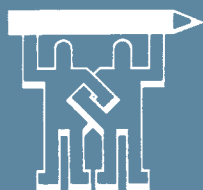


2007
Program Report 2008



CHICAGO FOUNDATION
FOR EDUCATION

Serving Teachers and Students in Chicago Public Elementary Schools





CHICAGO FOUNDATION **FOR EDUCATION**

Serving Teachers and Students in Chicago Public Elementary Schools

WHAT WE VALUE

Educational quality, innovation, improvement and integrity.

WHAT WE BELIEVE

- Public education is an essential element of a democratic society.
- Every Chicago public school child deserves a world-class education, based on acquiring fundamental skills and rich with a variety of opportunities for learning and personal growth.
- As members of the greater community, CFE should support and assist teachers in developing both the intellectual capacity and the character of our children.
- The development of a child's character should be integrated into all aspects of public education.

WHAT WE DO

- Foster teacher quality.
- Encourage curricular innovation.
- Engage teachers in support networks to replicate effective instruction.
- Develop the leadership of exemplary teachers to mentor their peers.
- Promote teacher-developed strategies that address the social-emotional needs of students.

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MISSION

Chicago Foundation for Education is dedicated to improving and enhancing the educational experiences provided to Chicago's public elementary school children by the educators who serve, guide, and teach them.



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Since 1985, the Chicago Foundation for Education has stayed true to its core mission – benefiting children by providing financial and professional development support to the teachers of Chicago’s Public Schools. While our mission has remained constant, we have continued to evolve as an organization, in response to the ever changing needs of the teachers we serve.

The Chicago Foundation for Education is proud of our accomplishments over the past year. With enhancements made to our website and database, CFE was able to put over 147 curricular projects and teaching strategies from our grant recipients online, enabling these excellent ideas to be shared around Chicago and around the world. For the first time, teachers were also able to apply for grants online, helping improve our efficiency and increasing the number of applications we received. CFE’s exemplary use of technology awarded us the prestigious *2008 Lumity Technology Leadership Award*.

Our programs all excelled this past year. Kicking off the school year, our 19th Annual Teachers As Leaders and Learners Workshop was a tremendous success, with nearly 500 participating teachers sharing best practices. Our Small Grants Program continued to serve teachers with grants of up to \$600. This past year our volunteers observed a record number of these grants, highlighting both our exceptional volunteer base and their on-going commitment and interest in Small Grants. Our Study Group Program continued to flourish with a record number of 31 study groups, which served over 200 teachers this past year. Our TNLI program also continues to thrive, enabling some of the finest CPS teachers to perform and share classroom-based action research on important areas of instruction. In June 2008, our TNLI Fellows met with Chicago Public Schools CEO Arne Duncan and members of his senior staff to share their findings and policy recommendations from this important work. Finally, our Fund for Teachers program, now in its third year, awarded 31 grants to 49 teachers who traveled to 23 countries in six continents to pursue self-designed fellowships that will infuse fresh global perspectives, deepened expertise and broad world knowledge into classrooms and schools across the city.

In closing, I recognize that none of this would be possible without the tremendous ongoing support of our incredibly devoted corps of volunteers, donors, and teacher leaders. We greatly appreciate the dedication of all who enable our programs to flourish and provide the high quality programming that has become our trademark amongst the teachers we serve.

Bob Horne
Board Chair

SINCE 1985

27,877

CPS Classrooms assisted

934,418

Students directly benefiting
from CFE programs



For twenty-three years, the Chicago Foundation for Education has worked in partnership with Chicago's public school teachers to transform learning in classrooms across the city. Founded by Joyce Rumsfeld and a small group of concerned citizens, CFE has made it our mission to improve the quality of instruction for Chicago's public school students by providing steadfast support for the educators who serve, guide, and teach them.

CFE offers four grant-based programs designed to meet the specific instructional needs of teachers by nurturing their expertise and leadership development at every stage of their career. In addition to promoting exceptional teaching practice, CFE programs provide teachers with the time, financial resources, collaborative networks, and ongoing professional support needed to strengthen instruction. Dedicated to fostering socially responsible, culturally sensitive individuals, CFE programs encourage teachers to develop and share innovative approaches for meeting the academic, as well as the social and emotional needs of their students.

SMALL GRANTS bring learning to life by encouraging teachers to design, implement, and share innovative classroom or school-wide curricular projects.

STUDY GROUP GRANTS provide ongoing professional support for teachers from schools across the city to collaborate, learn, and implement effective teaching strategies. Each year a corps of exceptional CPS teachers are selected to facilitate CFE Study Groups based on a teaching method they have successfully implemented to improve learning.

FUND FOR TEACHERS FELLOWSHIPS provide experienced teachers with the opportunity to explore the world through an intensive summer learning fellowship designed to profoundly impact their teaching, students, and school community.

TEACHERS NETWORK LEADERSHIP INSTITUTE (TNLI) cultivates the leadership potential of Chicago's most accomplished teachers. TNLI Fellowships assist teachers in conducting action research in their schools and provides them with opportunities to share recommendations for improving student achievement with colleagues and educational leaders.

Chicago Foundation for Education also promotes effective teaching practice by replicating award-winning curricular projects and teaching strategies through our annual Teachers As Leaders and Learners conference and online Lesson Plan Database.

