

Why There is No Quick Fix for Urban Schools, and What We Really Need – Part I

2

All Teachers Need A Strong Union... Even the Great Ones!

2

BTU Members Suggest Ideas for Turn Around Schools

6

BOSTON TEACHERS UNION, LOCAL 66, AFT

180 Mount Vernon Street
Boston, Massachusetts 02125

Non-Profit Org.
U.S. Postage
PAID
Boston, MA 02109
Permit No. 52088

Boston Union Teacher



The Award-Winning Newspaper of the Boston Teachers Union

AFT Local 66, AFL-CIO • Democracy in Education • Volume XLII, Number 6 • February, 2010



National President David J. Holway (back left), NAGE Charities President Mary Sheehan (2nd from right), and NAGE Charities Treasurer John Mann (right) present a check to BTU School teacher leaders Berta Berriz (front left) and Betsy Drinan (back right) and members of the student council.

BTU School Receives \$5,000 from NAGE Charities

In December, The Boston Teachers Union School received a donation from another union. The National Association of Government Employees (NAGE) gave the school a check for \$5,000. On December 22nd, representatives from the union interrupted a student council meeting to allow the students at the school to be part of the presentation.

After coming to the school to be Principal-For-A-Day, NAGE President David J. Holway was impressed with the work being done at the new school in their first year of operation. He brought the idea of the sister union “adopting” the school back to NAGE Charities. There was no hesitation from the governing board at the foundation who promptly voted to award the generous donation to the school.

The *Boston Union Teacher* contacted President Holway and asked him a few questions about the school, the contribution, and about union solidarity in these uncertain times.

Boston Union Teacher: When you came to the Boston Teachers Union School to be principal for a day you commented on the energy and dedication of the teachers, students and teacher leaders. Was there a particular moment during your day that stood out in your mind?

President Holway: From the moment of my arrival at the Boston Teachers Union School, I was impressed by the energy of the teachers and students. It was kind of at the height of the H1N1 virus scare, but all the teachers and students were in attendance, and most important, they seemed genuinely happy to be there. I immediately noticed there was a hustle and bustle and a real seriousness of purpose among the students, which I think was a projection of the teachers’ own spirit and dedication.

Boston Union Teacher: Teacher Unions are often characterized in the press as not caring about the quality of education in the classroom. Why do you think that is and what would you tell the *Boston Globe* about this characterization?

President Holway: It’s a flat-out *mischaracterization*. As the parent of three public-school-educated children (currently 8th grade, 10th grade, and college freshman), I am very familiar with the dedication of classroom teachers and their commitment to all students – not only on a collective basis but at the individual level as well. My experience over the last 13 years

(continued on page 5)

Ed Reform Legislation Passes, Many Endorsed Candidates Ignore Our Calls

By Richard Stutman,
BTU President

In mid-January, the House and the Senate voted to approve an ‘Ed Reform’ package. The bill was signed by the governor, with the mayor in attendance, amid great fanfare at the Children’s Museum a few days later. The bill is bad all around – bad for our schools and our students, bad for our city, and bad for us. The AFT-MA has a detailed summary on its web page at <http://www.afma.net>. We will get into this at a different time as the regulations are developed. (The regulations will help define the impact of the law.) Here I want to discuss the work we all did in calling our state senators and representatives, how much we appreciate it, and how much of it went unheeded by our legislators – even those both the AFT-MA and the BTU have endorsed.

Our members made many, many phone calls to house and senate members in opposition to this legislation. We thank our members very much for their persistence and hard work. Making phone

calls is not easy; it’s much easier (and less effective) to send an email. But call we did, many times and over many months. There’s no way to know for sure, but based on reports from schools and building reps. it’s pretty safe to say that thousands of our members made a phone call to their rep or senator. All of this said, the good news is that the calls were made – and they were made by teachers from across the state – but the bad news is, the calls were less than effective. That’s the frustrating part. Our members called with good, up-to-date information as to why the bill would be harmful, warning, for example, that the unleashing of the cap in charters would drain an additional \$49.5 million from the city’s school department budget. Yet as persuasive as those calls should have been, they weren’t. Add to that that



Richard Stutman
BTU President

(continued on page 8)

BTU Donates \$2,500 to Haitian Relief Effort



Paula Sylvestre of the Mario Umana Middle School Academy poses with volunteers for the Haitian Relief Effort.

The Boston Teachers Union has provided monetary and in-kind services to the Haitian Relief Effort.

On January 13th, the BTU membership voted to donate \$2,500 to the Haitian Relief Effort.

On January 23rd, a cold Saturday morning, BTU members ventured out to the BTU office to donate clothes, toiletries, medical supplies and non-perishable foods to the Ray of Hope, Children’s Services. Throughout the morning and into the early

afternoon a steady stream of BTU members carried bags of articles into the BTU office. A number of BTU members volunteered alongside Ray of Hope members to sort, pack and stow donations. The donations are being stored in a secure area at the BTU office until arrangements are made to transport the donations to Haiti.

Thanks to all who made donations. The effort was spearheaded by Paula Sylvestre, teacher at the Mario Umana Middle School Academy.

(continued on page 4)

Why There is No Quick Fix for Urban Schools, and What We Really Need

Part One of a Union Teacher's Response to the Challenge of Improving Urban Schools

By Judith Baker

I started teaching in Boston right out of college in 1971. I taught in three Boston public schools, my sons attended eight others, and my colleagues have taught at dozens of others. Some of these schools were then and are terrific places to send a child and terrific places to work. These good schools invented ways to bring in family and community and managed to evolve each year with new teachers, new student bodies, and new political climates. I don't see that any has been helped much by the 'example' or 'best practice' of charter schools, by merit pay, or by the encroachment on teaching and learning time of standardized testing, because none of these fixes address their needs, nor the actual reasons why many Boston schools are not doing as well as they should. Some good Boston schools have remained strong in spite of the MCAS or competition with

charters over resources, but it's always bitterly challenging. Creating a healthy school community, academic rigor and positive staff is a long slog. Quick fixes are usually impediments to developing the sustainable traditions school alumni/ae tell their own children about. The challenges of poverty, immigration, disability, individual needs and talents are why we are in Boston – we want to be here, not somewhere else. But we want better schools – for our students AND for ourselves.

It is very tempting to chase the fantasy that our children would all go to Ivy schools if only we could give them a great teacher in every grade – which many recent editorialists seem to suggest can happen by replacing most of us working in 'underperforming' schools with engineers tired of the corporate rat race and service-oriented whiz kids with 5 weeks training, or rewarding high performers with merit

pay or closing all the schools in our cities' poorest neighborhoods [like the ones where I've lived and taught] to make way for amazingly successful charter schools, free from union interference.

Until we look at the reality...

