "I'm about love. I will help you. I'm not stingy about what I'm doing."

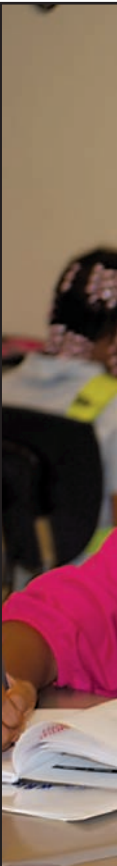
A National Board Certified Teacher, Ballard works to get other teachers to become National Board Certified. She knows a lot about the teaching game but she'll happily give away all of her secrets.

"I don't have to be a star," she says. Ballard has mentored four student interns. One came back and said, "Look, are you going to write a book, because I am."

"My first teaching experience was six years old in Sunday school," she said. "I was teaching scripture." Though Ballard says she was born a teacher, she resisted the career. Taking chemistry at Michigan State University on a path to medicine, she broke down



But does it produce any professional jealousy?



National Schools.

Parenting Myths Deb

In the vein of *Outliers* and *Freakonomics* comes a new book that studies what does and doesn't lead children to success in school and life.

NurtureShock studies the myths surrounding modern parenting. For example, parents assume praising kids is positive and helps them succeed.

Authors Po Bronson and Ashley Merryman found that praise actually undermines the goals parents have. Praise — especially the vague, overarching kind — tells kids they're naturally smart and don't have to put in much effort. The most praised kids, it turns out, are those least likely to take risks for fear of failing.

Another fascinating chapter, "Why White Parents Don't Talk About Race," examines whether schools with more diversity produce more cross-racial friendships. They don't. Part of the problem, according to a study noted in the book, is white parents' reluctance to talk about race, and curricula that doesn't go deeply enough into descriptions of historic discrimination.

"It's tempting to believe that because their generation is so diverse, today's chil-

ROIT teacher MAKERS



Board Certified teacher Michelle Ballard loves teaching in the Detroit Public

in tears. Her father finally asked her: what does your heart say?

“I want to be a teacher,” she said, proceeding to get a 4.0 gpa. But she had to overcome all the societal reproaches about teaching: teachers don’t make money, they’re not respected, there’s no status.

“I was trying to be a doctor because I wanted everyone to be

proud,” she said.

Ballard could take her NBCT status anywhere but she stays in Detroit, where she is a graduate of Cass Technical High School.

“These teachers gave their heart and soul to me,” she said. “I feel like I owe them and need to give back. I feel needed here and I think these students deserve the best.”

unked in New Book

dren grow up knowing how to get along with people of every race. But numerous studies suggest that this is more a fantasy than a fact,” Bronson and Merryman say.

Another chapter takes up the issue of declining test scores over the last 30 years. In the same time period, it turns out, children sleep one hour less per night. Studies show sleep deprivation is much tougher on kids’ than adults.

In a chapter on self-control, researchers found that students can learn thought-conversation to willfully avoid distraction. Some programs, such as Tools of the Mind, can actually teach in preschool and kindergarten this self-reflection to avoid impulsivity.

“In simpler words, being disciplined is more important than being smart,” says Bronson and Merryman. “Being both is not just a little better — it’s exponentially better.”

What’s good for kids? Sleeping 10 hours a night, starting high school later, delaying the driving age and graduated-license programs, firm rules and negotiating. Bad for kids: parents giving in because they hate whining, Baby Einstein tapes, and more. Read this intriguing book and find out why.

Jamieson Produces Radio DJs

Being famous is uber-important to any fifth-grader.

Jamieson’s instrumental teacher. Meanwhile, Coleman is teaching the students to show more inflec-

And it feels like fame to be one of four anchors on morning radio WJES at Jamieson Elementary School.

“We’re stars,” says fifth-grader Dajsha Silas.

“We have a lot of fun,” says Keyonnah Johnson. “When we get back to class, everybody is cheering us.”