IN 2007-08

642

Grants and Fellowships

1,664

Teachers impacted

356

CPS schools assisted

69%

CPS elementary schools impacted

75,010

Students directly benefited

196

Volunteers

“Each year, Chicago Foundation for Education programs inspire innovation and collegial collaboration among Chicago Public School teachers, encouraging thousands of Chicago’s teachers and students to achieve new heights of excellence. We appreciate CFE’s longstanding commitment and contribution to nurturing the expertise of our teachers as both leaders and learners in schools across the city.”

*Arne Duncan
CEO, Chicago Public Schools*



“Because of CFE, I was able to create a project that highlighted the importance of conservationism for my 1st Grade students. This grant not only strengthened my ability as a teacher, but it also helped to make me a better person in general.”



Dayna Darby recognized how beneficial it could be for her students to have access to their own cameras and have the opportunity to document their varied experiences: “I wanted to explore the things that my 1st Grade

students were experiencing, and having personal cameras allowed them to document these events in their own, individual manner.” Through this exploration, Dayna began to realize how little her students knew about the environment, and more specifically the act of recycling. Marking this as one of those ‘teachable moments,’ Dayna started having conversations with her students about the various types of recyclable materials that we all encounter each day. From there, she decided to help her students embark upon a “big investigation on trash and the components of garbage cans.”

Dayna and her students started small – collecting trash cans from other classrooms, sorting the contents into recyclable categories, and documenting their experience – but the project quickly evolved into something much bigger and all-encompassing, with her six- and seven-year-old students ultimately deciding to create a school-wide recycling program. Her students surveyed teachers, collected trash receptacles from each classroom, graphed the recyclable contents found in those garbage bins, and photo-documented their entire journey from beginning to end. The culminating result of this determination and passion came in the form of a recycling program adopted by virtually all of the teachers, students, and staff members at Talcott Fine Arts and Museum Academy.

Throughout her Small Grant project, Dayna witnessed the enthusiasm and self-awareness of her students developing at an exponential rate. She recognized how inquisitive they had become, and how eager they were to visually document

every experience they encountered and every interesting object that came along. Soon after the project began, Dayna saw how confident the students became in uploading and appropriately naming their pictures on the classroom computers: “... I mean, these were 1st Graders doing this type of thing! It was just wonderful to see the progress!”

Thinking back on this particular grant experience, as well as the seven additional CFE grants she has been awarded, Dayna sees CFE’s Small Grant Program as an opportunity for teachers to receive the support and resources they need in order to implement creative projects in their schools. “This is a completely unthreatening grant,” Dayna explains. “Especially if you are new to the grant-writing process, CFE is dedicated to helping teachers develop and execute new, enduring projects.”

367

\$500 Small Grants

459

Teachers impacted

205

CPS elementary schools assisted

30,507

Students directly benefited

16,459

Hours of Student Learning

97%

Teachers ‘Strongly Agree or Agree’ there is evidence that the project significantly impacted learning

Based on Final Reports submitted by 90% of grant recipients

SMALL GRANTS

The Chicago Foundation for Education's Small Grants program was one of the first Chicago-based initiatives to honor the professional expertise of CPS teachers, while providing the financial support needed to bring learning to life. Twenty-four years later, CFE Small Grants continue to inspire instructional innovation by encouraging teachers to design and share enriching interdisciplinary projects that actively engage students in learning. As teachers are increasingly challenged to ensure that their instruction transcends basic skills, CFE Small Grants provide monetary and professional

incentives that enable teachers to tailor their instruction to respond to the specific academic and social-emotional needs and interests of their students. Over the past year, Small Grant recipients dedicated over 16,500 hours of instructional time to implementing standards-based projects that ranged from helping students to understand the Pythagorean Theory by constructing balsa wood bridges, to documenting the lives of individuals who have made incredible contributions to society.

Each fall, CFE awards Small Grants of up to \$600 to over 450 PreK-8th grade Chicago Public School teachers to develop interactive curricular projects that expose students to supplementary resources designed to build on student interests and promote learning. CFE Small Grant winners have the unique opportunity to widely disseminate their effective curricular ideas through our award-winning online Lesson Plan Database, annual teacher symposium and Study Group Program.



93%

Teachers 'Strongly Agree or Agree' students would not have been able to learn as effectively w/out this grant

100%

Teachers 'Strongly Agree or Agree' the project actively engaged students in learning



“Participating as a Coach allowed me to become a sharper teacher and a more effective facilitator. By working collaboratively in this ongoing professional development format, my Team Members and I were able to build a supportive mini-community of our own within CPS.”



Esther Ohito believes that even the most seemingly mundane classroom tasks can be both exciting and valuable for students. “I wanted to find new, creative ways to teach vocabulary in my

classroom,” Ohito reflects. “I began looking at Howard Gardner’s theory of Multiple Intelligences and realized that there were ways in which I could make traditional spelling lessons more beneficial and enjoyable for my students. I wanted to make the vocabulary really stick.” Esther began incorporating the weekly vocabulary list into various daily classroom activities, and soon her students were fluently integrating these new words into their natural written and oral language.

Esther’s 2007 Study Group “Word Up! Developing Vocabulary by Incorporating Multiple Intelligences” began meeting with Esther as the sole facilitator, but soon transformed into something much different and more inclusive.

“I decided to ‘spotlight’ different Team Members at each meeting, inviting them to take genuine ownership of a particular strategy and share their thoughts and experiences with the group. Before I knew it, this strategy had evolved from something I was doing to something we were doing.” As a result of working with her group members, Esther was able to witness a complete unraveling of the isolation far too many teachers feel on a regular basis. She saw her modest network of educators work together successfully, become more confident in both the learner and leader roles, and feel increasingly validated as professionals.

