

Materials Overview: Extended Time for Student Learning and Teacher Collaboration

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This section includes materials related to labor-management collaboration around extended time for student learning and teacher collaboration. Interviews were conducted with stakeholders from Chelsea, Massachusetts; Oklahoma City, Oklahoma; Revere, Massachusetts; and Tulsa, Oklahoma. District materials (e.g., contracts, Memoranda of Understanding, other agreements) were collected from websites or through personal contacts. Specific materials include:

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- (See section on Teacher Evaluation for more materials on Tulsa)

Other Resources to be Available for Download from www.WestEd.org/schoolturnaroundcenter/labormanagement

- The Core Academic Learning Time Committee. (2003). *Time and learning project: Final report*. Poway, CA: Poway Unified School District.
- The Core Academic Learning Time Group. (2002). *Review of the literature on “time and learning.”* Poway, CA: Poway Unified School District and Poway Federation of Teachers.

¹ National Center on Time and Learning & Massachusetts 2020. (2010). *Background on Massachusetts 2020, the*

National Center on Time & Learning and the movement to expand learning time in America. Unpublished document.

² National Center on Time and Learning & Massachusetts 2020. (2009). *Primary issues to be considered when negotiating Massachusetts extended learning time (ELT) agreements*. Unpublished document.

³ Crawford, M. (2008). Think inside the clock. *Phi Delta Kappan*, 90(4), 251-255.



Background on Massachusetts 2020, the National Center on Time & Learning and the Movement to Expand Learning Time in America

Background

The seminal 1983 report, a *Nation at Risk*, represented the first national call to modernize the American school calendar to better prepare students for the challenges of the 21st Century. The acceleration of the charter school movement in the 1990s launched a new era of innovation where some of the highest performing charter schools (e.g. KIPP) added up to 60% more time for the high-poverty students they served. In recent years, high-performing states, most notably Massachusetts, have launched efforts to bring this innovation to traditional district schools.

In March 2009, while delivering his first education speech as President, President Obama outlined his vision for education and his concern that our schools were not internationally competitive. “We can no longer afford an academic calendar designed when America was a nation of farmers,” he said. The Administration acted on this concern by dedicating \$3.5 billion in ARRA funds and requiring “increased learning time” as one of the key reforms necessary to turn around low performing schools across the United States.

The Massachusetts Expanded Learning Time Initiative

In the fall of 2006, Massachusetts became the first state in the nation to implement a statewide initiative to dramatically expand the school calendar in traditional public schools. Ten schools in five districts implemented a new school day adding approximately two extra hours a day for all students. Over the past four years, the Expanded Learning Time (ELT) Initiative has grown. In school year 2010 - 2011, 19 schools in 9 districts across the Commonwealth, serving more than 10,500 students, are participating. These schools compete for state funds in the amount of \$1,300 per child. All ELT schools are required to add 300 hours to the school schedule (roughly 25% more time). Districts and schools can choose how to add time—to the school day or year or both. Most have chosen longer days. The added time must focus on three areas: (1) core academics; (2) enrichment programming—often provided by community partners; and (3) time for teachers to meet, plan, review student data and participate in professional development. Each school is required to develop a 3-year performance agreement with the Massachusetts Department of Elementary and Secondary Education.

In addition to the original policy development, over the last five years Massachusetts 2020 has formed a unique public-private partnership with the Massachusetts Department of Elementary and Secondary Education (DESE) to support the implementation of the initiative. The DESE sets demanding criteria for participation and selects qualifying schools based on the strength and viability of their redesign proposals, administers the grant programs, and oversees an independent evaluation of the initiative. Massachusetts 2020 provides technical assistance to redesign the schools with more time and stronger education outcomes. Through reports, data analysis, videos and case studies Massachusetts 2020 has documented promising practices across the school network. Working closely with the Governor’s office and the legislature, Massachusetts 2020 also helps to secure ongoing funding for the schools.

Promising Results in Expanded Learning Time Schools

Outcomes data from the Massachusetts Expanded Learning Time Initiative is promising. On 2010 MCAS tests¹, students at ELT schools demonstrated clear gains in achievement with particularly impressive results in school with four years of implementation. These schools have closed the achievement gap with the state by approximately 15 percent in ELA and science, and nearly 33 percent in math.

In addition, ELT schools are outperforming the state's other high-poverty schools in improving student achievement in math and ELA. Nearly 40 percent of ELT schools have been identified as High-Growth schools in math and 25 percent of ELT schools are identified as such in ELA, compared to 25 percent of the state's high-poverty schools in math and 11 percent in ELA.²

National Center on Time & Learning (NCTL)

In October 2007, with the support of several national foundations, the leadership of Massachusetts 2020 launched a national operation, the National Center on Time & Learning (NCTL). Through research, policy and technical assistance, NCTL supports national, state, and local initiatives to add more school time and improve educational outcomes for students.

In December 2009, NCTL published a report documenting the movement to expand time across the country. Over 650 schools were identified (3/4 were charter schools). Each school had expanded their school schedule for the explicit purpose of closing the academic achievement gap. Preliminary data analysis also found promising outcomes across expanded-time schools.

State and District Momentum to Expand School Time

Over the last three years state and local leaders across the country have asked NCTL for support as they consider options for increasing school time. In addition to schools in Massachusetts, NCTL has provided technical assistance to districts and schools in Delaware, Rhode Island, Alabama, Oklahoma, Colorado, and Hawaii.