Every strong teacher is different. One dominates the tough kids, showing them what real strength is so they can aspire to something other than thuggery, and making vulnerable children feel safe and protected. Another's gentleness provides the comfort that some children need before they can learn. Yet another's erudition

My high school drama teacher probably never called a home or disciplined a single wrongdoer, and I don't remember him taking attendance, but he made it possible for many teenagers to work until late at night for weeks to perfect Broadway musicals and Greek tragedies. My

school could maximize his contribution not because he was Mr. SuperTeacher, but because the entire school community functioned well.

This wide variation in teacher talents creates a dilemma for those who hope to
(continued on page 6)



opens up complex subject matter that her students might not have known they could penetrate. Some teachers are wonderfully stylish, others techno-wizards, beguiling dramatists or engaging cartoonists, and some good teachers are community builders, bringing family members and community support into a building, visiting homes, staying late for parent meetings, selling the raffle tickets which buy the school's musical instruments.

However, few teachers are great record keepers AND home callers AND bulletin board decorators AND one-on-one counselors AND PhD's in their subject area AND pedagogical geniuses always on the cutting edge of whatever the current evaluator and administration feels is the 'best practice' AND sensitive to every need a child brings to school, whether disability or language difference, immigration problems or trauma of violence or gender difference.

Commentary: Ted Chambers

All Teachers Need A Strong Union... Even the Great Ones!

A few weeks ago I got a call from an old teacher friend who now lives on the west coast. She was calling to let me know that her AP Chemistry class had just set a school and state record on the AP Exam. I was ecstatic for her and her students.

Then I thought about how timely her call and her story are given the recent attempts here in the Commonwealth to weaken union protection in many urban districts. Every time I read in the newspaper that the state needs to weaken or eliminate union protections in order to attract and retain great teachers – I think of my friend Nicole (obviously not her real name).

You see my friend is by any objective measure an amazing teacher today – the kind of teacher that some would argue doesn't "need" union protection. She has taught neuroscience to high school kids, administered a very accomplished drama and theater program, and ran a gifted and talented program in one district in which she worked.

But when Nicole and I started out as rookies nearly 15 years ago, she had a God-awful experience that drove her from this state and nearly drove her from the profession altogether. Nicole took a job teaching chemistry at a very posh regional public high school here in Massachusetts. I won't mention the district or town by name, but it is one of those kinds of communities with incredibly high per capita income and deep historical connection to our colonial history and the American Revolution.

Even as a rookie Nicole was an amazing teacher. She was whip-smart, energetic, and worked incredibly long hours in support of her students learning. She loved her job and her kids, and took on all kinds of additional duties including advisor to the Student Government.

Unfortunately her immediate supervisor didn't like her very much and during

one of her evaluations he actually told her that she was a "smart woman who needed to be smacked between the eyes and knocked down a few pegs." Yes, he actually said that, and of course to no one's surprise his attitude was reflected in her evaluations where he included the most subjective, knit-picky kinds of criticisms that bordered on the absurd.

So Nicole did the only thing that she could: she filed a union grievance asking that her supervisor be replaced as her evaluator. And she won. It was a risky move for a Provisional teacher – but she had no choice given that her evaluator was clearly out to get her for reasons that had nothing to do with her ability to teach.

Sadly – and not surprisingly – when her contract expired at the end of her second year, the Principal refused to rehire Nicole. He told her that she was not a good fit for the culture of the school and that "nothing special happened in her classroom."

Keep in mind again that this is a teacher whose kids are breaking records on AP Exams, and who once won an award for starting a non-profit that helps reformed gang members have their tattoos removed for free in exchange for community service.

But "nothing special" happened in her classroom. *Really?*

Four hundred students signed a petition protesting the Principal's decision and nearly three dozen parents and students disagreed so strongly with this assessment that they showed up at a school committee meeting to voice their objections – but to no avail.

So Nicole left that district in MetroWest. She took her talent, her hard work, her dedication and exceptional skill at instructing kids to another district in another state – where she received exemplary evaluations.

(continued on page 6)

Boston Union Teacher

Published by the Boston Teachers Union AFT Local 66, AFL-CIO

The *Boston Union Teacher* is published eleven times a year September - July, inclusive.

President
RICHARD F. STUTMAN

Vice President
PATRICK CONNOLLY

Secretary-Treasurer
CHARLES R. JOHNSON

Co-Editors
MARY F. GLYNN
GARRET VIRCHICK

Editorial Board
Caren Carew
Angela Cristiani
Jenna Fitzgerald
Robert Jango
Michael J. Maguire
Michael McLaughlin
Eileen Weir

EDITORIAL NOTE:

The opinions expressed in the *Boston Union Teacher* do not necessarily represent the views of the Boston Teachers Union, or those of its members.

WHEN WRITING:

All correspondence to the *Boston Union Teacher* must be typewritten and include the author's name and school or department if not school-based.

All articles must be appropriate to the publication, and in good taste.

Letters to the Editor should be sent to letters@btu.org.

DEADLINE:

The Deadline for submitting articles for the next issue of the *Boston Union Teacher* is February 10th.

All copy should be e-mailed to mfglynn@comcast.net and g.virchick@verizon.net
This deadline will be strictly adhered to.

180 Mount Vernon Street ♦ Boston, MA 02125
617-288-2000 ♦ 617-288-2463 ♦ Fax 617-288-0024 ♦ www.btu.org



Is National Board Certification Right for You?
Spring into thoughts about this professional opportunity.

NBPTS Outreach
Monday, May 10
BTU 4-6 pm

CLD/BTU
Candidate Support
mhoyt@boston.k12.ma.us

BTU Phone Numbers

Office 617-288-2000
Taped Message 617-288-2463
Health & Welfare 617-288-0500
AFT Massachusetts 617-423-3342
Function Office 617-288-3322
Lounge Office 617-288-3322
Vision Center 617-288-5540
Tremont Credit Union 781-843-5626

A Letter to the Legislature

Dear Policymakers,

As we go “racing to the top” please stop, take a breath and consider whether communities of teachers, school leaders, parents and students desire the same restructuring plans for urban schools as you? At a recent Teach Plus event to discuss the Massachusetts proposal to attain these funds, several teachers voiced pertinent considerations about the new Education Reform Bill.

Listening to teachers who are on the front lines of education is critical, as these policy changes will have profound effects teaching practice and student learning in Massachusetts. Two elements of the proposed reform include: (1) offering monetary incentives to effective teachers (2) increasing the cap on charter schools by 10%.

If a survey of teachers was conducted, there is a high probability of discovering that most teachers are less interested in getting monetary rewards for improved student performance, since it is the intrinsic reward that most teachers seek in our role as teachers anyway. One fellow educator explained it well when she said that she did not teach for money, and after all it's not like she was holding something back; and if she were paid more that she'd put out more for her students.... Teachers do it anyway.