Esther is a four-time grant winner with the Chicago Foundation for Education and feels as though her experiences are ones that should be disseminated throughout the greater CPS community. “CFE treats teachers as both leaders and learners, continuously working to ensure that they feel authenticated as professionals. This organization makes it possible for educators to work in a salient, collaborative environment; to be sure, CFE is wonderful!”



Marlene Collins explains that there has been a “two-fold impact” on her students because of the Study Group Team Member Grant she was awarded. “First, winning the grant

allowed me to collaborate with my Coach, Esther Ohito, and other like-minded teachers. Since one of the main focuses of the Study Group was addressing the individual learning style of each student, I was able to incorporate lessons which suited all of my learners. Additionally, since my students were more engaged, they seemed to be having more fun, ultimately resulting in greater vocabulary achievement for my students.”

In addition to the collaborative aspect of the Study Group Program, Marlene felt that she became more capable of identifying each student’s preferred learning style to assist in vocabulary development. Subsequently, Marlene

31

\$1,000 Coach Grants

199

\$300 Team Member Grants

132

CPS elementary schools assisted

20,084

Students directly benefited

97%

‘Strongly Agree or Agree’ grant increased effectiveness, enthusiasm, and reflection on practice

65%

Increase in effective implementation of Teaching Strategy

Based on Final Reports submitted by 76% of 2006-07 Team Members and 90% of 2006-07 Coaches; prepost surveys taken prior to and upon completion by 70% of Team Members

“The greatest benefit of participating in the CFE Team Member Grant arises from the collaborative and professional development opportunities it offers. When teachers are mutually reflective about their practice, it can only serve to make them better teachers.”

has found that the techniques and methods she learned through her Study Group experience have led to greater student achievement and enthusiasm. “I found that when students acted out the words, they were totally engaged and comprehension of the vocabulary words improved.”

According to Marlene, one of the most salient features of the Team Member Grant, is the built-in professional development. Marlene’s involvement in Esther Ohito’s 2007 Study Group “Word Up! Developing Vocabulary by Incorporating Multiple Intelligences”, allowed her to collaborate with other teachers to gain knowledge of learning techniques that are successful in classrooms of all types. Marlene expressed how the CFE Study Group Program affords its participants an opportunity to be more reflective about their practice, which she believes is invaluable.



62%

Increase in impact of Teaching Strategy on improved student learning and instruction

62%

Students scored “Above expected level of achievement” on assessments measuring the impact of Teaching Strategies

STUDY GROUPS

Over the past six years, CFE has successfully pioneered and dramatically expanded Chicago’s first teacher Study Group program. The program is the only initiative of its kind to leverage the expertise of exceptional, highly skilled teacher leaders to offer intensive professional development focused on the specific instructional needs of teachers and their students. In Summer/Fall 2008, CFE Study Groups will provide a venue for 31 exceptionally talented Coaches to facilitate 12 hours of highly structured, interactive Study Group meetings based on a teaching method they have successfully implemented to improve learning. Conversely, Study Groups provide participating Team Members with monetary incentives, professional recognition and ongoing support to learn new teaching strategies designed to increase their instructional effectiveness and collaborate with like-minded colleagues.

As interest in CFE’s Study Groups has steadily risen, our 2007-08 Study Group Program attracted a record number of applicants, which increased 18% from the previous year. To accommodate this growing interest, the program expanded by 10%, bringing together 230 teachers through 31 teams focused on topics ranging from effectively utilizing novels and authentic literature to using inquiry-based learning to teach geometry concepts.

“This is an outstanding program, the best professional development experience I have had in my 16 years of teaching at CPS.”



As the new English as a Second Language (ESL) teacher in a pull-out program servicing primarily Spanish- and Polish-speaking K-6th grade students, Leah Radinsky quickly became aware of a dynamic that was alien to her. Unlike the dual-language or transitional Spanish students she had previously worked with at other schools (whose native language was used throughout the instructional day), her new bilingual students seemed much more self-conscious about being part of the ESL program.

As one of 14 teachers selected to participate in CFE's 2007-08 MetLife Teachers Network Leadership Institute (TNLI) Program, Leah decided to use the action research process to research how her students constructed their identities as bilingual students while in an English-only speaking program. She wanted to explore how these perceptions might change when she designed activities to develop her students' awareness of the benefits of bilingualism.

Leah's data included student surveys and interviews, anecdotal notes, collegial dialogue,

and guest speakers. She also examined student work that included student-made heritage books and the creation of a film that starred the school's faculty, staff, and students proudly exclaiming "Hello and welcome to our school" in their native languages. The film debuted at the school's International Assembly and was introduced in three languages by Leah's own ESL students!

Three themes emerged as Leah analyzed her data. It became clear that the lack of native language instruction in ESL programs heightened awareness of her students' lack of English. As a result, students perceived themselves as being placed in a "remedial" program as opposed to taking pride in their ability to speak a second language. Secondly, the heritage books, the guest speakers (including the principal) who told stories of their own journey to learn English, and the International Festival motivated the students, highlighted their rich and varied cultures, and led both the ESL students and the remaining student population to see the power of languages. These activities and others confirmed that

students had internalized some of the potential benefits of bilingualism.