NCTL has an expansive knowledge capture operation where we are studying high-performing expanded time schools across America. NCTL will soon be releasing a case study on the experiences of several districts, including Pittsburgh, Buffalo and Volusia County, Florida, where groups of low-performing schools have implemented increased time over the last three years.

NCTL is working with states to utilize the education funding in the American Recovery and Reinvestment Act (ARRA) to implement "increased learning time" effectively. In the last several months, NCTL has partnered with state leaders in Massachusetts and Delaware to provide technical assistance sessions on promising practices to "increase learning time" in all of the School Improvement grant-funded schools. Session topics have included: *Maximizing the Effectiveness of The Time You Already Have* (NCTL has a tool to help schools track time use); *Using Increased Learning Time for Individualized Instruction and Tiered Support*; *Using Adaptive Technology and Increased Time to Drive Student Gains*; and *Using Teacher Collaboration Time to Improve Student Achievement*. NCTL is also partnering with WestEd to support states, districts and schools in the west. As well, NCTL is forming a network of districts across the United States interested in learning and sharing best practices in school time reform.

¹ Massachusetts Department of Elementary & Secondary Education, 2010 MCAS State Test Results, <http://www.doe.mass.edu/mcas/results.html>.

² High-growth schools are the top quintile of all schools in MA as determined by their student-growth percentiles. Student Growth Percentiles are "a measure of student progress that compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar achievement profiles". <http://www.doe.mass.edu/mcas/growth/StateReport.pdf>.

Federal Policy: TIME Act

In partnership with the Center for American Progress Action Fund, NCTL has been working with congressional education leaders to develop a federal policy framework for “school time reform.” The Expanded Learning Time Demonstration Act was first introduced in the House in 2007. On July 8, 2009, the late Senator Edward M. Kennedy (D-MA), along with Senators Jeff Bingaman (D-NM), Sherrod Brown (D-OH), Tom Harkin (D-IA) and Bernie Sanders (I-VT), reintroduced the proposal as the *Time for Innovation Matters in Education* (TIME) Act. Modeled after the Massachusetts Expanded Learning Time Initiative, this legislation would provide federal funding to support state initiatives to expand learning time for all students in selected low-performing, high-poverty schools. House Chairman George Miller (D-CA) and Congressmen Donald M. Payne (D-NJ) introduced the companion bill that same week.

Obama Administration Accelerates Movement to Increase Learning Time

The Obama Administration and congressional education leaders have supported expanded learning time through a variety of vehicles over the last two years. The President’s FY 11 budget and Blueprint for ESEA Reauthorization called for the reform of the 21st Century Community Learning Center (CCLC) program to allow districts to expand the school day and year in addition to offering after-school and summer programs. In addition, under ARRA education funding, “increased learning time” is a requirement for models designed to turnaround the lowest performing schools in a reformed School Improvement Grant program and within the Race to the Top program.

In July, 2010, Chairman Harkin and the Senate Appropriations Committee passed a proposal that would allow school district leaders to utilize CCLC funding to expand school time in addition to funding voluntary after-school programs. The proposal also called for a \$100 million increase in funding.

Proposals to expand school time are being considered by the both the House and Senate Committees developing the ESEA Reauthorization proposal.

With the resources made available through ARRA and encouragement to accelerate bold reforms from President Obama and Secretary Duncan, we face an unprecedented opportunity to redesign American schools over the next few years.

For more information about Massachusetts 2020 and the Massachusetts ELT Initiative, please visit: www.mass2020.org.

For more information about the National Center on Time & Learning, please visit: www.timeandlearning.org.

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Primary Issues to be Considered When Negotiating Massachusetts Expanded Learning Time (ELT) Agreements

	Sample Practices Used by ELT Districts and Schools	Issues to Consider When Negotiating Agreement
Staggered Teacher Schedules	<ul style="list-style-type: none"> ◆ Shifts of teachers to allow for longer day for students while maintaining regular length of day for teachers ◆ Stagger vacations of teachers to allow for longer school year for students but no additional days for teachers 	<ul style="list-style-type: none"> ◆ Agreements are modified to allow for flexibility in teacher schedules ◆ There are available funds/resources to support staggered teacher schedules ◆ Make sure longer student day/year is sustainable
Staffing	<ul style="list-style-type: none"> ◆ All teachers in the school work all of the additional time. Those who can't are able to transfer to another school in the district. ◆ Teachers are given the option to work all, part, or none of the additional schedule ◆ Community organizations and non-certified staff are used throughout day to extend learning time for students 	<ul style="list-style-type: none"> ◆ Specify the hiring process for any open positions and the criteria that should be used ◆ Allow for partner organizations or other non-certified staff to work during the new school schedule in appropriate positions
Professional Development and Collaborative Planning Time	<ul style="list-style-type: none"> ◆ Embedded into the school day to allow for different types of meetings (e.g. team meetings, professional development, department meetings, etc) ◆ Having a shorter day for students on a regular basis (e.g. every Wednesday, twice per month, etc) that allows teachers to meet for specific purposes 	<ul style="list-style-type: none"> ◆ The frequency and amount of collaborative planning and professional development should be made clear in the agreement, but allow for school-based decisions on how to best use that time.

