

1: No Child Left Behind???: Annotated Bibliography

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

The union was founded in Chicago in 1871, with Margaret Haley credited as its founder and first leader. By 1875, AFT had local affiliates and a membership of approximately 11, teachers, which amounted to 1. Facing opposition from politicians and boards of education, membership in AFT declined to 7, by 1878. During this period, the organization had little impact on local or national education policy. During the 1880s, AFT, whose members had historically been primary school teachers, saw influential college professors join the union. By 1885, AFT had a membership of 42. The 1890s and 1900s also saw numerous teacher strikes, including 1, strikes involving more than 1, teachers between 1890 and 1900. AFT membership was 59, in 1895, in 1900, and in 1905. He served in this role until his death on February 22, 1905. Shanker was an early advocate of charter schools. On July 14, 1995, Randi Weingarten was elected to succeed him. In September 1995, she announced the launch of the AFT Innovation Fund, a union-led, private foundation-supported effort to provide grants to AFT unions to develop and implement innovations in education. About 95 percent of political donations from teachers unions have gone to Democrats. The plaintiffs argued that unions were violating their constitutional right to free speech by forcing them to either support union-favored causes and candidates or lose access to important job benefits such as disability and life insurance. Unions will, subsequently, need to gain the affirmative consent of individual teachers before enrolling them in the union. Activities Race relations The AFT was one of the first trade unions to allow African-Americans and minorities to become full members of their trade union. In 1945, the AFT called for equal educational opportunities for African-American children, and in 1954 called for the social, political, economic, and cultural contributions of African Americans to be taught in the public schools. Supreme Court desegregation case *Brown v. Board of Education*. In 1957, the AFT expelled all locals that refused to desegregate. This resulted in the loss of over 7, members.

2: American Federation of Teachers - encyclopedia article - Citizendium

AMERICAN FEDERATION OF TEACHERS (AFT) is a national union headquartered in Washington, D.C., and is affiliated with the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). The AFT was founded in April by teachers in Winnetka, Illinois, and chartered by the AFL on 9 May

Margaret Haley was born in Joliet, Illinois, of working-class Irish immigrant parents and she attended local rural schools. She continued her education at local teacher training institutes where she learned principles of the "new education" that rejected old-fashioned rote memory learning and promoted problem solving and close analytical work. Early Career At the end of her fifth year of teaching, Haley made a further commitment to her education by registering for a four-week summer session at the Normal School at Illinois State University where she studied under leading proponents of Herbartian curriculum theory. Her favorite teacher was Edmund Janes James, a scholar of education and economics whose research interests included the labor movement, tax reform, and school finance. In Haley moved with her family to Chicago, and from to she taught sixth grade in an elementary school in the Stockyards district. Along with his influential ideas about pedagogy, Parker believed that the individual classroom teacher needed to have the authority of a policymaker—a novel role for female elementary schoolteachers. From these varied educational experiences in different parts of the Progressive education movement, Haley learned about the importance of academic freedom, the professional role of the teacher, and the value of shaping the school as a community. For sixteen years, Haley taught sixth grade in the Hendricks school in the heart of the poverty-stricken meatpacking district of Chicago. The Chicago Teachers Federation In Haley joined the Chicago Teachers Federation, which was recently organized by a group of women elementary teachers to defend a legislative attack on a newly instituted pension law. Haley quickly molded the federation into a powerful political force in Chicago politics. Under their leadership, the federation developed a weekly news bulletin, teacher education programs, and a well-oiled political organization of teachers across the city. With the federation, Haley consistently advocated for a stable pension plan and tenure laws, arguing that the single women who made up the bulk of the elementary teaching staff were in particular need of job and pension security. She battled repeated attacks on federation authority in the state house, and directed a relentless publicity campaign that kept the federation in the public eye. In the federation became Local 1 of the newly formed American Federation of Teachers. In she became the first woman and first elementary school teacher to speak at a public forum of the NEA, and she promoted the reorganization of NEA elections to facilitate the election of candidates who were women classroom teachers. In her notorious speech before the NEA, "Why Teachers Should Organize," Haley laid out her reform proposals not only for the organization of protective unions for teachers, but also for an expanded notion of teacher professionalism that included the opportunity to develop progressive pedagogy, improve educational practice, and promote the democratic participation of teachers in school administration. Yet male-dominated labor groups also marginalized Haley and her teachers, holding them out as white collar feminized workers who threatened the solidarity of the industrial working class. As a broader teacher union movement grew in the s, Haley was left behind by other groups that sought to include secondary teachers, male teachers, and teachers of color. In a city law prohibiting teachers from joining labor unions forced Haley to withdraw the federation from the Chicago Federation of Labor. In her long-time colleague Catharine Goggin was killed in a traffic accident. Jealously guarding the authority of the federation, Haley refused to merge with the new groups. To younger teachers, she may have appeared an outdated bossy spinster of a previous century. Although Haley was a swaggering giant in Chicago and educational politics, in physical appearance she was a petite and stylishly attired woman. Haley could disarm her opponents by her quick wit and charm that she used to maneuver loyalties among city, labor, and education officials. Margaret Haley never married, and she left almost no personal records with which historians could describe her private life. Clearly, however, she led an intense and peripatetic life in which her professional life doubled as her private life. Throughout her career with the Teachers Federation, she lived with various women federation members, including Goggin. Her few recorded words of personal affection are about her parents and her five younger brothers and sisters, with