Monetary incentives will be impossible to apply evenly because comparisons cannot be equitably made. For example, one educator pointed out the impossibility of comparing the performance of students in a Boston Latin advanced work class to those in a lab cluster. How would teacher output be compared and evaluated?

Increasing a cap on Charter schools does not guarantee that these schools will be places that save our students. The provision of funds for wraparound services is fantastic but should not be slated just for this proposed 10%. These funds should equally distributed to all schools.

It's very possible that we all want schools to have: effective educators who are interested in accelerating student growth and achievement. Additionally, it is no novelty that educators currently recommend the provision of wraparound services to 'at-risk' students. Yet these services remain few, and far between.

The Massachusetts proposal would be best served if it (1) considers the variation in student populations including the economics, disabilities and second language issues and current lack of availability of support services at all existing schools.

Most educators agree that all students need to reach for set standards and that all teachers and school leaders need to be focused on student growth and achievement, however there is some disagreement on how to get there.

Equity and equality have different meanings. In order to create equitable schools regardless of existing variables, equality must be created. A good definition of equality is a level playing field where the challenges faced by groups are recognized. The fact that children with varying levels of challenge including disabilities, poverty, placement in some form of state care such as DYS or DSS or DMH, who may be in some form of transitional living circumstances cannot be ignored. That is to be like the proverbial ostrich with its head in the sand. Any proposal must include some tailoring of this situation for students in many urban and suburban schools.

The philosophical circle of promise does provide hope and should be actualized in existing schools. Too often promises kept do uplift some, while leaving others with empty feelings in the stomach? Let's race up there keeping in mind that most teachers teach because we are committed by a social justice motivation to make a positive difference in the lives of students. We want to move our students forward as solidly and rapidly as is possible. We need your support to achieve this in our present schools. We always have. Opening new schools will certainly have benefits but providing existing schools with the services historically needed makes equal sense.

(Submitted by Dr. Julie A. Panchamsingh-Barakat, a special education resource teacher at the Martin Luther King K-8.)

Does someone you know work at a charter school?

AFT Massachusetts needs your help reaching out to employees of Massachusetts charter schools in order to share with them important information regarding:

- A voice in decision making
- Quality professional development opportunities
- Job security
- Competitive salaries and benefits
- Classroom resources

For more information, contact Dan Justice at justice65@gmail.com or call 802-324-5886.

Learn more about AFT's Alliance of Charter Teachers and Staff by visiting: www.aftacts.org

Just Ask Caren...

By Caren Carew
Secondary Field Representative



How do I transfer from my school?

Permanent teachers are eligible to participate in the transfer process. Human Resources projects that the transfer list will be on the BPS intranet system on or about March 2nd for 10 working days after the posting on their website. This website will be the only means of posting said positions. Teachers must apply online and may do so for up to five [5] positions. The contract states, “Positions held by provisional teachers with a letter of reasonable assurance shall be eligible to apply for transfers to their own positions under the transfer process. However, any permanent teacher who seeks a position to which a provisional teacher has applied under this section will be granted an interview by the School Site Council Personnel Subcommittee.” **It is mandatory that the SSC Personnel Subcommittee of each school screen and interview candidates from the transfer list.** Contract language details, “Teachers may be considered for transfer in any subject area in which they recertify..., even if they do not hold an active Boston program area; however, a school's Personnel Subcommittee shall not be required to select any such individual.” ... “In cases where there is only one applicant for a vacancy in the transfer posting, the personnel subcommittee will not be required to hire that single applicant, and the vacancy will go into the excess pool.” ... “Transfers will take effect the following September, unless the posting otherwise provides.” ... “In the event that a position sought through transfer no longer exists on the effective date of transfer, the person seeking the transfer shall remain in his/her position as if the vacancy had not been posted.”

The transfer list is the opportunity for candidates inside BPS to apply for other BPS teaching jobs. Applicants fill out the on-line data which is transmitted to HR, screened and then sent to each respective school. I suggest in addition to the mandatory on-line process, you also actively pursue these job(s) by contacting the principal at the prospective school by crafting a strong cover letter highlighting your specific skills as they relate to programs at their school. Do some homework about the school and reflect that knowledge in tailoring your cover letter emphasizing your attributes and their applicability to the specific job opening at their school. Principals see their school as the most important, and as a result, want to know how you as a skilled team player will help raise those test scores and contribute to a positive school culture going forward. Update your resume. Send/bring copies of it to the interview. I've heard teachers 'assume' that Court Street sends the prospective school 'all of their info' so that they arrive empty handed to interviews. Court Street does not send any info other than the data you fill out on-line to apply. If you have a portfolio, it is a good idea to bring it along as well. If you haven't developed one, start to collect exemplary examples of student work, projects you've done, curriculum you've developed, etc. and bring this along with you to interviews to help illustrate your attributes and to distinguish you from the pack.

How does the Personnel Subcommittee of the School Site Council work?

The Personnel Subcommittee of each school's School Site Council interviews and decides on the selection of permanent teachers who voluntarily apply for transfer into the school. They are encouraged to participate in the hiring of all teachers into the school, but are only mandated to do so during the first teacher transfer posting at this time according to the contract. SSC Personnel Subcommittees also recommend new athletic coaching appointments at each school. In addition, school-based New Teacher Developers will be selected from the qualified pool of eligible teachers at that school by the School Site Subcommittee. The Personnel Subcommittee is made up of two teachers and one parent from the SSC, as well as the Principal/Headmaster/Program Director. SSC teacher members, elect who among them will be the two representatives to serve on the Personnel Subcommittee. Teacher and parent representatives on the SSC Personnel Subcommittee may designate temporary replacement representatives according to the position being filled. These temporary replacements do not need to be members of the SSC. For example, a special education teacher may replace a teacher on the Personnel Subcommittee when a special education position is being filled. The teachers who are SSC members designate temporary BTU teacher replacements on the Subcommittee if they choose to. The Principal does *not* select the BTU members to serve on the Subcommittee. As in all SSC decision making, members of the Council and its Subcommittee are urged to reach decisions by consensus. Decisions need to be formalized by majority vote with the Principal voting with the majority.

What does 'securing' my BPS laptop entail?