Side Letter vs. Full Contract	<ul style="list-style-type: none"> ◆ Use a side letter if not in negotiations on the full contract. ◆ Include agreement as part of full contract 	<ul style="list-style-type: none"> ◆ Using a side letter allows teachers, administrators, and union leaders to learn from implementation and adjust accordingly without the pressure of creating a long-term agreement during the first year of implementation
Pension Eligibility	<ul style="list-style-type: none"> ◆ Compensation in all Massachusetts ELR agreements is pension eligible. 	<ul style="list-style-type: none"> ◆ In order to be pension eligible, compensation must be structured in accordance to state pension laws.
Process for Ratification of Negotiated Agreement by Teachers Union	<ul style="list-style-type: none"> ◆ Typically this is determined by the by-laws of the local union or by the union's executive board or president. ◆ Teachers at the schools considering ELT vote on whether to accept the negotiated agreement ◆ The full membership of the union votes to accept the negotiated agreement 	<ul style="list-style-type: none"> ◆ If a vote of the full membership is necessary, it is very important for union leadership and teachers from planning schools to make sure other teachers are fully informed about the ELT redesign and the agreement. ELT is often misunderstood or misinterpreted when members are not fully informed about a school's plan. ◆ Making the ratification process clear early on in the process is helpful
Compensation	<ul style="list-style-type: none"> ◆ Stipends based on years of service that are organized by tiers (e.g. 0-4 years, 5-9 years, 10+ years). ◆ Percentage of base salary ◆ A stipend based on the contracted hourly rate ◆ A combination of stipend for part of the additional time and a percentage increase for the remainder of the additional time 	<ul style="list-style-type: none"> ◆ School redesign teams and negotiating parties need to consider all costs before negotiating agreements to ensure funding/resources are available to cover necessary expenses. ◆ It is important to consider whether staffing costs will grow in relation to the available funding and plan accordingly.

Think Inside the Clock

"Think Inside the Clock," by Marilyn Crawford, *Phi Delta Kappan*, Vol. 90, No. 4 (December 2008): pp. 251-255. Reprinted with permission of Phi Delta Kappa International, www.pdkintl.org. All rights reserved. Further distribution is prohibited.

Education policies almost always have time requirements, and it doesn't take many policies before the available time runs out. But by using some creative planning techniques, schools can save time and money, too.

By Marilyn Crawford

More schools than ever are not meeting Adequate Yearly Progress, and budget cuts are going to make resources for reforms even more scarce. School districts cannot afford to continue a reform agenda unless they can align practices with policies — and vice versa. That alignment begins with how schools use time.

Based on 10 years of experience as a school administrator in the early years of Kentucky's reforms and on eight years providing technical assistance to districts and state education departments in eight states, I've learned where and why policies involving time don't fit practice. Moreover, my experience shows that a deliberate strategy of aligning the two can provide supports for teachers, such as professional development time in the school day, even as budgets are reduced.

COMMON TIME PROBLEMS

The quantity of requirements dumped on the traditional use of time in schools has created a dramatically unrealistic and unwieldy environment for teaching and learning. These are some of the problems encountered by most districts:

The math doesn't work. Often, there simply is not enough time available. Schools and districts are held accountable for policies that require more time than is available. Policy requirements are huge, while time is short. When the dust settles, there are many more requirements than can be implemented, leaving mandates mathematically impossible for school leaders.

Practitioners must negotiate changes with an eraser in hand, slowly eliminating barriers that implementation exposes.

Take, for example, the requirement that all students be proficient in math. Look at the number of standards schools are expected to teach within the time allowed. Then do the math. Here's one example. If a school has 45-minute class periods for 180 days a year, teachers have a maximum of 135 hours of teaching time per course. The actual time for teaching is shorter, and many districts I've worked with estimate that no more than 80% of that time is usable. Early dismissals, assemblies, testing, and other interruptions eat into instructional time. Using this estimate, schools are left with 108 hours of class time. If each course were divided into six-hour instructional days, the teacher would have 18 days of total class time per course. This means three to four weeks to teach algebra to entering 9th graders who may be way behind in math. Or, expressed another way, a student who is required to study four years of math in order to graduate will actually have three to four months to learn all of the math standards. Enough time to meet the volume of expectations, especially for struggling students? I think not.

Policies involving time develop in tidy silos, but in practice they become more like a stewpot. Huge numbers of policies involve time. In fact, *most* policies involve time — some overt, others not. If you look closely, you'll find that policies generally require someone to do something that takes time — school time, staff time, student time, district time. Viewed in isolation, each policy can appear quite reasonable, yet when they interact with one another at the site lev-

el, a very different reality emerges.

Let's look at three distinct policies that existed in one district — teacher work load, course requirements, and class size caps. The contract required no more than 6½ hours in the student day, with at least 45 minutes for daily prep and an additional 45 minutes for lunch. Students are required to take eight courses per year. When these two policies were combined, the schools ended up with one schedule choice — a block schedule. In a block schedule, teachers teach only 75% of the time, and class sizes tend to go up. Yet the union contract also specified a maximum class size of 25, a number that would have required an impossible increase in the budget formula. Thus, district personnel had to decide which policy to fail to implement or to change because the time requirements became impossible when all of the policies were combined.

Policies are aligned with two competing goals. Time cannot serve both masters. Business uses the term “follow the money,” but schools have a different economy: time. If you want to get a window into a school's core values and identify competing goals, look at how schools allocate and use time. In *Updraft-Downdraft*,¹ we identified two major competing value systems tugging on our high schools. On one hand, policies demand that schools bring all students to proficiency, doing whatever it takes to ensure they meet standards. On the other hand, schools are highly competitive places, with high school GPA and class rank used to determine access to high-status universities and scholarships, thus sorting and selecting students. In other words, schools are asked to align their time around two competing goals.