Leah's data analysis confirmed the significant shortage of ESL instructional time that results from the many tests that English Language Learners (ELL) are required to take. Her data also emphasized the distinct disadvantages her ESL students face when it comes to high-stakes testing which requires all students to take the ISAT exam in English, an unfair reflection of their true knowledge.

As a result of her research, Leah feels a stronger duty to advocate on behalf of her ESL children. Additionally, Leah's sphere of influence in her new school has expanded as other teachers began to notice her role as an advocate for ESL students. Most important, the Kohl-McCormick Early Childhood Award recipient and 15-year veteran teacher has grown professionally, stating, "I have learned to reflect deeply, on an ongoing basis...and modify my teaching as a result of my reflections."

14

\$1,250 TNLI Fellowships

79

Students impacted

97

Teachers impacted

100%

'Strongly Agree or Agree' increased their effectiveness & informed instructional decisions

92%

'Strongly Agree or Agree' impacted professional growth and led to new leadership opportunities

91%

'Strongly Agree or Agree' increased student time on-task

Based on Final Reports submitted by 100% of 2007-08 TNLI Fellows



“TNLI represents the image of what we want to create in CPS. If we could get all of our teachers engaged in this level of professional inquiry, we would have the type of professional learning communities that would improve teacher capacity and ultimately student outcomes.”

*Xavier Botana
Chief Officer, Instructional Design and
Assessment, CPS*

TEACHERS NETWORK LEADERSHIP INSTITUTE (TNLI)

Established in 1996 by Teachers Network, CFE’s Teachers Network Leadership Institute (TNLI) is an initiative comprising 14 affiliates nationwide and hundreds of teacher leaders, and is repeatedly hailed by Chicago TNLI Fellows to be “the best professional development” they have ever had. TNLI MetLife Fellows – PreK-8th grade Chicago Public School teachers with full-time classroom teaching responsibilities – meet monthly over the course of a year and receive over 45 hours of support from CFE and a university advisor to conduct action research studies to analyze the effectiveness of their instruction to improve student learning.

In addition to significantly impacting their classrooms and schools, CFE Fellows publish and present their findings and use their expertise to influence educational decisions. In 2007-08, two Chicago Fellows’ research studies were published in a book, *The Missing Link: Connecting Teacher Research, Practice & Policy to Improve Student Learning*, two Senior Fellows worked on joint projects with the Chicago Public Schools’ Office of Literacy to strengthen district wide policies, and another wrote a policy brief illustrating the importance of arts education.





“We feel like yoga at Stock is bigger than us. The grant helped us to become sparks who lit the wood on fire and now we have the whole bonfire going.”



After receiving a Fund for Teachers (FFT) Fellowship, the summer of 2007 was a busy one for Irene Cable and Andrea Sagen, teachers at Frederick Stock, one of the district’s only early childhood centers.

The team took two extensive yoga courses in order to benefit instruction for the school’s pre-school students, almost half of whom require special education instruction. One of the courses, Radiant Child, concentrated on how to teach yoga to developing children, while the second program, Yoga for the Special Child, focused on adapting yoga to kids with moderate to severe physical needs and challenges.

When Andrea and Irene returned to school in the fall, they immediately began collaborating with the school’s fifteen teachers to incorporate their summer experiences into the instructional practices of each classroom. They worked with

the speech therapists to write songs and rhymes to coordinate with different pose sequences, and took what they learned through their yoga classes and adapted it to the specific needs of their diverse learners. In the classrooms with students dealing with severe to profound disabilities, they incorporated a modified form of yoga that required one-on-one work with students. These students seemed especially excited about the yoga program. Irene reflects that “The teachers in these classrooms have found an activity that they can do with the kids where they’re seeing responses; I think that is really where people have been most impressed. Even our principal, when he came to the training, said, ‘Wow! We should really do this all of the time!’ And everyone agreed.”

Quite clearly, one of the most salient reasons for the success of this particular project can be viewed through the enthusiasm and support that Andrea and Irene consistently received from their colleagues: “Everyone is on board. Our principal gave us money to buy additional supplies for the yoga program once we returned from summer

break because he could see how excited we were about implementing these ideas. The thing we are really grateful to CFE and FFT for is that this summer opportunity was the spark that got things going; we were already doing some yoga, but this grant just took it to a whole new level. It was a catalyst; we don’t think that this type of widespread school change would have happened otherwise.”

31

Fund for Teacher Fellowships up to \$10,000

49

Teachers impacted

34

CPS schools assisted

6

Continents visited

23

Countries explored

100%

'Strongly Agree or Agree' the grant increased instructional effectiveness

98%

'Strongly Agree or Agree' the grant has resulted in the use of new studies that have improved student learning

Based on Final Reports submitted by 88% of 2006-07 Fund for Teacher Fellows



“The Yoga program at Stock has had a major impact on our entire program and would not have been possible without the CFE grant that funded this initiative. Of all the grants we have written in my 19 years as a principal at Stock school, this particular CFE grant has had more positive influence on our students than anything else we’ve done. The kids love it!”

*Richard Smith
Principal*



FUND FOR TEACHERS

Fund for Teacher fellowships honor Chicago’s most talented teachers, providing powerful, life-changing experiences for professional renewal and growth, while directly benefiting students by increasing academic achievement, global awareness and cultural sensitivity. In partnership with the national Fund for Teachers organization, CFE annually awards approximately 30 Fellowships to PreK-12th grade Chicago Public School teachers with three or more years of classroom experience.