But radio is harder than it seems. Four people have to synchronize and be able to read fluidly a full page of news, weather and events.

Titus McClary, with his bass voice, has to appear not to be reading at all from a single-space page of information.

While the kids are basking in the glory of their new-found fame, their producer Karen Coleman sees their reading and comprehension skills mounting.

“We’re pushing literacy, we’re pushing reading,” says Coleman,

tion and personality in their voices.

Coleman started the radio show this year as a way to boost the morale of the school and push reading skills.

Now the foursome can do the show without her, but that’s not the way they like it.

Sixth-grader Deangelo Pippen says, “If Ms. Coleman is there, it makes us feel great.”



Jamieson teacher Karen Coleman with students Tituts McClary, Dajsha Silas, Keyonnah Johnson and Deangelo Pippen.

Grants...

Science Conference

A NSTA award provides funds for new science teachers to attend the National Conference on Science Education. The Maitland P. Simmons Memorial Award for New Teachers will provide up to \$1,000 for new K-12 teachers to attend the conference. Deadline: Nov. 30, 2009. For info, visit www.nsta.org/about/awards.aspx#simmons.

Hands-On Learning

The National Gardening Association with Home Depot is sponsoring Youth Garden Grants, which support schools and community organizations with child-centered garden programs. Some 100 grants are available for \$500 gift cards. Deadline: Nov. 2, 2009. For more info, visit www.kidsgardening.com/YGG.asp.

Kids with Disabilities

The Mitsubishi Electric America Foundation supports inclusion for children with disabilities and offers a \$1,000 award for the charity of the champion's choice. The foundation honors an individual who made significant efforts to promote full inclusion with disabilities in society. Efforts may include helping to create a culture of inclusion in an organization through school activities. Deadline: Dec. 1, 2009. For info, visit www.meaf.org/grants-inclusion.php#incchamp.

Learn and Grow

The Kinder Morgan Foundation makes one-year grants to organizations that offer youth opportunities to learn and grow, especially programs that focus on the arts, education and the environment. Funds of \$1,000-\$5,000 for one-year programs are available on an ongoing basis. For more info, visit www.kindermorgan.com/community.

Literacy

The Marine's Toys for Tots Literacy Program provides free books for organizations that serve children who are economically disadvantaged. The purpose is to enable children to compete academically and success in life by giving them access to books. The ongoing grants are available by visiting www.toysfortots.org/literacy/request-books.asp.

Writing

Letters About Literature is a national reading program of the Center for the Book in the Library of Congress, presented in partnership with Target and State Centers for the Book. The contest invites students in grades 4-12 to submit letters that explore their feelings about a book, short story, poem or other piece of literature. Winners are awarded \$50 Target gift cards to a \$10,000 Reading Promotion Grant for their school library. Deadline: Dec. 12, 2009. For info, visit www.lettersaboutliterature.org/howtoenter.

Math and Science

The National Council of Teachers of Mathematics makes grants of up to \$8,000 to support excellent mathematics teaching through its Mathematics Education Trust. The purpose of the grants is to incorporate middle school classroom materials or lessons to improve the achievement of under-achieving students. Deadline: Nov. 13, 2009. For info, visit www.nctm.org/resources/content.aspx?id=1322.

Libraries

The Dollar General Foundation supports the Beyond Words grant program to help public school libraries that incurred substantial damage or hardship due to a natural disaster or fire. Grants up to \$15,000 may be used to substitute for normally budgeted school library funds. The ongoing grants are available by applying online at www.ala.org/ala/mgrps/divs/aasl/aaslawards/beyondwords/disasterrelief/cfm.

Math and Science Teachers

Phil and Amy Mickelson joined ExxonMobil to develop a math and science teachers' academy for educators of grades 3-5. The one-week professional development course gives classroom teachers the tools they need to excite their students about math and science and make the next new breakthroughs in medicine, energy or other fields that require a

solid foundation in math and science. Deadline: Oct. 31, 2009. For info, visit sendmyteacher.com/index.html.