Which goal is primary? In sites across the country, we asked district and school leadership teams in struggling districts to look at 9th-grade course requirements in relation to their state assessment in literacy. We asked them to answer a simple question for each course: “If students enter this course not proficient in reading, what is the likelihood the teacher will stop and *teach* them to read — high, middle, or low?” Other than specific remedial reading courses, never once have we had any group give a “high” or “medium” response to that question regarding a 9th-grade course. In every instance, teachers responded that there was a “low” probability that they would teach reading in a regular course. Use reading? Most certainly. But teach it, not so much. All together, this shows regular course time is not allocated to achieving the goal of ensuring that all students are proficient. Instead, competition prevails in the 9th grade, as we see with the huge number of failures.

■ MARILYN CRAWFORD is the founder of *TimeWise Schools, LC.*, in Paducah, Kentucky.

Time policies are often so rigid that they cause problems. Math inherently tends to be precise. Policies grounded in the mathematics of time can become so specific that they are impossible to implement, particularly across a wide variety of settings.

When auditing time requirements of individualized education plans (IEPs), for example, one district found it mathematically improbable to accommodate every individual plan within any single high school schedule. Some IEPs were written in hours, with students required to have services in a special education support class for one hour per day. Others were written with required daily minutes of various lengths — such as 45 minutes, 50 minutes, 47 minutes. Still others were written in weeks, requiring students to have, for example, 2½ hours of support per week even though the length of each period in that school was 47 minutes. Many other policies limited bell schedule choices. There was so much variance in how IEPs were written that it would be impossible to create a bell schedule that would allow implementation of all IEPs. So while the federal Individuals with Disabilities Education Act requires schools to implement time as written in each IEP, the mathematical reality would simply not allow it.

Policies can become barriers that are difficult to lift. Policies usually begin as well-meaning efforts to solve problems. Situations change, but policies rarely do. Subtraction is not a skill of policy makers. Consequently, practitioners must negotiate changes with an eraser in hand, slowly eliminating barriers that implementation exposes.

Consider one of the fundamental principles of the standards movement: fix expectations, then adjust time as needed to allow all students to become proficient. One school tried to implement a flexible secondary schedule, linking English and social studies teachers as partners with two groups of students across two periods. The goal was to integrate the two groups around a literacy core, adjusting time and grouping as instructional strategies. However, teachers ran headlong into a district requirement that teachers record period-by-period attendance, and the district would not budge on that policy. The result: a totally inflexible system that required the practitioners to evade the rule system in a backdoor fashion in order to get the flexibility they needed — and the time their students needed for literacy instruction.

TYING POLICY TO PRACTICE

In the classic approach to forming and implementing policies, policy and practice are isolated. Policy makers take the first step and practitioners go second, both doing more finger pointing than communicating along the way. As a result, the work of policy and practice occurs in isolation, and much goes awry.

Working with a partner district, we are creating a very different process for developing, funding, and implementing policies on time in schools. We use what I call a “policy sandbox,” in which policy makers and policy implementers together can build, change, add to, or start over on developing time-related policies and the budgets needed to implement them. The sandbox offers an opportunity to push the envelope on using time differently in a safe environment (it’s sand, after all). And the sandbox policies can be designed in the contexts of the various schools that have to implement them.



Policies on time move from idea to reality when school administrators deploy time and personnel via school master schedules, using a fundamental language that is mathematical.

The principal toy in the sandbox is the master schedule. Policies on time move from idea to reality when school administrators deploy time and personnel via school master schedules, using a fundamental language that is mathematical. Obviously, school officials use master scheduling to deploy school time to various agendas, assign staff time to different efforts, and apportion student time to learning tasks. Less visibly, master scheduling hardwires an instructional

When adopting policy reforms, policy makers often don't do the math.

strategy, designing conditions that either support or constrain successful teaching and learning. For example, high school schedule design strategies might range from the traditional to modifications, such as small schools, to the more radical, such as creating high schools that imitate community college schedules. Each offers users radically different packaging of time in support of teaching and learning. Typically, however, only administrators participate in the actual creation of master schedules while policy makers watch — and hope — their policies take effect.

What helps to maintain a productive conversation between policy makers and practitioners in the sandbox is “scenario planning.” By laying out multiple

strategies possible in a master schedule — from conservative to radical, with all kinds of policy options and their budget realities — policy makers and practitioners can craft reasonable designs for the use of time. Through scenario planning, practitioners have a voice in the development of initial policies, and policy makers gain an understanding of the implementation process.

TRANSLATING TO PRACTICE

How does scenario planning in a policy sandbox actually work? Scenario planning will play out differently in every district, but here is a district-level example of how it worked in one instance.

A superintendent wanted to create K-8 schools as part of a portfolio of school options. Among other goals, her plan included weekly embedded teacher professional development time of at least 90 minutes, preferably more, for all staff. The superintendent’s policies also provided for at least four periods of art, music, and physical education weekly for every student, working up to at least seven periods weekly within three years. Finally, she wanted to create a flexible team design so teachers could adjust time and re-group students as needed to meet their specific needs. Because the district had wide differences in school size and Title I funding, the policies needed to work in widely varying sites and create funding streams with sufficient resources despite ongoing budget cuts.

The first step put policy making in a lead role in the sandbox, supported by practice. The superintendent created her wish list for how schools should use time and personnel. Then, as school practitioner experts, we designed and built sample master schedules, showing what particular policies might look like in practice across the varying sites and with different funding levels. She and her team then had very specific images of their proposed policies in practice, so that they could make adjustments and finalize policies and budgets.