whom she felt a deep affection and almost mystical connection throughout her life. She died January 5, , at age
She is buried next to her sister Eliza, a fellow teacher and federation member, in Joliet.

3: American Federation of Teachers - Wikipedia

The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities.

Additionally, most unions suffer decertifications. They are not usually noteworthy unless otherwise discussed, which the section on FMPR did not do. And external link should not provide more information; that information should be in the article itself. An external link should link to the person or organization discussed, or to a site which discusses the topic in far more depth or technical detail that is appropriate for a general encyclopedia such as Wikipedia. These links did not, IMHO. AFT participates in many such campaigns. Why does this one get notice? And why should any of them be mentioned? Otherwise, I would remove this section. This is an encyclopedia article, not an advertisement for everything AFT does. Is the notice about the shared governance statement also necessary? But it should be linked to the "story" of the article rather than just hanging out there, in the middle. Why this one statement? Why this one statement, not others? Ditto for the CCC bit. Unobtrusive or not, interesting or not, neither belong. It is an important topic and one that a number of organizations are concerned with both domestic and abroad. The article itself leans so much toward a labor emphasis, I think it balances the article and emphasizes an aspect of higher educational organization important to labor unionizing in universities. Maybe more about policy statements in general could also be added to the article. I think it is unobtrusive and relevant information. Does it bother you that much? Perhaps the higher ed statement is important for other reasons such as to higher ed policy makers. If so, then perhaps a separate article should be written on governance in higher education, and the details provided there in context, with other policy positions from other unions and organizations. Businesses, unions, authors, filmmakers: They all and others have tended to bloat up WP articles with self-promoting "stuff. So yeah, it bothers me that much. Beyond this, I simply feel that providing the information and creating connections between articles is important. It provides a convenient and useful collaborative bridge for learning. I have shortened it and hope that it can be worked into the article in some way, but am not so stubborn that I cannot see another point of view if you really think it should be deleted. Thanks for the dialogue. The article should concern itself with the reorganization of these sections. The article does talk about the founding of the AFT. The UFT article itself should be much bigger and detailed, I agree. Then the article shifts back to the growth of the union beyond the UFT founding. I just worked there for 10 years and know a lot about it, so I contributed heavily. By no means do I mean to intrude into your work in any way. I can offer suggestions if you like. It seems to me that the introduction to the article is good, and the early history is good, but I think most of the growth could be improved upon by clarifying the UFT and subsequent history. Many of the details seem to be random facts. Perhaps the article could be reworked by reorganizing the major ideas and working some of the details into a timeline. I believe this could be done in four steps. Briefly introducing some of the history of the UFT into the early history. Deleting the section on political and civil rights activities to say something more concrete about their activities with the creation of the UFT maybe opening up the opportunity to discuss important policies. Provide a coherent transition into the strike and expansion from the creation of the UFT. Taking all the random dates in the history and making a comprehensive timeline to leave a coherent article. I would be more than happy to work with you on the article. I am an agreeable individual and easy to get along with. Unsigned comment by User:

4: American Federation Of Teachers | www.enganchecubano.com

The American Federation of Teachers; A Short Annotated Bibliography. Haynes, Donald Literature that is available in high school, small college, and county libraries is collected in this annotated bibliography on the American Federation of Teachers (AFT).