Teachers submit proposals detailing how their fellowship will make them a better teacher and how their improved skills will be implemented in classrooms to benefit their students, curricula and schools. In 2007-08 fellowships varied from visiting the battle sites of the U.S. Civil War to studying the art and culture of the Maasai and Chagga in Tanzania, Africa. As a result of their experiences, 2007 Fellows are working to transform their schools and spread their newly acquired expertise by developing innovative school-wide programs, presenting at state-wide conferences, assisting colleagues in adopting effective new teaching strategies through CFE Study Groups, and sharing newly developed curricular ideas through CFE’s annual teacher conference and on-line Lesson Plan Database.

“More than anything, my grant project impacted students’ social-emotional growth...my classroom community was strengthened as students learned more about peace and what that means in terms of interacting with others.” *Rebecca Provencher*



SMALL GRANTS

After a student was shot across the street from the school just before the school year began last Fall, Rebecca Provencher made it a priority to use her instruction to establish

a strong classroom community where her students would feel secure. Rebecca was awarded a CFE Small Grant Character Education Bonus to help her primary students identify and internalize examples of peace in their homes and neighborhood. Her students took digital photos of peace, read and produced books about peace, practiced conflict resolution strategies and created a classroom mural illustrating the good things happening around them. Reflecting on the project, Rebecca exclaims that “The most amazing result of implementing my project was that students were constantly pointing out examples of peace...One parent told me that her daughter showed her examples of peace and what it is not everywhere they went.”



STUDY GROUPS

Over the past year, Karyn Aguirre, a Social Worker at Jefferson Alternative School, was awarded a Character Education Bonus to lead a Study Group focused on

providing creative strategies for connecting core subjects to Illinois Social Emotional Learning standards (SEL). Karyn’s Study Group, *Partnering for ExSEllence*, provided concrete techniques for engaging students in interdisciplinary projects designed to help identify their strengths and promote positive interpersonal and community interaction. Kelly Anchors, a first-time CFE grant recipient reports, “This grant far exceeded my expectations...Since I teach behavioral and emotionally disturbed students in Englewood, it is difficult to get through lessons in a meaningful way because of the fighting, etcetera. This Study Group has helped me create a safer classroom community that makes learning possible.” Letisha Miller, another first-time Team Member

and 3rd grade teacher, notes, “The Study Group really helped me focus on behavior modifications...and allowed me to work with wonderful professionals who proved to be a support group as I presented various scenarios with students and noted their advice.”



TEACHERS NETWORK LEADERSHIP INSTITUTE FELLOWSHIP (TNLI)

Gale Harris, a 2-8th grade Special Education teacher at Carroll-Rosenwald Specialty

School, is passionate about making sure her special needs students are afforded the same social and academic opportunities as their non-disabled peers. Her Character Education Bonus and the research support provided by the TNLI program, helped Gale obtain insight into the impact of integrating her students with disabilities into the general education classrooms.

110

\$100 Character Education Bonus Grants, including three \$200 TNLI Bonuses

176

Teachers implementing Character Education through these grants

16,309

Students directly benefited

29%

of CFE Lesson Plan Database projects with Character Education focus

While Gail was surprised to find that the full inclusion model may not be the best for all students, such as those with significant social-emotional and medical challenges, her data confirmed that the broad majority of her students actually benefited from participation in the regular education setting. Her data indicated that most of her students adapted appropriately, often working harder to not stand out from their peers. In fact, the results were dramatic in some cases. “Sam was slowly integrated into more academic subjects throughout the year due to the fact that he had such positive behavior changes in math. He learned to ask for help and became instrumental in answering questions, he learned to sit for a 45 minute period without disrupting the class, and no longer was getting into fights or having outbursts.” Gail reflects, “As a result of the TNLI program, my students’ self-esteem has increased and many have proven that they are capable of so much more than was originally thought.”



CHARACTER EDUCATION BONUS

Over the past two decades, CFE programs have played a key role in providing the instructional support and monetary resources needed to develop socially responsible, culturally sensitive individuals, while also meeting their academic needs. Specifically, CFE’s \$100 and \$200 Character Education Bonuses are designed to encourage teachers to holistically incorporate Character Education principles into their instruction and are offered with the majority of our grant programs.

For the fourth year in a row, nearly half of all CFE applicants applied for our Character Education Bonus – emphasizing the overwhelming need and teacher interest in learning and developing curricula designed to nurture the development of caring, socially-conscious students. Bonuses encourage teachers to develop instructional approaches that help students learn to become capable decision-makers, gain self-confidence in their ability to think independently, and understand personal responsibility and the consequences of their actions. As a result of CFE’s Character Education Bonus Grants, teachers and administrators report increases in student attendance and decreases in disciplinary referrals. Interpersonal relationships also improve as teachers incorporate instructional approaches focused on cultivating the social and emotional skills needed to ensure their students’ academic success.

“CFE does such a fantastic job making teachers feel special and valued. The appreciation for what teachers do is so heartfelt and genuine that it makes it all worthwhile.” Maureen Buending

Teachers as Leaders and Learners Annual Workshop

The Chicago Foundation for Education paid tribute to the talent and expertise of exceptional CPS teachers on October 6, 2007 at our 19th Annual Teachers as Leaders and Learners conference. This day-long symposium consists of presentations by over 60 CFE grant recipients of their grant-winning curricular projects, instructional strategies and action research findings. The 2007 event, *Creating and Sustaining Passionate Teaching and Learning*, also featured keynote speaker Robert L. Fried, Associate Professor of Education at Northeastern University and author of critically acclaimed books,

The Passionate Teacher and *The Passionate Learner*. Approximately 437 teachers from across the Chicago area attended. The event also provided resources from local organizations and featured special workshop sessions focused on grant-writing and applying for National Board Certification.