At that point, the work shifted and school leadership teams took the initiative in the sandbox, with the superintendent and central office administrators responding to their work. First, school teams learned to create master schedule scenarios that explored a full range of possibilities for designing strategies around the new time policy requirements. Rather than focusing on a single and final decision, they explored the possibilities and the mathematical limits for their sites. In the process, they also identified policies that created barriers and needed adjustments, as well as options the central office had not considered. By shar-

ing scenarios with central office administrators, the school teams provided feedback that sometimes led to adjustments in the policies. Ultimately, the school teams were able to make plans with a full understanding of their purposes and strengths.

In the next phase, both the central office team and school teams moved out of the sandbox to reality. They worked together to implement their jointly crafted plans and to create master schedules that supported them. The central office team provided technical assistance to schools on deploying time and personnel with greatest efficiency and fidelity to the overall plan. The district removed barriers that surfaced and opened new opportunities as needed. It helped schools maximize the alignment of time with goals for learning and individual student needs. The central office and school teams collaborated on creating research-based strategies for using the embedded professional development time to move student achievement. They also adjusted budgets with precision, saving dollars when schools could operate with greater efficiency, adding dollars only where absolutely needed. For example, we supported schools in learning to control class size by adjusting their master schedules, rather than by adding extra staff, thus saving the district millions. We used scenarios to show the impact of using ESL staff in different ways, thus informing district policy choices. And when we found insufficient funding for professional development time in very small schools, we were able to use scenarios to show the precise level of extra staff needed to add the desired 90 minutes.

Finally, after the school year began and schedules were well under way, we audited the master schedule to show the actual implementation of central policies and budgets at each site, thus establishing a baseline that could be used for the next annual design-implementation cycle.

While this is a district example, we have used a similar sandbox strategy to develop state policies by designing scenarios from sample districts so that policy makers could see the impact of various choices in action.

ADDING IT ALL UP

The standards-based movement and its provisions for accountability are permanent but evolving policies for our country. They are the right way to go for students and the public schools. In adopting these reforms, however, education policy makers did not do their math. They assumed the goals could be met with only slight, if any, tinkering with the time needed, and the realities faced by those trying to implement the demands rarely have been considered. The largest issue for schools is not extending the school day or year — as useful as those policies might be — but of meeting time requirements within the constraints of the budgets and personnel given them.

The policy-talks-to-practice strategy outlined here makes the reforms much more possible. This strategy enables schools and districts to align time to expectations, and scenario planning allows policy makers and practitioners to envision multiple ways to meet policy goals, find extra time for teacher professional development within the budget, and know the price tags for every policy action. It's a good bargain.



Policy makers assumed the goals they set could be met with only slight, if any, tinkering with the time needed.

1. Marilyn Crawford and Eleanor Dougherty, *Updraft-Downdraft: Secondary Schools in the Crosswinds of Reform* (Lanham, Md.: Rowman & Littlefield Education, 2003). **■**

Chelsea Public Schools: Extended Learning Time

Perspectives from:

Mary Bourque, Deputy Superintendent, Chelsea Public Schools

Mary Ferriter, President of Chelsea Teachers Union

Origins

In 2006, Massachusetts began implementing a statewide Expanded Learning Time (ELT) initiative. This initiative led to a request for proposals (RFP) for schools and districts interested in expanding their school calendars. Chelsea Public School leaders engaged in conversations within the district to explore the possibility that some or all of their schools would submit ELT proposals to the state.

Process

Most teachers in the district were initially interested in the ELT initiative. District leaders believed expanded learning time was a promising idea, and the union was supportive as long as the staff at individual school sites had the power to vote on whether to adopt a new plan. A committee comprised of school stakeholders (including union members and management) was established at each school interested in submitting a proposal. All but 1 of the district's 9 schools voted to develop an ELT proposal. District management asked the schools to develop bold proposals and to consider ways they would use additional teaching and learning time to close the achievement gap and enrich student learning.

Each of the school ELT committees worked on their expanded learning time plans, keeping union officers and district management informed of their progress. Eventually, Browne Middle School, with the support of Principal Deb McElroy, submitted a proposal that was funded by the state. The Browne Middle School committee developed a memorandum of understanding (MOU) with terms of an agreement between labor and management. This MOU was signed and is reviewed annually to ensure that both parties have the opportunity to modify or terminate the plan.

Deputy Superintendent Mary Bourque and Chelsea Teachers Union President Mary Ferriter point to several factors that enabled the Browne Middle School collaboration to occur. Bourque states that much progress was made in the last two years because of the federal Race to the Top (RTTT) initiative, which encouraged districts and unions to discuss a variety of reform initiatives. Bourque said, "Everyone needed to be talking. We couldn't exist in silos anymore." Bourque and Ferriter agree that this was probably the first time in memory that the two sides had to come together to think through important education issues. In addition to the RTTT process, Bourque, Ferriter, and McElroy took advantage of the positive professional relationship they had developed over the years in their collaboration on the ELT initiative.

Bourque is quick to point out that the two external factors (the ELT RFP and the RTTT initiative) set the stage for collaboration, but the collaboration on ELT would not have been unsuccessful without the initial, internal commitment on both sides to improved student achievement.

Ferriter says the district and union continue to work on their relationship, a process that was bolstered at a recent weekend conference they attended on communication and collaboration conducted by the American Federation of Teachers. Bourque and Ferriter report that spending time together, eating breakfast and dinner together, further solidified trust among stakeholders in the district. As Ferriter noted, “this was probably the biggest turning point, as it made us all human.”

Recommendations

Bourque and Ferriter believe trust is the most important factor to successful collaboration. They suggest that that opposing sides can come together and start anew by agreeing on a common purpose. They must become anchored by this common purpose and assume that everybody is working in good faith and doing the best they can. Bourque observes that when people are not performing well, it may be because they have not yet learned any other way.