The lovely white laptops are the property of the BPS on loan to us and those in possession of same have all signed a *BPS Laptop Use Agreement* detailing among other things – how to keep them safe and warm. What exactly does that mean? It is clearly spelled out in the *LAL Security Guidelines* document posted on the website (<http://boston.k12.ma.us/techhelp/LAL.htm>) which is conveniently saved as a favorite in the standard web browsers for your reviewing convenience. If you have the handy little devil in the white plastic cover, you've agreed to treat and keep them well or to pay for not doing so. BPS laptops must be **secured at all times**. When leaving it in school overnight, it has to be locked in the school's *designated secure location*. When in doubt – ask the principal and lock it up there. When using it in school, it must be locked down with that cunning bit of accessory (cable) provided when you signed with cartridge ink to obtain the device. If on a cart, at your desk, in the teacher's room – lock it down with the cable. Many teachers have left it in a locked drawer, cabinet, room, office, concealed in a book bag, etc. This is not security as you agreed to provide the little fellow – the cable is the only acceptable means. You agreed to be the one ultimately responsible for it, so if it's lost, damaged or stolen (be careful not to loan it out) you will pay if it's determined you didn't secure it in the outlined manner. Under no circumstances leave it unattended in a car – it is a high theft item and thieves can find it with a Bluetooth device walking by. Using the cable in the car does not count as securing it. You agreed to use a lock down cable at home when you aren't there. If it's stolen, you must immediately file a police report with the local municipality, your principal, OIIT and BPS Safety Services. Any liquid damage will result in replacement cost. If you are assessed damages or replacement cost you're able to appeal said charges through OIIT, however, if it's found that you didn't follow explicitly the security agreement you signed, the appeal will be denied. This is no joke. Please review the info at the website cited above and be safe – not sorry.

**United we stand – divided we beg.
Let's stand together! BTUnity!**



Caitlin Gaffney and Brian Ficia of the Tobin School and Lawrence Public School Teacher Brigid Haggarty sealing the boxes.

Fabrice Joseph, Paula Sylvestre, John Braga and Jodesty Batelmy.



BTU Donates \$2,500 and In-Kind Gifts to Haitian Relief Effort

(continued from page 1)

A special thanks goes out to **Paula Sylvestre** and her team of volunteers. Her team included, but was not limited to BTU members:

- Charles Johnson**, BTU Secretary-Treasurer
- Kristen Pinto**, Mario Umana Middle School Academy
- John Braga**, Mario Umana Middle School Academy
- Peggy Nucci**, Mario Umana Middle School Academy
- Sandy Baler-Segal**, Retired Teacher and her husband, **Sheldon Segal**
- Mary Bostick**, ETF Chittick, Channing & Boston International

- Adrienne Brown**, Lee School
 - Jane Good**, Tynan School
 - Andrea McDermott**, Brook Farm Academy
 - Caitlin Gaffney** and **Brian Ficia**, Tobin School
 - Mary Cody**, Speech and Language
 - Monique Brun**, BLS
 - Shannon Windus**, Manning
 - Caroline Brzozowy**, Winthrop
 - Patrick Alexis**, Winthrop
 - Blanca Bastanzuri**, Alternative Ed
 - Yolette Jean**, Blackstone School
- *Mary F. Glynn, Co-Editor*



Paula Sylvestre accepts items from BTU members.



Nia Burke drops off items for BTU's Haitian Relief Effort.

Retired teacher **Sandy Baler-Segal**, BTU Secretary-Treasurer **Charles Johnson**, and **Paula Sylvestre** of the Mario Umana Middle School Academy.



Volunteer **Diane Clougher**, **Yolette Jean** and **Michael Crain** of the Blackstone School.

Photos by **Mary F. Glynn**

Shannon Windus of the Manning School and Mary Bostick of ETF Chittick, Channing and Boston International Schools sorting and folding clothes.

BTU volunteer workers fill boxes with donations.

aft NEWS from the American Federation of Teachers

AFT Healthcare Workers Head to Haiti to Provide Help

Dozen nurses, paramedics and EMTs who are members of the AFT-affiliated Vermont Federation of Nurses and Health Professionals (VFNHP), as well as doctors and an AFT national representative, are leaving for Haiti on January 20 to provide much-needed medical assistance for the victims of the January 12 earthquake. Members of the medical team work at Fletcher Allen Health Care, an alliance of the University of Vermont's medical and nursing schools.

"When healthcare providers hear the desperate call for help, our first impulse is not even to ask 'How can we help?' but to take action," says **Mari Cordes**, RN, one of the coordinators of the trip. "We are fortunate in this country to have an incredible wealth of resources, and workers with significant experience. How could we not go?"

Jennifer Henry, VFNHP president, says the union moved as quickly as possible to try to get a team on the ground in Haiti. "Our hearts go out to the victims of this earthquake, and we are now prepared to put our skills to good use to help Haiti and its citizens mend, move forward and ultimately heal from this tragedy," she says.

In addition to the Vermont contingent, nurse **Jessica Patti** from Lawrence & Memorial Hospital Registered Professional Nurses, AFT Local 5049 in Connecticut – and retired nurse **Mary Vendetto** from the local – have been in Haiti providing medical care to earthquake victims since Jan. 17. Additional nurses from the local also are slated to go as part of a group called Raising Haiti. The *New London Day* has more details about the Connecticut nurses.

Says AFT president **Randi Weingarten**, "We have all been touched by this tragedy, and the generous and heartfelt response from our members—from healthcare professionals to educators – has been overwhelming. We are proud of these workers from Vermont and the many others across the country who have stepped up to the plate to contribute in any way they can."

More than 75 members of the VFNHP have volunteered to be part of the medical relief effort in Haiti. Plans are to dispatch multiple groups – possibly multiple times – over the course of the next few months, Henry says. The first group will land in Santo Domingo, Dominican Republic, and will help staff a hospital in Hinche, Haiti. The volunteers—who are using their own vacation leave time—will use their luggage quota on the flight to take medical supplies.

In addition to Cordes, the other volunteers going to Haiti are: **Brian Gacioch**, a paramedic and one of the trip coordinators; **Susana Knoop**, RN; **Sarah Harwood**, RN; **Melinda Pariser**, LPN; **Jacqueline Schlein**, RN; **Brian Cunningham**, EMT; **Joan Carson**, RN; and **Robert Stafford**, a respiratory therapist. **Dr. William Charash**, the chief of trauma surgery at Fletcher Allen Health Care; **Dr. David Greenhouse**; and **Dr. Jeremiah Goyette-Stevens** are also part of the group. **Raoul Altidor**, an AFT national representative and a native of Haiti, will also be traveling with the group.

For other members looking to volunteer, especially those who work in healthcare, the AFT's healthcare division is working with the **International Medical Corps** to recruit volunteers for deployment when conditions permit. AFT Healthcare will serve as a clearinghouse by collecting information and forwarding it to IMC; volunteers will then be contacted by IMC as needed. Interested volunteers should fill out **this form** and e-mail it **Fun Shimabukuo**.

The AFT also continues to encourage members to donate to the **American Red Cross**, the **United Way Worldwide Disaster Fund** or **Save the Children**.

[AFT press release, Adrienne Coles, January 20, 2010]



BTU Political Director Patricia Armstrong, GBLC President Louis Mandarini Jr., United Auto Worker's Donna Blythe-Shaw and BTU's Mary Glynn get sworn-in as officers of the Greater Boston Labor Council.