Teacher to Teacher

Our Teacher to Teacher initiative employs a corps of nineteen outstanding CFE grant winners to promote our programs and facilitate grant-writing workshops throughout the year. These workshops offer one-on-one grant writing assistance to teachers who are unfamiliar with CFE’s programs, while providing leadership and professional development opportunities for our selected presenters. These accomplished teachers facilitated approximately 20 workshops in the 2007-08 school year and were instrumental in reaching 633 Chicago Public School teachers.

Teacher Liaisons

Throughout the year, CFE Teacher Liaisons share information and materials about our programs with their schools and encourage colleagues to become involved. Liaisons are Chicago Public School teachers who have previously been involved in our programs and who voluntarily agree to help promote CFE grants and events within their schools. CFE’s Teacher Liaisons have proven to be a tremendous resource by providing a direct link to the teachers whom we are striving to serve. There are currently 95 CFE Teacher Liaisons throughout the city.

Project Outreach

CFE’s Project Outreach initiative utilizes volunteers – one of CFE’s greatest assets – to raise the visibility of our programs across CPS schools. Experienced volunteers assist CFE by making short presentations to promote our programs and increase teacher involvement. Over the coming year, CFE will continue to increase participation at targeted schools to ensure that as many Chicago Public School teachers as possible are able to benefit from our programs.

405

Teachers Impacted by CFE Workshop

18,649

Students Benefiting from CFE Annual Workshop

223

CPS schools assisted by CFE Annual Workshop

147

CFE Lesson Plan Database Projects

2,554

Teachers Utilized CFE Lesson Plan Database

637

Teachers impacted by CFE Grant-writing Workshops



LESSON PLAN DATABASE

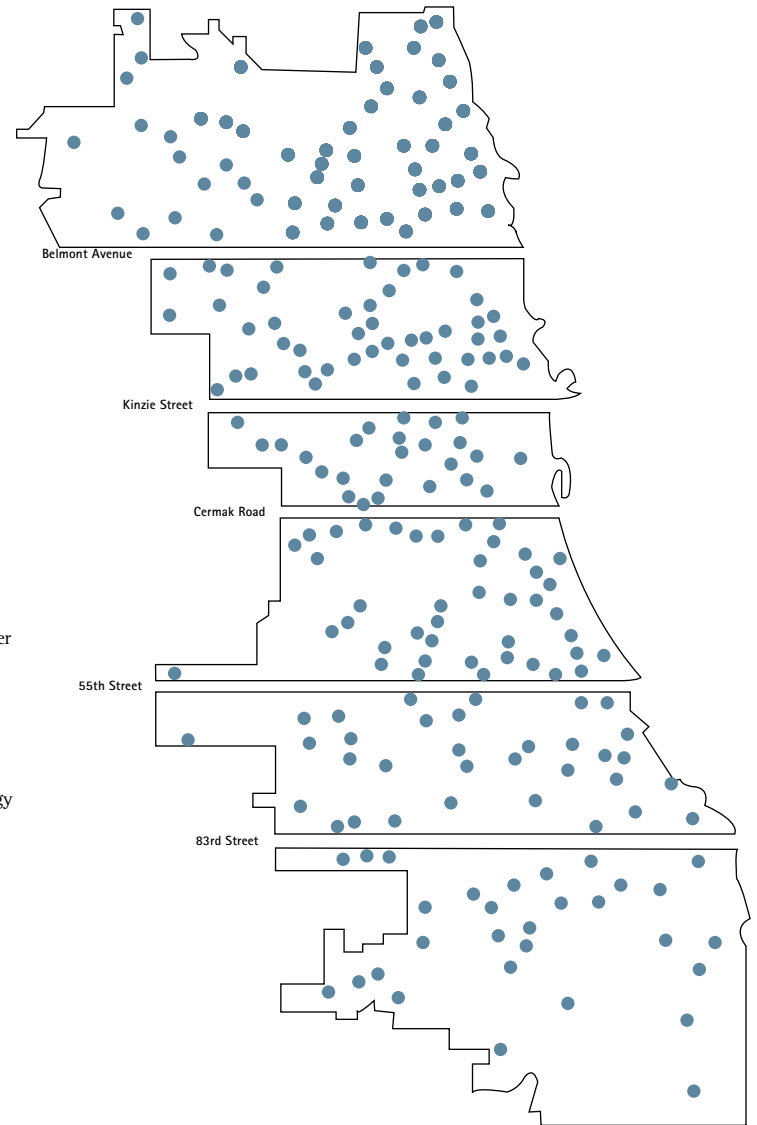
Our online Lesson Plan Database allows educators anywhere to download free step-by-step instructions for implementing our teachers' award winning curricular projects and teaching strategies into their classrooms. Searchable by grade level and subject area, each implementation guide lists IL Academic Standards, objectives, implementation time, key learning activities and denotes projects that have received special CFE "Character Education Bonuses." To date, approximately 147 PreK-12th grade curricular projects and teaching strategies are available through our website. In 2007-08, the database received approximately 8,000 visits, whereas previously these curricular ideas were available only to the few hundred teachers who attended our annual Workshop or participated in our Study Group program. The only clearinghouse of its kind of locally developed best practice, CFE's Lesson Plan Database has dramatically improved our outreach efforts to involve new individuals in our programs. CFE was awarded the prestigious 2008 *Lumity Technology Leadership Award* for this innovative use of technology to benefit teachers.