Finally, they suggest that writing simple, rather than complicated, MOUs contributes to the collaborative processes. Complex agreements often become a burden leading to a relationship focused more on compliance with contracts and regulations than on student achievement.

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE CHELSEA SCHOOL COMMITTEE
AND
CHELSEA TEACHERS' UNION, LOCAL 1340,
AFT-MA, AFL-CIO**

**Expanded Learning Time Agreement
for the Brown Middle School**

1. This agreement shall be in effect for the 2009-2010 school year only.
2. The parties agree that providing students and teachers in Chelsea additional learning and teaching time is an important strategy for improving student achievement.
3. The parties further agree that cooperation and collaboration in the development and implementation of any Expanded Learning Time program is essential to its success.

To ensure such cooperation and collaboration, any working group or committee formed either district-wide or school-based for the purpose of developing, implementing, redesigning, reviewing or evaluating Expanded Learning Time programs will include one CTU member appointed by the President of the CTU. If members of an ELT committee receive compensation for their service, the CTU appointee shall be compensated in the same manner as the other members of the committee.

4. The CTU approval process for the grant application for the Brown School follows. Approval by the CTU shall be by the CTU Executive Board after receiving a copy of the school's grant application and the results of the staff secret ballot. Any votes of the staff of the school regarding the ELT grant application shall be by secret ballot and performed by the CTU Building Representative, in consultation with the CTU President. Votes regarding the school's final ELT grant application shall take place no sooner than four (4) calendar days after distribution of the application and this MOU to the staff. Upon receipt of funding of the grant, the staff at the school shall vote to opt in or opt out.
5. Nothing in this agreement shall alter the rights and terms of the current collective bargaining agreement between the parties unless specifically stated. The parties agree that unless otherwise indicated, the provisions of this MOU shall be enforceable through the grievance procedures outlined in both the teacher and paraprofessional collective bargaining agreements.
6. No CTU teacher or paraprofessional shall be required to participate in an Expanded Learning Time program. No CTU teacher or paraprofessional shall be disciplined or retaliated against, for opting in or out of the program. Those who choose not to participate shall have the same workday and work year as described in the current collective bargaining agreement. Any teacher or paraprofessional who declines participation in the program shall not be required to transfer to another school.

The parties agree that teachers and paraprofessionals may submit his/her intent to participate ("opt in") at any time between now and June 15, 2009. The formal commitment to opt in

shall be due after the School Year 2009/2010 assignments have been issued and no later than the close of school on June 19, 2009. After June 19, 2009, the parties agree that a teacher/paraprofessional may change their commitment to apply to participate upon extenuating circumstances and at the discretion of the Principal. After June 19, 2009, the parties agree that a teacher/paraprofessional may change their commitment to not participate upon extenuating circumstances at the reasonable determination of the Principal.

7. Teaching positions in Expanded Learning Time schools shall be posted system wide (including all flexible schedule assignments) and applicants shall be selected by the school principal, with consideration to programmatic needs, in the following order:
 - a. Teachers in the school who hold professional status;
 - b. Teachers in the school without professional status;
 - c. Teachers from other Chelsea schools who hold professional teaching status;
 - d. Teachers from other Chelsea schools without professional teaching status;
 - e. If there is an insufficient number of applicants from within the system with the appropriate credentials, individuals from outside the system may be employed only for the work beyond the regular school day.
 - f. These appointments will be effective for the entire school year.

This protocol in section 7 shall not be subject to the grievance and arbitration clauses of the collective bargaining agreements.

8. The Expanded Learning Time programs shall increase the teachers work time in accordance with the ELT grant requirements and Proposed Work Day Schedule attached as Attachment A. Any minor changes to attachment A will be made between the Building Principal and the CTU Building Representative. Any major changes will be resolved between the CTU and the administration. Determination of minor/major changes shall be determined by the CTU Building Representative.

The daily schedule for those who participate in the ELT program shall not exceed nine (9) hours, excluding: all current contractual and professional obligations including but not limited to parent teacher conferences, Open House, Concerts, Art Show, stipended positions; and participation in voluntary activities such as professional development opportunities, curriculum committee meetings, school council meetings, book clubs, parent workshops, and any other school sponsored activities, meetings and gatherings.

9. Teachers who participate in the Expanded Learning Time program shall receive an annual stipend based on years of experience teaching in Chelsea as follows:

		<u>Stipend</u>
0 – 3 years:		\$9,800
4 – 7 years:	(Beginning of 4 th year)	\$12,300
8 years or more:	(Beginning of 8 th year)	\$13,800

Payment shall be included in equal installments in their 24 annual paychecks and shall be

retirement-worthy. The stipend payments will be pro-rated for less than full completion of the expanded learning time duties.

10. Paraprofessionals who elect to work additional time in the Expanded Learning Time program shall be compensated at their hourly rate of pay for time worked beyond the regular contractual workday and such payment shall be retirement-worthy.
11. Additional professional development/common planning time specified in the schedules on early release days will be part of the professional expectations of teachers opting to participate in the Expanded Learning Time program (in the same method of staff meetings for all staff).
12. The parties agree to discuss any issues regarding this MOU as they evolve.
13. Nothing in this Memorandum of Understanding mandates the Superintendent to implement an Expanded Learning Time Program in any school within the District. At any time throughout the process, the Superintendent has the discretion to withdraw the districts' applications and or participation in an ELT program. The Superintendent's discretion to implement an ELT program shall not be subject to the grievance and arbitration procedures of the collective bargaining agreements.