— Photo by Angela Cristiani



Jasmin Acevedo's classroom at the Boston Union Teacher School, is a model for teaching and learning.



Boston Union Teacher School Lead Teacher Berta Berriz (right) gives a tour of the school to members of the Northeast Satellite of TURN, a national organization of both AFT and NEA leaders that focuses on developing initiatives designed to give teacher unions a voice in education policies.

BTU School Receives \$5,000 from NAGE Charities...

(continued from page 1)

is that teachers are extraordinarily hardworking professionals who put in long hours of preparation and planning before they even step foot into the classroom each morning.

As a public-school-educated person myself—including Boston State College—I can proudly and honestly say that my teachers prepared me very well for the challenges that we all face. I look back on my years in public schools and can honestly say that whatever success I have had I owe in large part to my teachers.

Boston Union Teacher: The last few years we have seen many cutbacks in public education. NAGE members are also public workers and many probably send their children to public schools. In these troubling times what do you see in the future for public employees as a whole?

President Holway: Many elected officials spend a great deal of time scapegoating public employees and diminishing their contributions to our society. These officials fail to recognize that we are the *solution*, not the problem. In such an oftentimes hostile environment, I think it's amazing that public employees soldier on despite these attacks – they literally continue to answer the bell every day.

And, let's be honest and clear here, no one goes into public employment because they think they're going to get rich. People sign up for it because they want to contribute to the good in society and they want to make everything a little better for all of us.

Elected officials who tap into the public's frustrations about the economy and our wars are doing great damage to

public employee morale. You need to look no further than the damage Mayor Menino is doing with his continued attacks on firefighters and his recent fight against teachers' work protections to see my point.

Boston Union Teacher: NAGE's generous contribution of \$5,000 is a great example of union solidarity. What can you say about the importance of union solidarity in the year 2010?

President Holway: NAGE's contribution reflects our belief that the success of the BTU school is important not only to society but to the union movement as well. We are all in this together. If we can in some small way show our support and provide some resources to the staff and the students to help them succeed, then all of us at NAGE are on board.

Unions and public employees are constantly the advocates for change. We are not obstructionists; we constantly strive to find better ways to deliver services, and this school is prime example of that.

Boston Union Teacher: Is there anything else you might want to tell the public teachers of Boston?

President Holway: Yes, I want to say thank you. Thank you for choosing to educate our youth. Thank you for what you do every day in the classroom and for all that goes into the preparation and planning of your teaching day. Thank you for persevering in an environment that doesn't always show its gratitude for all that you do for our children and our communities. What you do matters so much to our society's future—and you can never be thanked enough.

BTU Members Suggest Ideas for Turn Around Schools

In December, the Professional Issues Committee of the BTU posed an 'elevator question' to the membership.

"If you had 30 seconds to speak to **Dr. Johnson** about turning around schools most in need of improvement, what three constructive ideas would you suggest?"

We received many responses, most of them revolving around literacy issues. Several teachers suggested doing diagnostic testing on all students at every grade level in September to get a baseline. Others suggested having rule-based reading interventions at all grade levels and staffing the schools with licensed reading teachers, even at the middle and high school levels. 'Every school should have an 'intervention' block scheduled where students receive extra support in Reading or Math.'

Several teachers offered the thought that with the proper interventions early on, far fewer children would be referred to Special Education. It was suggested that intervention begin in KII, as soon as a need is documented rather than waiting until 3rd grade, as is often the case.

Daily extended day homework sessions was offered as an idea by several teachers. These sessions would be monitored by licensed teachers. Several respondents (7) mentioned RTI intervention in all struggling schools. Reading Recovery was mentioned several times in terms of making it a mandatory program in all first grade classrooms in struggling schools. Also, many teachers voiced the opinion that our second language learners need much more support in language and literacy than many of them are currently receiving. "On the secondary level, we need to offer our immigrant students intensive English support in order for them to handle the MCAS and not become a drop out statistic."

Other ideas and suggestions included reducing class size at the turnaround schools, making sure that every school offered an Arts program that might engage our least engaged students, tying Arts standards to literacy standards, and having a full time paraprofessional in every KII class, so that teachers could concentrate on assessments and interventions.

One teacher wrote "As the parent of a child who received extra supports in grades KII through 2nd grade, I witnessed first hand how interventions worked to support my child. By third grade, my child no longer needed extra support and was able to be successful on the MCAS."

Another idea that was mentioned several times was that every turnaround

school have a family and community coordinator with a meeting space. The coordinator would do outreach to every family and coordinate community supports for students and families.

A high school teacher suggested that clusters be formed in each high school. A cluster would have no more than 100 students and would be supported by an English, Math, Science, and Social Studies teacher, as well as a Special Education teacher and an ELL teacher. It was also

suggested that cell phones be provided so that teachers could maintain contact with students and reduce tardiness and attendance issues. This teacher went on to say that each group of cluster teachers would share responsibilities around academic planning, contacting parents, discipline of students, work collectively to offer both academic and social support to students and meet daily to discuss students progress and create professional development to support cluster goals.

Cross-site visits and Learning walks between turnaround schools and Effective Practice schools was also suggested. This could be done in the form of 'partnerships, and might be in the form of a 'critical friends' venue.

Two people suggested assigning full time New Teacher Developers to teachers in the first, second, or third year of practice for intensive, on-site mentoring. Bringing back Literacy and Math coaches
(continued on page 7)

Why There is No Quick Fix for Urban Schools, and What We Really Need...

(continued from page 2)

create a replicable ideal school. But there is an even greater obstacle: each combination of adult talents and interests in a school community must match the particular combination of student needs and caregiver or community contributions. The day is long past when an average urban school can afford everything: in-depth block-scheduled courses and a variety of electives, several levels of math and time for making up classes a student has failed, several world languages, a choir, orchestra and drama club, a newspaper and a debate team, tennis and soccer and chess and dance – each school must match the staff and children and community to programs, and this is not easy or standardizable. In fact, MCAS and MCAS prep have preempted so much of Boston school time, that time for specialized courses has mostly evaporated.

In practice, this forces a school community to think very carefully about its students' needs and talents every year, and to continually adjust programs to needs. Increased numbers of Dominican students might mean a new focus on Spanish, a careful look at teaching Caribbean literature, new menus in the cafeteria, perhaps conflict resolution or peace curriculum training for the community to deal with new misunderstandings, even English classes for parents in the evening. Full inclusion of children with disabilities works well one year when there are 2 children with cerebral palsy and three children not yet reading in grade 3, but what happens when a school population changes from 12% to one-third with learning disabilities?