The link is intended to provide information about what Annual Yearly Progress AYP is and it is also provides potential overhauling ideas that are fundamental to the success and overall purpose of No Child Left Behind. This source is intended to be read by any and all current and future educators. The site allows public access to the basic information so they can be better informed about the specific details of AYP. The only discrepancy in the source is the fact that there is no author listed. Even though the source comes from the American Federation of Teachers, it would still be beneficial to see an author so it would be clearer if the source was completely credible. This source is intended to show the difference of expert opinions regarding the reauthorization of the No Child Left Behind Act. It presents the points of view that candidates for the election had for the act. Some were in favor of the act, while others felt that the act should be scrapped. An interesting point about the author is that he is affiliated with Ypsilanti Michigan. Bracey holds a Ph. D in research psychology from Stanford which suggests that he knows how to research. The credibility of the source also seems to be a slight discrepancy in the fact that although Bracey is an experienced researcher, his lack of degree in politics could bring into question how valuable this source actually is. The intended audience for this report is people who are training to be educators and also current educators. It shows what in the educational system has changed since the passing of the act. This report will serve to be helpful to my research by providing facts on how education has been directly affected from No Child Left Behind. This article focused primarily on the aspect of how we go about training teachers that can positively impact the educational experience of students. Instead of being a typical research article, this source is actually a speech given at a luncheon hosted by the Journal of Gender, Race, and Justice. Since clay graduated with a law degree from Harvard, it is safe to say that this source has information that is highly credible to teachers. I would recommend this source to anyone who is training to become a future educator because there are issues addressed in the course of this document that will come up everyday on the job. Quality teachers are a necessary part of education and a requirement under No Child Left Behind. This article has the focus on how to go about testing music education under the No Child Left Behind Act. Arguments are brought forth suggesting that high stakes testing should take place as it does within the core curriculum subjects such as math and English. The intended audience for this source is any current music educator or any person that is studying to become one. This article has a significant personal importance for me because of the fact that I am training to become a music educator. Since Fisher is an Assistant professor of Choral music Education at the University of Central Arkansas, what he has to say as an educator is valuable to future music educators. The ideas brought forth will help me to decide how I should asses the progress of my future students and will also perhaps help out any future educators who read this body of research. Politics, Pressure, and Educational Reform. It is stated that No Child Left Behind has lead to an upset in balance of power related to educational reform within the individual states. The intended audience for this article is people who are currently educators and also individuals who are studying to be educators. Since Fusarelli holds degrees in both in government and educational administration, his opinions and research should be viewed as credible. This article will also prove useful in my research to helping to identify problems with the No Child Left Behind Act. Educational Malpractice Litigation for the 21st Century. It explains the background of the act as well as the essential particulars of the act. This source would also prove to be not only beneficial, but also credible because of the fact that Henry holds a law degree from the University of California Berkley. There are, in my opinion, multiple audiences that would benefit from reading this article. First of all, any current or future educator would benefit from the basic information of No Child Left Behind. The article would also prove useful to any person running for any type of government position as education continues to be a hot topic of discussion. This source will be helpful to my research in the sense that it provides basic information about No Child Left

Behind which is essential to know as a future educator as previously stated. What are the Costs? Will we realize any benefits? It also shows what each of the individual states require in order to be meeting the standards for No Child Left Behind. Since Mathis teaches educational finance at the University of Vermont, this resource is geared mainly towards the costs of implementing No Child Left Behind into the public schools. I also reached the conclusion that even though the law is in place to make sure all students have a fair and equal chance, the poorest and the most-needy of children are often the ones to get left behind. This source like many of the other ones included in this annotated bibliography places a heavy emphasis on what has gone wrong with the No Child Left Behind Act. It provides insight as to the problems with the current strategies of No Child Left Behind, mainly standardized testing in the public schools. The intended audience for this source is once again, current and future educators. Other potentially interested audiences might be anyone who is running for a public office. Since this source has many different authors and two different editors, it is hard to tell what information is credible and what information was changed. This source will serve the purpose of providing information on how experts believe education has been negatively effected by No Child Left Behind. This source comes straight from the United States Department of Education. This is a guide preceded by an official letter that better help parents prepare their children outside of the school setting to be successful under the standards of No Child Left Behind. The author of the letter was Rod Paige, the Secretary of Education back when this guide was put into the public domain which means that this letter is very credible. The obvious intended readers for this source are parents that have students in the public schools. This source would also prove to be useful in my opinion to current and future educators as a means of helping out the parents of their students. This source is useful to my research because it provides information directly from the Department of Education on how to prepare students outside of the classroom, which addresses the third purpose of my proposed body of research. This source is intended to show the negative aspects of the No Child Left Behind Act in the Public School setting, especially in inner city public schools. The article shows how some of the consequences that are brought forth against schools that do not meet the standards of No Child Left Behind over the course of more than one year all the way up to five years. The intended audience for this source is the general public as well as educators in the public school system. The general public can include parents and future educators. This source will be useful to my research because it describes in detail what happens when schools show evidence that they are not meeting the standards of No Child Left Behind.