APPROVED:

DATE: ~~November 18, 2008~~ *April 29, 2009 AMT ML*

FOR CHELSEA SCHOOL COMMITTEE

FOR CHELSEA TEACHERS' UNION

[Signature]
[Signature]
May M. Bougou
Rancy M. Birmingham

Paul R. Renzi

Attachment A

PLG

**Chelsea Middle Schools
Proposed ELT Schedules**

ELT Teacher Schedule:	Browne Current	Browne School 09
	7:25-3:45 8 hr 20 min	7:20-3:51 8 hr 31 min.
Opt-out Teacher Schedule:	7:25-2:00 6 hr 35 min.	8:00-2:35 6 hr 35 min
ELT Teacher Early Release:	7:25-4:00 8 hr 35 min	7:20-4:00 8 hr 40 min.
All Teachers Staff Meeting:	2:00-3:00	2:35-3:35
ETL Teachers Staff Meeting:	3:00-4:00	3:35-4:00
ELT Opt out Early Release:	7:25-3:00 7 hr 30 min	8:00-2:35 7 hr 35 min
All Teachers Staff Meeting:	2:00-3:00	2:35-3:35
ETL Teachers Staff Meeting:	3:00-4:00	
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Student Schedule:	7:40-3:30 7 hrs. 50 min.	7:35-3:36 8 hr 1 min
	7:30 Early Bell	7:25 Early Bell
	7:40 Late Bell	7:35 Late Bell
	3:30 Dismissal	3:36 Dismissal
Student Early Release Day:	7:40-1:45 6 hr. 5 min	7:35-2:20 6 hr. 45 min

Early Release Day 38
 ELT 142
 *Early Release Day Every Tuesday

PROPOSED SCHEDULES
Browne Teacher/Student Schedule

New Schedule Opt In	Days per Week	New Schedule Opt out	Student Schedule
7:20 – 3:51 (8 hrs. 31 min.)	Monday, Wednesday, Thursday, Friday	8:00-2:35 (6 hr. 35 min.)	7:35-3:36 (8 hr. 1 min.)
7:20 – 2:35 (7 hrs. 15 min.)	Tuesday (38)	8:00-2:35 (6 hr. 35min.)	7:35-2:20 (6 hr. 45 min)
2:35-3:35 (1 hr.)	Staff meetings 2 nd & 4 th Tuesday.	2:35-3:35 (1 hr.)	NA
3:35-4:00 (25 min.)	Professional Development workshops 2 nd & 4 th Tuesday (required of all Opt In Teachers)	NA	NA

Teachers Opting in for the Browne Middle School

- Work 183 days (includes three additional days required by contract)
- Work all additional time on the expanded daily schedule
 - * Regular days: 8 hours 31 minutes (142 days)
 - * Early release days: 8 hours 40 minutes (38 school days)
- Commit to attend staff meetings and professional development for one hour twenty-five minutes on the early release days every 2nd and 4th Tuesday of each month.
- Attend Department Meetings 3rd Tuesday of the month (only for designated teachers)
- IST, Special Education Team Meetings (if not held during prep period), Curriculum Committee Meetings may be held 1st and/or 3rd Tuesday
- Voluntary Professional Development 1st and 3rd Tuesday

*PDF
15/11/12*

Teachers Opting Out for the Browne Middle School

- Work 183 days (includes three additional days required by contract)
- Work a standard school day
 - * Regular Days: 6 hours 35 minutes (183 days)
- Required to attend staff meetings for one hour every 2nd and 4th Tuesday of each month.
- Attend Department Meetings 3rd Tuesday of each month (only for designated teachers)
- IST, Special Education Team Meetings (if not held during prep period), Curriculum Committee Meetings 1st and/or 3rd Tuesday
- Voluntary Professional Development 1st and/or 3rd Tuesday

Oklahoma City Public Schools: Extended Learning Time

Perspective from:

Ed Allen, President, Oklahoma City American Federation of Teachers

Origins

The Oklahoma City American Federation of Teachers began discussing education reforms nearly 15 years ago, but because of constant changes in district leadership, serious conversations with union leaders were not sustained. Union President Ed Allen recalls that the arrival of superintendent Karl Springer in 2008 marked an opportunity for a fresh start in labor-management relations. In February 2010, Allen sent the superintendent a list of 20 reforms the union was willing to talk about with the district. The letter led to productive discussions between Allen and Springer on a range of topics, including expanded learning time. During this period, the two leaders sought guidance from the National Center for Time and Learning in Boston.

Process

The district's eligibility for the federal School Improvement Grant (SIG) program dramatically accelerated reform conversations in the district. Because expanded learning time is a requirement for many SIG-funded schools, Allen and Springer discussed ways they could implement this strategy in their 3 SIG schools. The district formed a team of stakeholders to develop a school reform and restructuring plan. Stakeholders included the current union president, the former union president, two union staff members, the superintendent, the director of human resources, the director of curriculum, and a new school turnaround director. As the meetings progressed, the building principals for the SIG schools were invited to attend a series of meetings. The union invited experts from the American Federation of Teachers to facilitate the initial meetings. Seven months of "challenging" meetings eventually led to the signing of a memorandum of understanding (MOU) outlining the reform plans for the five SIG schools in the district. Each of the five plans was tailored to the specific needs of the individual school sites, and all of the school plans contained provisions for expanded learning time.