| | | | |
|---|---|---|--|
| Louis A. Agassiz Elementary School | Pablo Casals Elementary School | Christian Ebinger Elementary School | Victor Herbert Elementary School |
| Chicago High School for Agricultural Sciences | Bartolome de las Casas Charter | Edgebrook Elementary School | Theodore Herzl Elementary School |
| Alain Locke Charter Academy | Salmon P. Chase Elementary School | Thomas A. Edison Regional Gifted Center | William G. Hibbard School |
| Albany Park Multicultural Elementary School | Cesar E. Chavez Multicultural Academic Center | Robert Emmet Elementary School | Rufus M. Hitch Elementary School |
| Ames Middle School | Chavez Upper Grade Center | Evergreen Academy Elementary School | Thomas Hoyne Elementary School |
| Amundsen High School | Chicago High School for Agricultural Sciences | Medgar Evers Elementary School | Gurdon S. Hubbard High School |
| Hans Christian Community Elementary School | Chicago Academy Elementary School | Educating eXceptional Children at Every Level (EXCEL) | Edward N. Hurley Elementary School |
| Ariel Elementary Community Academy | Choir Academy Charter School of Chicago | Laughlin Falconer Elementary School | Inter-American Magnet School |
| Philip D. Armour Elementary School | Walter S. Christopher Elementary School | Michael Faraday Elementary School | Irving Park Middle School |
| Armour Branch | CICS - Avalon/South Shore Campus | James B. Farnsworth Elementary School | Andrew Jackson Language Academy |
| George B. Armstrong International Studies Elementary School | CICS - Basil Campus | Enrico Fermi Elementary School | Friedrich Ludwig Jahn World Language |
| Ashburn Community Elementary School | CICS - Bucktown Campus | William F. Finkl Elementary School | Nancy B. Jefferson Alternative School |
| Aspira - Haugan | CICS - Prairie Campus | John Fiske Elementary School | Edward Jenner Academy of the Arts |
| John J. Audubon Elementary School | CICS - West Belden Campus | Franklin Elementary Fine Arts Center | Jensen Scholastic Academy |
| Newton Bateman Elementary School | George Rogers Clark Elementary School | Frazier Preparatory Academ Magnet School | Vernon Johns Community Academy |
| Daniel Carter Beard Elementary School | Henry Clay Elementary | Carlos Fuentes Campus Charter | Scott Joplin Elementary School |
| Edward W. Beasley Magnet Academic Center | Grover Cleveland Elementary School | Robert Fulton Elementary School | Jordan Community School |
| Jean Baptiste Beaubien Elementary School | DeWitt Clinton Elementary School | Galapagos Charter School | Joseph Jungman Elementary School |
| Alexander Graham Bell Elementary School | Chicago Math and Science Academy | Stephen F. Gale Community Academy | Gerald Delgado Kanoon Magnet School |
| Frank Bennett Elementary School | Johnnie Colemon Elementary Academy | Galileo Math & Science Scholastic Academy | Annie Keller Regional Gifted Magnet School |
| Robert A. Black Magnet Elementary School | Columbia Explorers Elementary Academy | Matthew W. Gallistel Elementary Language Academy | Joseph Kellman Corporate Community Elementary School |
| James G. Blaine Elementary | Christopher Columbus Elementary School | Matthew Gallistel Branch | Kate S. Kellogg Elementary School |
| Blair Early Childhood Center | John C. Coonley Elementary School | John W. Garvy Elementary School | Thomas Kelly High School |
| Daniel Boone Elementary | Daniel J. Corkery Elementary School | Joseph E. Gary Elementary School | Kenwood Academy High School |
| Edward A. Bouchet Math & Science Academy | Crown Community Academy of Fine Arts | William C. Goudy Elementary School | Joyce Kilmer Elementary School |
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| Milton Brunson Math & Science Specialty Elementary School | Ana Roque de Duprey Elementary School | Walton Q. Gresham Elementary School | Jean de Lafayette Elementary School |
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| Andrew Carnegie Elementary School | Frederick Douglass Academy | Robert Healy Elementary School | Henry D. Lloyd Elementary School |
| Charles Carroll-Rosenwald Specialty Elementary School | John B. Drake Elementary School | Charles R. Henderson Elementary School | Alain Locke Charter Academy |
| Rachel Carson Elementary School | John Foster Dulles Elementary School | Thomas A. Hendricks Community Academy | James Russell Lowell Elementary School |
| | Dunbar Vocational Career Academy | Patrick Henry Elementary School | Rodolfo Lozano Bilingual Elementary School |
| | John F. Eberhart Elementary School | | |