5: American Federation of Teachers Historical Collection | The Minneapolis Collaborative Plan

Since its foundation in the American Federation of Teachers has been vital in the development of American education. Its contribution to better salaries, professional recognition for teachers, and improved schools has been immeasurable.

In 1897, it affiliated with the Chicago Federation of Labor making it the first teacher group in the United States to join a central labor body. Chicago teachers believed that they should be a part of the labor movement. Fourteen years later, the CTF promoted a national movement. They met in order to form a new national union: Beginning in 1916, there were allegations of communist infiltration in some locals which resulted in the AFT suspending the charters of three locals after an investigation and recommendation by the AFT executive council. During World War II, the AFT would rally for war bonds, war relief, and air-raid programs that were a part of the daily life for most members. After the war, there were many strikes from the teachers asking for better working conditions and better salaries. In 1945, the union became more active with the civil rights movement. It had stopped chartering segregated locals and filed an amicus curiae brief in the historic Supreme Court desegregation case *Brown v. Board of Education*. Then in 1957, the AFT expelled all the locals that refused to desegregate. In the 1960s, it participated in voter registration drives in the South. Two years later, the UFT won their first comprehensive teacher contract in the country. The events in New York City expanded to over teacher strikes throughout the country resulting in better pay and better conditions for thousands of teachers. The result was an explosive expansion of the national AFT. It would grow from 60,000 members in 1960 to more than 1,000,000 by 1980. The 1970s also saw the first major strike by AFT-represented university professors in the United States. During the 1980s, the AFT fought tuition tax credits and tried to restore funds for urban schools. Then in 1990, the AFT established a health care division and in 1995 created a division for local, state, and federal employees. The AFT expanded to take on issues such as health care costs, privatization, state and local budget analysis, and more. The 1990s brought about an international agenda. This support to Chile played a major role in ridding the Chile government of their dictator in 1990. Fifteen AFT members were on hand to monitor the first free and democratic elections in South Africa in 1994. Throughout the 1990s, the AFT would continue as a powerful and persuasive voice for higher academic achievement and excellence. This was to establish clear standards for what many students should know and what they should be able to do. In the 2000s, the union would welcome new members in thousands of job titles such as part-time college faculty, graduate employees, psychologists, forensic scientists, environmental engineers and many more. Now, the members of the AFT continue to uphold the proud traditions on which the union was created. The union continues to rally to the right causes, anticipate and shape changes that lie ahead and contribute to the social good. Senators trying to urge Congress to support health care reform based on key principles that the AFT has outlined. AFT members made more than 1,000 calls during the day they protested. The AFT plans to continue working hard for a unified health care plan for all of school employees. The AFT leadership believes that the principles and goals of the law can not be met without changes in the law or without proper and necessary funding. The AFT takes a hard stance on child labor laws. Every day, more than 100 million children worldwide are forced to work long hours for little to no compensation, often placing themselves in physical danger in the process. The AFT believes that every child has the right to a high-quality education as a basic human right. It provides a unified voice for protecting children and ending child labor exploitation, both in the United States and internationally. As part of their mission, the Coalition develops informational and educational resources for both the public and private sectors to combat child labor abuses and promote progressive initiatives and legislation. Organizational structure The American Federation of Teachers has more than 3,000 local affiliates nationwide, 43 state affiliates, and more than 1,000 international affiliates. The AFT advocates public education policies, including high academic and conduct standards for students and greater professionalism for teachers and school staff; excellence in public service through cooperative problem-solving and workplace innovations; and high-quality health care provided by qualified professionals. The AFT elects officers that are to represent and govern the organization. These meetings attract around 3,000 educators from around the country. Current elected leaders are president Randi Weingarten, secretary-treasurer Antonia Cortese, executive vice president Lorretta Johnson; they are assisted and advised