The context of today's urban schools creates an even more challenging dilemma. I cannot overstate the degree to which segregation disadvantages the schools in which I worked for 33 years. The US Supreme Court understood that racial segregation leads to inherently unequal outcomes. But race is the very tip of the segregation iceberg

visor feel threatened or incompetent. Or maybe one of their administrators has a friend, relative or favorite that they want to hire for the position.

There are any number of reasons why really great teachers can get pushed out of a job or school – none of which have anything to do with whether or not they are excellent instructors. This is why all teachers need a good union and strong collective bargaining agreement – to protect our professional voice and shield us from unfair reprisals when we advocate for our kids or the things we need to do a good job. Great teachers understand this, which is why they support collective bargaining, even if they sometimes disagree with their union or the people who run it.

(Ted Chambers is a Building Rep at the Edwards Middle School and Co-Chair of the Professional Issues Committee.)

today. Our schools are segregated by income, by first language, by test scores [exam vs non-exam schools], by artistic and athletic achievement [often due to recruiting by private schools], and, most shockingly, by need for special services.

The school where I taught has as many Special Education academic faculty as 'regular' education staff. I have known several families who sent their children with special needs to the public schools and their other children to parochial or charter schools or to METCO – in a sense bringing segregation into the family itself. My school manages programs for court-involved youth and takes in students 'traded' to us because of misbehavior elsewhere. A third of our students speak English as a second or third language. We welcome these young people; we do our best to include them in our family. In fact, many of our teachers live in their neighborhoods and know their families and go to church with them. But there are very high tolls exacted on teachers who become extreme caregivers to several young people with special needs, learning delays and language learning priorities in addition to our teaching responsibilities. First, it is exhausting to grapple with a child in crisis, especially when it is a frequent part of my job. Second, my sense of failure can balloon out of control when many of 'my' students fail not because they aren't intelligent or don't work hard, but for reasons beyond their (and my) control. Watching a brilliant young Senegalese child who knows science but is new to English fail in science or a young person who needs a type of reading instruction that I can't provide fail the MCAS and drop out of school is a steady assault on my sense of worth. Ms. would-be SuperTeacher came here to teach, but only her school and larger communities can keep her from drowning in feelings of inadequacy.

Urban teachers are not the only ones who work hard of course. One of my close teacher friends works in an acclaimed suburban school and is exhausted every weekend, grading, preparing, grading, preparing. She works very hard because teaching anywhere is a moving target, one is never able to do what you did last year and have it work just fine. But say what you like about modern life being stressful for everyone, how many of us can be SuperTeacher in severely segregated schools which are skimmed of all normalcy by private, charter, exam, suburban and other schools, schools which will never take their fair share of the work to serve our most needy children? Meanwhile, the public schools have no chance to get the full funding to provide the services our increasingly segregated yet deserving kids require to flourish?

It is not the teacher unions or tenure or poor leadership which have created a two-tier, cavernously gapped educational system in Massachusetts. And it is not charter schools or merit pay or more testing that will bridge that gap. If we really want better schools, I suggest we

shift the focus away from all the quick fix, consultants-in-and-out prescriptions that change completely every 4 or 5 years and with every new Superintendent and most Presidents – and find ways to create and sustain and support each school community as a healthy place for adults to work, children to learn and caregivers to participate. I don't think this is impossible, but it is challenging.

It would help to concentrate more on practices that work in each school rather than on ever-changing 'best practice' – and promote real integration in housing and in schools. But even those who are drawn to one or more of these quick fixes should focus on contextualization and sustainability over standardization and replication. This means achieving work environments where educators can flourish over our whole careers, and where the tough problems and conflicts have resolution mechanisms. This means getting services children need to allow them to flourish in the schools where they live so much of their lives, and building a community where parents and caregivers not only participate in their children's education but are strengthened by it. Schools that work hard at these challenges can become school communities where a wider spectrum of parents dare to invest their children and are willing to contribute their parent time.

I think of my son's Roxbury [public] elementary school which gave him a gentle Jewish woman as his kindergarten teacher who made him feel loved and welcome, a stern and proper African-American woman in first grade who made sure he learned to read, a Chinese-American woman in second grade who made sure he mastered the math fundamentals, a Puerto Rican man in fourth grade who nourished intercultural respect and independent thinking, an African-American military man who was straight-laced and tough and helped all his fourth graders find their backbones, and a jovial Irish sports nut man in fifth grade who knew how to take the edge off every conflict. My son needed one of them the most, and his classmates needed others, some years were better than others, but the totality was what really worked. Which one of his teachers deserves the merit pay in this community of child-raisers? The strictest, the smartest, the most loving, the one who's best at test prep? Or if the school's MCAS scores are in the lowest 20% of the State, which one gets fired?

Each successful school community has a combination that works. The glue that held this small faculty together was the parent coordinator and parent council. But the principal was the glue at the Dorchester elementary school my second son attended. I doubt there is any combination that can be exactly replicated, and this is one catch for those who would like to clone successful schools.

(Judith Baker is a retired Boston Public School teacher.)

Next Month: Critical Needs for Successful Urban Schools

All Teachers Need A Strong Union... Even the Great Ones!

(continued from page 2)

Eventually things worked out for my friend Nicole, and today she is a very happy teacher in a much better place. But her story has some bearing on the discussions about education reform and the argument that principals need to eliminate union protections in order to attract and retain great teachers. In all of the debate and discussion that is happening right now, it is often assumed by the media (and perhaps among some in our ranks) that only "bad" teachers need union protection from administrators. Nothing could be further from the truth.

Most veterans can tell stories about really great teachers who have been targeted for harassment or worse by an administrator with an axe to grind or a cousin to hire. Maybe they are targeted for being vocal advocates for themselves or the kids. Maybe they challenge the principal's priorities or make their super-

Scholarships Available

BTU Dependent Scholarships

This year, there will be 16 scholarships in the amount of \$1,000 awarded to high school seniors who are dependents of BTU members. To apply, please obtain an application from Jeanne Turner in the Union office or download the form from the BTU website and return with: a transcript of the dependent's last two years of academic work; 2) evidence of acceptance by an accredited college, junior college, vocational school or equivalent institution; 3) member's notarized federal tax return for the year 2009; and 4) a one-page statement of the dependent's professional goals. The application and the four supporting documents **must be received in the Union office no later than Wednesday, April 7, 2010.** The recipients of the scholarships will be notified by May 14, 2010.

Retired Teachers Chapter Scholarships

Each year, the Retired Teachers Chapter of the Boston Teachers Union awards three scholarships to deserving high school seniors who are children, grandchildren, nieces, nephews, grandnieces, grandnephews of RTC members. One of these scholarships is earmarked for a student who might choose to attend a vocational school or equivalent institution.