Mary Lyon Elementary School
 Francisco I. Madero Middle School
 Jacques Marquette Elementary School
 John L. Marsh Elementary School
 Horatio May Community Academy
 Benjamin E. Mays Academy
 Sharon Christa McAuliffe Elementary School
 Cyrus H. McCormick Elementary School
 John T. McCutcheon Main Elementary School
 James B. McPherson Elementary School
 Joseph Medill Elementary School
 Ralph H. Metcalfe Math & Science Community Academy
 Arnold Mireles Elementary Academy
 Ellen Mitchell Elementary School
 James Monroe Elementary School
 Moses Montifiore Special Elementary School
 Bernhard Moos Elementary School
 Bernhard Moos Elementary School
 Donald L. Morrill Math & Science Elementary School
 Wolfgang A. Mozart Elementary School
 Mt. Greenwood Elementary School
 Mt. Vernon Elementary School
 John B. Murphy Elementary School
 Phillip Murray Language Academy
 Namaste Charter School
 National Teachers Elementary Academy
 Jane A. Neil Elementary School
 Louis Nettelhorst Elementary School
 New Field Elementary School
 William K. New Sullivan Elementary School
 Walter L. Newberry Math & Science Academy
 Nicholson Math and Science Elementary School
 Florence Nightingale Elementary School
 William Penn Nixon Elementary School
 Alfred Nobel Elementary School
 North River Elementary School
 William B. Ogden Elementary School
 Isabell C. O'Keeffe Elementary School
 Oriole Park Elementary

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 Josefa Ortiz de Dominguez Elementary School
 James Otis Elementary School
 Jessie Owens Community Academy
 Ignance Paderewski Learning Academy
 John M. Palmer Elementary School
 Francis W. Parker Community Academy
 Francis Parkman Elementary School
 Passages Charter School
 Louis Pasteur Elementary School
 Elizabeth P. Peabody Elementary School
 Ferdinand W. Peck Elementary School
 Helen C. Peirce School of International Studies
 William Penn Elementary School
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 Pershing West Middle School
 Mary Gage Peterson Elementary School
 Brian Piccolo Specialty School
 John T. Pirie Elementary School
 Polaris Charter Academy at Morse
 Portage Park Elementary School
 Adam Clayton Powell Elementary School
 Powell Branch - St. Bride
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 A. N. Pritzker Elementary School
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 William H. Ryder Elementary School
 Albert R. Sabin Magnet School
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 Sauganash Elementary School
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 Friedrich von Schiller Middle School
 George Schneider Elementary School
 Franz Peter Schubert Elementary School
 Austin O. Sexton Elementary School

William T. Sherman School of Excellence
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 Washington D. Smyser Elementary School
 South Loop Elementary School
 Charles P. Steinmetz Academic Centre
 Stevenson Middle School
 Graeme Stewart Elementary School
 Frederick Stock Elementary School
 Joseph Stockton Specialty School
 Stone Scholastic Academy
 Harriet Beecher Stowe Elementary School
 Charles Sumner Math & Science Community Academy
 Elizabeth H. Sutherland Elementary School
 George B. Swift Specialty School
 William Howard Taft High School
 Mancel Talcott Elementary School
 Henry O. Tanner Elementary School
 Tarkington School of Excellence
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 Lyman Trumbull Elementary School
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 James Ward Elementary School
 George Washington Elementary School
 Harold Washington Elementary School
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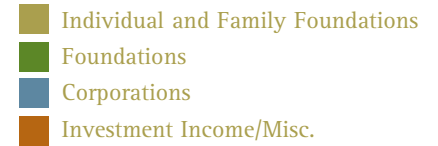
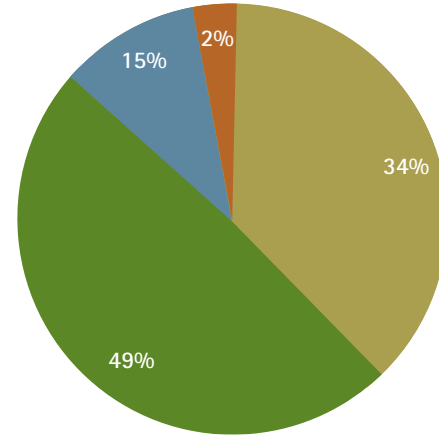
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| | |
|-----------------------------------|------------------|
| Individual and Family Foundations | \$305,631 |
| Foundations | \$436,994 |
| Corporations | \$138,000 |
| Investment Income/ Misc | \$19,927 |
| Total Income | \$900,552 |

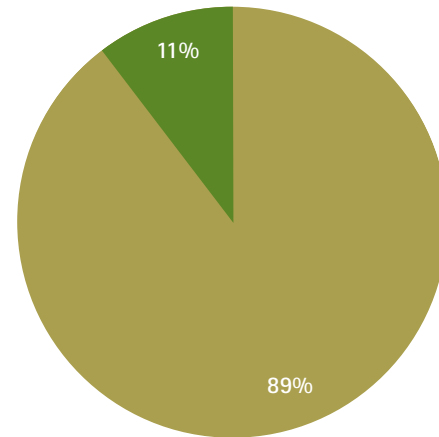


INCOME SOURCES

| | |
|-----------------------------------|-----|
| Individual and Family Foundations | 34% |
| Foundations | 49% |
| Corporations | 15% |
| Investment Income/ Misc | 2% |

EXPENSES

| | |
|---------------------------------------|------------------|
| Small Grants | \$268,976 |
| Fund for Teachers | \$226,412 |
| Study Group Grants | \$212,804 |
| Teachers Network Leadership Institute | \$73,326 |
| Administrative/Fundraising | \$96,006 |
| Total Expenses | \$877,524 |



EXPENSES

| | |
|----------------------------|-----|
| Program Expenses | 89% |
| Administrative/Fundraising | 11% |

Complete and final financial statements and auditor's report for fiscal year ending June 30, 2008 are available from CFE. Volunteers allow CFE to run efficiently with 89% of its operating income going directly to program activities.

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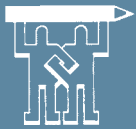
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