by a member executive council. Board of Education On May 17, there was a unanimous decision regarding Brown vs. Separate educational facilities are inherently unequal. The southern states also began passing legislation that imposed sanctions on anyone who desegregation schools, authorized plans to close schools, and disbursed public funds to send kids to private schools. The ruling became known as Brown I, because a year later the Supreme Court completed another case ruling in Brown II, which ordered the states to comply with Brown I "with all deliberate speed. Board of Education, most states stalled their efforts to desegregate. When the 14th Amendment was ratified in , there was very little government regulation of education, so the wording and intention of this amendment did not affect public schooling. Chief Justice Warren knew that a unanimous decision on the Brown case was crucial if Southern states were going to comply. It took months to win over the two of the judges, which came only after a major compromise was reached: This compromise may have come for the AFT submitting a brief to the U. Supreme Court in calling on the court to consider the broader arguments for ending segregation in schools: First was "The strengthening and preservation of democratic society demands an educated citizenry. Albert Shanker took charge of the strikes in Ocean Hill. He took a stance in demanding the reinstatement of the Ocean Hill-Brownsville educators. He led New York City teachers out on strike not once, but three times in the fall of , shutting down the public schools for a total of 36 days. Over the next three decades, Shanker would become heavily involved in organized labor for American education. In , he was elected president of the American Federation of Teachers. Public perception and controversies.

6: Talk:American Federation of Teachers - Wikipedia

The American Federation of Teachers (AFT) is the second largest teacher's labor union in America (the largest being the National Education Association).The union was founded in Chicago in , with Margaret Haley credited as its founder and first leader.

7: Library Resource Finder: Location & Availability for: An American Federation of Teachers bibli

Since its foundation in the American Federation of Teachers has been vital in the development of American education. Its contribution to better salaries American Federation of Teachers Bibliography: Archives of Labor and Urban Affairs, Wayne State University: Detroit.

8: American Federation of Teachers Historical Collection | A Teacher Guide to Peer Review

GOV Annotated Bibliography 1."American Federation of Teachers." www.enganchecubano.com The Center for Responsive Politics, n.d.,.Accessed 17 Oct. The section on the American Federation of Teachers on www.enganchecubano.com answers many of the questions in Part II of the term paper.

9: A Bibliography on Teacher Public Sector Unionism | LAWCHA

The American Federation of Teachers was founded in as a labor union for teachers. It represents more than million members in nearly 3, local affiliates nationwide and 43 state affiliates.

Deep-sea fungi Chandralata Raghukumar and Samir Damare These Rule France Blackstones guide to the criminal justice and immigration act 2008 Readings on Color, Vol. 1 Peace Valley aquatic recreation area Best world songs piano notes Reports on the property of the Canada Lead Mining Company Large-time behavior of solutions of linear dispersive equations Our God Is a Blessing God with CD (Audio) Andrea Buchanan, misconceptions Mastering Access Made Easy The Contingent Object of Contemporary Art 2008 National Renovation Insurance Repair Estimator (National Renovation and Insurance Repair Estimator) Surly cow displays no remorse Corruption and reform in India Cahiers Du Cinema: 1973-1978 The school board members manual The Muslims Aslam Abdullah Folding their gowns International Baccalaureate Diploma Programme Model description The man and the spirit of the age. Labor law in contractors language V. 1. Polyxena, from the / Julie and Romeo get lucky Jeanne Ray. Gods voice crying to the inhabitants of Weymouth, and the neighbouring towns First world war history II. Orations on occasions of public deliberation (cont. Orations of Aeschines and Demosthenes. Sydney Smith English Men Of Letters Think like a billionaire trump Methodism in the State of Pennsylvania, as represented in state convention Value, its measurement, design, and management Basic concept of human rights Career development theory and process. Settlement service provider list The actual source of hope : the duty of humanity The American Experiment Volume II Since 1865 Solidworks 2011 for designers Time Out Miami and the Florida Keys English proverbs with tamil meaning