Applications for these scholarships may be picked up at the RTC/BTU offices at 180 Mt. Vernon Street, Dorchester, MA 02125 or they can be downloaded from the BTU website. **The deadline to apply is April 23, 2010.**

BTU Members Suggest Ideas for Turn Around Schools...

(continued from page 6)

was another suggestion for turnaround schools. A veteran teacher suggested tapping into long-standing veteran teachers who taught at these schools when they were functioning effectively. Ask them what was in place to make these schools function well and what has changed? Another person suggested bringing back highly skilled retired teachers as tutors or substitutes or classroom assistants and pay them a stipend to assist in a turnaround school.

Another BTU member suggested looking into the school nutrition program and offering more palatable food. This person has been in four different schools in four different neighborhoods and noticed a wide difference in food offerings. In the poorest neighborhood, the food was barely edible while in the more upscale neighborhood, fresh fruit and vegetables were offered. She concluded with "the students falling the most behind are the students who are most likely to be hungry."

We hope that Dr. Johnson will take note of these suggestions that were offered in the spirit of cooperation and collaboration.

(Submitted by New Teacher Developer Kathy Aldred for the Professional Issues Committee.)



Retired Teachers News

Medicare and Your Health Insurance Rebate

By Sandra M. Carle and Lawrence J. Connolly, Co-Chairs
BTU/RTC Legislative Committee

While the "hold-harmless" provision of the Medicare laws will freeze Medicare premiums at last year's rate of \$96.40 for nearly 75% of Medicare beneficiaries, the remaining 25% will see hefty increases due to the operation of Medicare regulations. Only those who have their premiums fully paid by a deduction from their Social Security check and who pay the base premium are covered by this "hold-harmless" provision. It does not apply to those who meet the base premium income limits but pay directly or even those who have premiums fully deducted from their Social Security check but are new to Medicare in 2010. Their rate will be \$110.50.

Also not covered are "high income" recipients who, since 2007, pay progressively increasing surcharges for Medicare coverage, as you can see from the accompanying chart. Congress is considering legislation to hold their premiums at 2009 rates also (\$134.90 to \$308.30 per month) but no action has been taken yet. It has passed the House but not the Senate so January checks will reflect higher rates.

Each year, the City of Boston refunds one half of the Medicare premiums paid by retirees and covered dependents and spouses. To be eligible for a refund, you must be enrolled in a qualified plan that provides benefits secondary to Medicare. Those plans are: Blue Cross-Blue Shield Master Medical "Carve Out", Medicare HMO Blue, Tufts Medicare Preferred HMO, and Managed Blue for Seniors, Tufts Medicare Complement, and Harvard First Seniority Freedom.

If you paid the base premium of \$96.40 in 2009 and if you are covered by the "hold-harmless" provision in 2010 and will pay \$96.40, you should have no problem and should receive your 50% rebate for calendar year 2009 in late July of 2010 and for calendar year 2010 in late July of 2011. However, if you are not covered by the "hold-harmless" provision for 2010 or paid a higher premium in 2009 or are paying a higher premium in 2010, you should immediately contact the Health Benefits and Insurance Office at Boston

Medicare Premiums		
Income		Monthly Premium (each)
Individual	Married Couple (Federal Law)	
Up to \$85,000	Up to \$170,000	\$96.40 (Individual) \$110.50 (Married)
\$85,001 to \$107,000	\$170,001 to \$214,000	\$154.70
\$107,001 to \$160,000	\$214,001 to \$320,000	\$221.00
\$160,001 to \$214,000	\$320,001 to \$428,000	\$287.30
Above \$214,000	Above \$428,000	\$353.60

City Hall – Room 807 (617-635-4570) and request forms for compensation of the increased premiums.

They do not know you are paying the higher amounts so it is incumbent on you to notify them, you will need to submit the forms for calendar year 2009 along with a copy of your SSA-1099 which the Social Security Administration will be sending you in late January. If you receive Medicare benefits through the Railroad Retirement Board, you will not receive a form SSA-1099 so you need to call the RRB at 617-223-8550 to get verification of your premium. If you pay premiums by check the City will usually accept copies of your cancelled checks and/or copies of your quarterly in voices from HCFA.

The forms for calendar year 2009 along with supporting materials (Form SSA-1099, etc) should be submitted to Health and Benefits and Insurance at City Hall by March 31, 2010 to ensure timely processing of your payment. If you expect also to be subjected to increased premiums in

2010 and beyond, ask that they put you on the list for automatically receiving the increased rebate forms in 2010 and future years.

Remember the 50% Medicare rebate is **not constitutionally protected**. The State under Acting Governor Jane Swift took away the rebate from its workers covered under GIC (Group Insurance Commission). As you know, there is constant pressure to force all workers into GIC as most recently happened to MBTA employees. Under GIC there is no collective bargaining on premiums or benefits. They can raise premiums; co-pays on drugs and doctors, deductibles, etc. at will and have done so. We must stay vigilant to keep our insurance a subject of collective bargaining. A loss of the Medicare rebate of 50% or the loss of our insurance as retirees, being provided at the same cost of active employees could be legislated out of existence at will. We cannot afford to allow that to happen!



RTC Board Meeting Minutes December 7, 2009

Members present: Anne Marie Adduci, Ann Broder, Treasurer, Marie Broderick, Sandy Carle, Larry Connolly, Dave Donovan, Chairman, Rose-Marie Donovan, Phil Fasano, Eileen Ganley, Donna Cooley-Hilton, Ruthanne Kennedy, Linda McNamee, Marilyn Marion, Secretary, Leonard Miraglia, Vice Chairman, Mary Jo Murphy and Paul Tenney.

Excused: Bonnie Mitten and Mary Cahalane.

Reports

Secretary: Minutes of the November meeting were read and accepted with amendments noted.

Treasurer: Data was read and report was accepted.

Chairman: The Chairman expressed sympathies on the loss of the Vice Chairman's brother. Chairman requested and received lists of committee members.

Vice Chairman: Eight new DELTA members were added in December and 13 in November with more pending for December and January. Vice Chairman suggested that a synopsis of the DELTA plan be placed in the next issue of the *BUT* newspaper. Report Accepted.

Benefits: Contract for eyeglass benefit continues from the previous year. DELTA revision was noted and will be placed in the next issue of the *Boston Union Teacher*.

Remembrance: Two cards to deceased family members of John Ertha and Patricia Norton were sent. Report Accepted.

Scholarship: No report

Social: There were 14 "no shows", and 35 guests were present at the fall luncheon. Report Accepted.

Data Processing: Plans continue to remain vigilant in updating the website. Report Accepted.

Travel: Report of recent trips was given. The Committee has created flyers for the 2010 trips, and they are now available for distribution. This was a very successful year and the Committee reported that Yankee Travel worked well with them. Report Accepted.

Legislative: State House trip on November 9 was attended by members of the Committee and the Executive Board. Report Accepted.