Students with Disabilities

The CVS Caremark Community Grants support programs that promote independence and play for children with disabilities. Grants up to \$5,000 are available. Deadline: Oct. 31, 2009. For info, visit info.cvscaremark.com/community/our-impact/community-grants.

Field Trips

The Target Field Trip Grants supply up to \$800 grants to enable students to have learning opportunities outside the classroom. The funds provide for trips to art, science and cultural museums, events, or civic projects away from the school. Deadline: Nov. 2, 2009. For info, visit targetfieldtripgrants@scholarshipamerica.org.

Service Learning

Youth Service America is taking proposals for UnitedHealth HEROES Service-Learning Project grants of up to \$1,000. The grants support projects that focus on childhood obesity and engage youths 5 to 25 in the implementation and planning of these projects. Deadline: Oct. 22, 2009. For info, visit UnitedHealthHEROESServiceLearningGrantsDeadlineOctober22.

Roll Call...

— Detroit Federation of Teachers Membership Meeting — September 10, 2009

Academy/Americas	Cooley North Wing	Field, Moses	Jemison	Maybury	Robinson
Adult Education	Crockett CTC	Finney	Jordan Homebound	McColl	Rutherford
Attendance Dept.	Crockett H.S.	Firzgerald	Jordan, Barbara	McFarlane	Schulze
Bagley	Davis H.S.	Fisher Upper Academy	Kettering	McKenny	Southeastern H.S.
Barsamian	Davison	Fitzgerald	Kettering West Wing	McKinney Day Treatment	Southwestern H.S.
Bates	Day Sch./Deaf	Ford H.S.	King Elem	Mumford H.S.	Spain
Bennett	Det. Int'l Academy	Garvey	King H.S.	Murphy	SSW Elem. West
Breithaupt	DFT Office	Glazer	Law Academy	Neinas	Stewart
Brown Academy	Dixon	Golightly CTC	Law Elem	Nichols	Taft
Burt	Drew	Golightly Educ. Center	Lessenger	Noble	Thirkell
Burton Int'l.	Drew Attn'd. Center	Hancock	Logan	Northwestern H.S.	Trombly
Campbell	DTC-East	Hanstein	Longfellow	Office of Mathematics	Turning Point Academy
Carleton	Duffield	Harms	Longfellow Annex SSW	Owen	Van Zile
Cass	Durfee	Henderson	Ludington	Pasteur	Vernor
Chrysler	Earhart	Holcomb	Malcolm X	Pershing	Vetal
Clark	Early Intervention Diag.	Holmes, A.L.	Mann	Priest	Webster
Clemente	Edison	Howe	Mark Twain	Ranolph CTC	Western H.S.
Clippert	Edmonson	Hutchins/McMichael	Marquette	Renaissance H.S.	Westside Alternative H.S.
CMA H.S.	Farwell	Hutchinson	Marshall, T.	Retiree	White, J. Center
Cody H.S.	Ferguson Academy	Jamieson	Mason	RobesonELC	Wright Academy
					Young Elem.

Visit the New DFT Web site — www.DFT231.com

How Educators Can Teach Respect

By Ron Seigel

Students who misbehave or act destructively obviously lack respect for others. Often though, through their misbehavior, the class clown, the school bully or the delinquent, are seeking respect from their own peer group.

Many acts of teenage violence and adult violence (most obviously murder/suicides) are caused by fears of losing respect or an attempt to gain it by the ultimate disrespect for other people's very existence, their very being.

The Family and Work Institute once asked a national sampling of kids to name the chief cause of the violence young people experienced. The kids discussed acts of disrespect. They said malicious teasing, put downs, gossip, and rejection triggered "extreme violence" and represented emotional violence.

Can adults persuade kids to give others the respect they so deeply want for themselves?

The Respect Month Committee sends on request free of charge suggestions on ways teachers can emphasize areas in their subject, which inherently deal with respect. For this material, call 313-728-2350 or 313-866-1970 or write RMC, Post Office Box 31040, Detroit, MI 48203 with a respectful self-addressed stamped envelope. Leave your name and address.