Data Processing: Members continue to work on security and the glitch with the City computer is being resolved.

Membership: We have 2,595 members and growing.

Awards: Discussion on the process for nominating awardees. Meeting adjourned at 11:45.

Respectfully submitted, Marilyn Marion, Secretary

Ed Reform Legislation Passes, Many Endorsed Candidates Ignore Our Calls...

(continued from page 1)

many of these calls were made to representatives and senators we and other teacher unions (the AFT-MA and the MTA) have endorsed and the picture becomes even more ugly.

The truth is, many of the legislators we endorse take us for granted. This is something we have to change – and we will change. We will no longer be taken for granted. We endorse these folks with the best of intentions. Each endorsed candidate, after an invitation from us, has come to the BTU (or the AFT-MA or the MTA) and asked for our endorsement, has answered our questions satisfactorily, and has stated support for our positions. (The AFT-MA or the American Federation of Teachers-Massachusetts) is our parent body in Massachusetts; it represents the BTU as well as another 14,000 members across the state.) In return, we publicize their endorsement to our membership. Our endorsement and imprimatur go a long way. When we endorse a candidate, we let our 10,600 members and their families know that our endorsed candidates will listen to us and respect our position. Of course, we don't expect 100% loyalty on each and every issue, but we do expect that that on important issues our voice will be heard. This was an important issue. And our voices were not heard.

All endorsed candidates who voted against this legislation will of course receive a thank you letter from the BTU for their vote. (We have asked the AFT-MA to set up an email program to do a *thank you* and a *no thank you* letter to our representatives and senators. When it is available for use, members will be notified via email.

In late-January, the AFT-MA Executive Board (on which the BTU has five representatives) voted unanimously to withdraw support and funding from state allrepresentatives and senators who voted for this legislation. Over the next few months, the BTU leadership and membership will look at this issue as well.

Accompanying this article is a complete list of both BTU and AFT-MA endorsed candidates, and how each voted on the Ed Reform legislation. (On our web page is a complete list of how ALL elected officials voted.)



Save The Date!

**Fundraiser
for the
Homeless**

Friday, March 19, 2010
3 to 8 PM • BTU Hall

Education Reform Legislation How Endorsed Candidates Voted

State Senator	Endorsed by AFT-MA	Endorsed by BTU	Voted For Legislation	Voted Against Legislation
James Timilty: Bristol & Norfolk		X		X
Mike Morrissey: Norfolk & Plymouth		X		X
Tom Kennedy: Plymouth & Bristol		X		X
Pat Jehlen: 2nd Middlesex		X		X
Stephen M. Brewer: Worcester, Hampden, Hampden & Franklin	X		X	
Harriette L. Chandler: 1st Worcester	X		X	
Sonia Chang-Diaz: 2nd Suffolk	X		X	
Kenneth Donnelly: 4th Middlesex	X	X		X
James Eldridge: Middlesex & Worcester	X	X		X
Susan C. Fargo: 3rd Middlesex	X	X		X
Jennifer Flanagan: Worcester & Middlesex	X		X	
Brian Joyce: Norfolk, Bristol & Plymouth	X	X	X	
Joan M. Menard: 1st Bristol & Plymouth	X		X	
Marc Pacheco: 1st Plymouth & Bristol	X			X
Stanley Rosenberg: Hampshire & Franklin	X		X	
Karen Spilka: 2nd Middlesex & Norfolk	X	X	X	
Cynthia Creem: 1st Middlesex & Norfolk		X	X	
State Representative	Endorsed by AFT-MA	Endorsed by BTU	Voted For Legislation	Voted Against Legislation
Kevin Aguiar: 7th Bristol	X		X	
Willie Mae Allen: 6th Suffolk	X	X	X	
Cory Atkins: 14th Middlesex	X		X	
Bruce J. Ayers: 1st Norfolk	X			X
Ruth B. Balsler: 12th Middlesex	X	X	X	
Jennifer Benson: 37th Middlesex	X		X	
William Bowles: 2nd Bristol	X		X	
Michael Brady: 9th Plymouth	X	X		X
William J. Brownsberger: 24th Middlesex	X	X	X	
Jennifer M. Callahan: 18th Worcester	X			X
Thomas J. Calter, III: 12th Plymouth	X		X	
Linda Dean Campbell: 15th Essex	X		X	
Christine E. Canavan: 10th Plymouth,	X	X		X
James Cantwell: 4th Plymouth,	X	X		X
Katherine Clark: 32nd Middlesex	X			X
Geraldine M. Creedon: 11th Plymouth	X	X		X
Steve D'Amico: 4th Bristol	X			X
Robert A. DeLeo: 19th Suffolk	X			
Paul J. Donato : 35th Middlesex	X	X		X
Joseph R. Driscoll: 5th Norfolk	X	X		X
James Dwyer: 30th Middlesex	X			X
Carolyn Dykema: 8th Middlesex	X		X	
Mark Falzone: 9th Essex	X	X		X
Barry Finegold: 17th Essex	X		X	
Gloria L. Fox: 7th Suffolk	X		X	
Sean Garballey: 23rd Middlesex	X	X		X
Denis Guyer: 2nd Berkshire	X		X	
Lida E. Harkins: 13th Norfolk	X	X		X
Jonathan Hecht: 29th Middlesex	X		X	
Kate Hogan: 3rd Middlesex	X		X	
Kevin G. Honan: 17th Suffolk	X	X	X	
John Keenan: 7th Essex	X			X
Jason Lewis: 31st Middlesex	X	X	X	
William Lantigua: 16th Essex	X		X	
Barbara L'Italien: 18th Essex	X		X	
Michael Moran: 18th Suffolk	X		X	
Charles Murphy: 21st Middlesex	X		X	
James Murphy: 4th Norfolk	X		X	
David Nangle: 17th Middlesex	X			X
Harold P. Naughton, Jr.: 12th Worcester	X			
Alice H. Peisch: 14th Norfolk	X	X	X	
Denise Provost: 27th Middlesex	X	X		X
Angelo Puppolo, Jr. : 12th Hampden	X			X
Kathi-Anne Reinstein: 16th Suffolk	X		X	
Pam Richardson: 6th Middlesex	X	X		X
Cheryl A. Coakley Rivera: 10th Hampden	X			
Michael J. Rodrigues: 8th Bristol	X		X	
Michael F. Rush: 10th Suffolk	X	X		X
Carl Sciortino: 34th Middlesex	X	X		X
Frank I. Smizik: 15th Norfolk	X	X		X
Joyce A. Spiliotis: 12th Essex	X			X
Thomas M. Stanley: 9th Middlesex	X			X
Marie St. Fleur: 5th Suffolk	X	X	X	
Ben Swan: 11th Hampden	X		X	
Walter Timilty: 7th Norfolk	X			X