In literature, teachers can help students examine the wise and foolish

ways characters seek respect. History teachers can explore how history has been affected by struggles for respect and denials of respect. For instance, groups came to our country seeking human dignity, but often denied it to others, such as African Americans, Native Americans or later immigrants.

Health courses can deal with respect between boys and girls in dating situations. Teachers can explore how mediation and conflict resolution can settle disputes with respect for all concerned. A physical education teacher suggested trying to emphasize that sportsmanship involves respect for those who lose or teammates who make mistakes. Some teachers may explore how stereotypes on what it means to be masculine or feminine can lead to disrespect for others or disrespect for oneself.

Dealing with issues of respect is likely to get kids more interested in school.

Note: In Detroit, the City Council proclaimed October "Respect Month," a time for adults with influence over young people to talk with them about respect, and Oct. 30 (formerly "Devil's Night") as "Respect Your Neighborhood Day," a time for people of all ages to show respect for their neighborhoods and community by acts of service. One must add, though, there is no law against doing these things all year round.

Ron Seigel is a freelance writer from Highland Park, Michigan.

Contract Negotiations are on Schedule

CONTRACT, from Page 1
of the program.

The teams also are exploring creative ways to use available funding to achieve class-size reductions.

In the financial area, the union has committed to helping the district achieve \$45 million in cost sav-

ings. The DFT team's focus has been to do this while preserving members' paychecks to the greatest extent possible while maintaining benefits.

"Instead of trying to find 45 ways to save a million dollars, we're trying to find two or three ways to save the whole amount," O'Keefe said.

The length of a contract is still being negotiated.

"While our mutual goal is to achieve a five-year contract, we would not agree to that unless there was some pay increase in the latter years of the contract," Johnson said.



The DFT Retirees Chapter elected a new board: (from left) Richard Berlin, recording secretary, Alpha Jordan, program chair, Dr. Arthur Divers, vice chair, (seated) Jewel Gines, chair, and Virginia Stanch, social chair.

Counselors Need to be Maintained by the Detroit Public Schools

By Rodney Bonner
Former Counselor at Crockett
Technical High School

Our society has changed dramatically in the past 30 years since many of us were in high school. We have increases in divorce,

ing peer mentoring groups, peer counseling, and conflict resolution programs that allow students to have a voice. Instead of implementing great programs, counselors are reduced to being record handlers.

Throughout my years of being a counselor, I have seen valedictorians who do not attend college. Their mental state was so full of negative issues. A counselor's job is to guide them through their fears and concerns. The outcome is a well adjusted student with a plan for success.

I believe in this profession and if we produce results by putting together peer counseling groups and other programs we will regain respect. I know



there's a need for more counselors. We need to do more groups, more counseling and make ourselves valuable. If the school community (i.e. administrators, teachers, parents and students) see us mentoring students, holding groups and developing programs, they will see a positive outcome.

I can stack records all day, but that's not counseling. A painter can work for a company and cut the lawn, take out garbage, and clean the bathroom, but how much painting has he done? He's a painter and that's what he should do.

there's a need for more counselors. We need to do more groups, more counseling and make ourselves valuable. If the school community (i.e. administrators, teachers, parents and students) see us mentoring students, holding groups and developing programs, they will see a positive outcome.



Voters to Decide \$500 Million Bond Issue to Build Detroit Schools

Proposal S Would Build 8 New Schools, Renovate 10

Detroit Public School officials are asking voters to approve a \$500 million bond issue on the Nov. 3 ballot to build eight new schools and renovate 10 others within three years.

Half of the money would come from a President Obama federal stimulus loan with zero interest for 15 years. The remaining amount would come from stimulus Build America bonds that would be repaid over 30 years. Proposal S would extend the current millage and not raise the tax rate.

These stimulus funds must be spent in three years. The project would be the largest public works project in Detroit and would create 11,000 jobs.

The proposal would:

- Invest in creating centers of

excellence by renovating and building new schools.

- Overhaul the safety and security infrastructure.
- Move the district to a standard PK-8 model with academic continuity.

- Ensure oversight by establishing a DPS Bond Advisory and Fiscal Responsibility Committee to ensure project goals and budgets are met.

The bond proposes to build new facilities at: Brightmoor PK-8, Chadsey High School, Finney High



DPS Emergency Financial Manager Robert Bobb, center, speaks at Vetal Elementary School Sept. 30 about Proposal S. He's pictured here with Vetal teachers Larry Pierce, Kelly Riese and William Gardner.

School, Martin Luther King Jr. High School, Maybury PK-8, McNail PK-8, Mumford High School, Munger PK-8.

The bond proposes to renovate the following schools: Bethune Academy,

Cooley High School, Duffield PK-8.

Several schools will be assessed to see if they should be renovated or built new: Denby High School, Ford High School, Northwestern High School, Western International High School.

High-Quality Charter School Report Confirms Past Research

A new report on the impact of charter schools on student performance finds that, on average, charter schools perform no better than traditional public schools. A review of the report finds that the solid analytic approach employed and the comprehensive data set used make the report a valuable addition to the body of charter school research.

The report, *Multiple Choice: Charter School Performance in 16 States*, is from the Center for Research on Education Outcomes (CREDO) at Stanford University. It was reviewed for the Think Twice think tank review project by Gary Miron and Brooks Applegate of Western Michigan University who have extensive experience studying and evaluating charter school performance.

Multiple Choice draws its conclusions from the researchers' examination of longitudinal, student-level data compiled from 15 or 16 states (the reviewers note some lack of clarity on this point), covering 65-70% of the nation's charter schools. The report analyzes the achievement of students in these charter schools compared to that of

matched students in traditional public schools.

The primary findings of the CREDO report show that charter school students' test performance is basically the same as the performance of students enrolled in traditional public school. Because of their very large data base, the authors were able to tease out statistically significant differences in 54% of the charter schools studied, with the following results: "17 percent [of charters] provide superior education opportunities for their students. ... 37 percent, deliver learning results that are significantly worse than their student would have realized had they remained in traditional public schools."

In their review, Miron and Applegate summarize past research examining charter school performance and indicate that the CREDO findings strengthen the broader body of evidence which shows average charter performance to be equal to, or perhaps lower than, the performance of traditional public schools.

The CREDO report also attempts to

draw some state-level conclusions from their results, looking at three policies associated with more or less restrictiveness in the state charter laws: caps on the number of allowed charters in the state, restrictions on who can authorize the creation of a charter, and the allowance of appeals by charter applicants from a denial of authorization. The results were mixed, and the reviewers conclude that the analytic approach was undermined by the divergent manner in which these policies are implemented. The reviewers do, however, present their own secondary look at the state-level data (presented in their review) and uncover a pattern showing states doing better when they have fewer charters and when fewer of those charters are run by for-profit corporations.

Although too complex to be easily summarized, the review from Miron and Applegate also raises a series of technical questions regarding the report's analyses. Because of the potential value of the CREDO work, the reviewers urge the authors to answer those questions in technical follow-up papers to the report and in

later work with their data base. Find Gary Miron's and Brooks Applegate's review as well as a link to the Stanford CREDO report on the web at: www.greatlakescenter.org

About The Think Twice Project

The Think Twice project provides the public, policy makers and the press with timely, academically sound reviews of selected think tank publications. It is a collaboration of the Education Policy Studies Laboratory at Arizona State University and the Education and the Public Interest Center at the University of Colorado at Boulder and is funded by the Great Lakes Center for Education Research and Practice.

About The Great Lakes Center

The mission of the Great Lakes Center is to improve public education for all students in the Great Lakes region through the support and dissemination of high quality, academically sound research on education policy and practices. Visit the Great Lakes Center Web Site at: <http://www.greatlakescenter.org>