Allen credits the district's successful collaboration to the new superintendent's openness with the union and the union's willingness to think about teaching and learning issues, and not just about traditional union concerns such as pay and benefits. Allen recognized that student achievement was not being fully addressed in Oklahoma City Public Schools and he fought to get his colleagues to focus on this problem. This strategy has been somewhat risky for Allen, but he believes he now has the support of the majority of his members. A recent union survey revealed that over 60 percent of respondents were in favor of a more reform-oriented union. Allen also credits the SIG program for progress with extended learning time, pointing out that these reforms likely would not have happened without external forces pushing things forward.

Recommendations

Allen suggests that labor and management must avoid turf wars and talk openly and honestly with one another. Key leaders on both sides must be willing to approach the relationship differently, with student achievement at the center of the conversation. Allen says small successes will often lead to larger reform efforts when both sides keep working hard and refuse to give up.

MEMORANDUM OF UNDERSTANDING
OKLAHOMA CITY PLAN FOR RESTRUCTURING

This Memorandum of Understanding is between the Board of Education "Board" and the Oklahoma City AFT, Local 2309 "Union." This Memorandum is applicable only to the U.S. Grant Turnaround Model, the Douglass Middle School Transformation Model, the F. D. Moon Academy Transformation Model, Rogers Middle School, Douglass High School, and PAR (Peer Assistance and Review.) To the extent this Memorandum of Understanding conflicts with the *Collective Bargaining Agreement*, the Memorandum of Understanding shall supersede the *Agreement* and shall be grievable under the procedures as provided in Article IV of the *Collective Bargaining Agreement*.

The District and the Union will meet at least quarterly to review the progress of each school in reaching its goals. Either group may request additional meetings.

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|-------|---|---------|
| I. | U. S. Grant High School | page 1 |
| II. | Associate Teachers from U. S. Grant High School | page 6 |
| III. | Douglass Middle School | page 7 |
| IV. | Douglass High School | page 11 |
| IV. | F. D. Moon Academy | page 14 |
| V. | Rogers Middle School | page 18 |
| VI. | PAR (Peer Assistance and Review) | page 18 |
| VII. | RIF (Reduction in Force) | page 22 |
| VIII. | Duration | page 22 |
- I. **Beginning in the 2010-2011 School Year, U. S. GRANT HIGH SCHOOL shall be restructured using the turnaround model.**
- A. Staffing
1. After screening the existing staff, the immediate supervisor shall select no more than fifty per cent (50%) of the existing staff for retention.
 2. Teachers selected for retention, but who decline the offer to remain at Grant shall be given priority placement by certification, preference, and seniority to another building in the District.
 3. After April 30th, the immediate supervisor shall fill all the remaining positions, including those held by traveling teachers, with new staff selected first from other District teachers. After

District teachers have been considered, teachers new to the District may be interviewed.

4. Teachers not selected for retention may participate in a job fair and interview with immediate supervisors from other District secondary schools. All secondary immediate supervisors shall be required to attend the job fair on June 2nd.

B. Work Days and Work Year

1. Teachers shall report thirty (30) minutes before the first regularly scheduled class and may leave fifteen (15) minutes after the last regularly scheduled class.
2. The teacher's work day shall include an additional forty-five (45) minutes and be seven (7) hours and forty-five (45) minutes excluding lunch.
 - a. The work day for Instructional Consultants shall be seven (7) hours and forty-five (45) minutes excluding lunch.
3. The work year for teachers shall include a minimum of ten (10) additional days for professional development consisting of four (4) days prior to preschool, three (3) days after record day, up to four (4) Saturdays, and additional days and/or hours as approved by the immediate supervisor and the faculty.
4. The Union shall be provided a maximum of one-half (1/2) day during pre-school to discuss this Memorandum of Understanding with the Grant staff.

C. Discipline

1. To ensure that teaching and learning conditions are safe and orderly, the District's Student Code of Conduct shall be implemented by all staff.
 - a. During the pre-school session in I. B. 4. above, the Union shall discuss the Student Code of Conduct with the Grant Staff.
2. The in-house suspension teacher shall provide a report on discipline referrals to the Faculty Advisory Committee and the immediate supervisor each month.

D. Teacher Evaluation and Instructional Consultants

Article VI, Section 7, C4 through C13 of the *Collective Bargaining Agreement* shall be replaced in its entirety by the following provisions:

1. Career Teachers
 - a. The evaluation shall be based upon the observation of the teacher in the performance of assigned duties and professional responsibilities related to the proper functioning of the job according to the criteria for effective teaching performance. In order to ensure immediate feedback, copies of formative observation forms shall be given to teachers no later than the end of the school day following the day of the formative observation.
 - (1). Pre-observation conferences are at the option of career teachers.
 - (2). Observations of all teachers may be made throughout the year using the TAS instrument.
 - b. The evaluation of career teachers shall be made by the immediate supervisor, or the immediate supervisor's designee.
 - (1). A classroom teacher assigned to more than one (1) school will have one (1) designated supervisor who will compile the observation results of other site supervisor(s) and complete the formal evaluation of the teacher.
 - c. The evaluator shall schedule and hold a private conference to discuss the observations and/or the evaluation with the teacher within ten (10) days of the final observation.
 - (1). At this conference, the teachers shall be given a copy of the final observation and/or the evaluation form.
 - (2). Both the evaluator and the teacher shall sign the evaluation form. The teacher's signature shall not indicate agreement or satisfaction with the recorded statements of the observer. Such signature merely signifies that the teacher has read the evaluation.

- (3). The teacher may within ten (10) days submit any written response to the evaluation. Copies of the response shall be attached to all evaluation forms.
- (4). The teacher shall have the right to obtain copies of any information upon which the evaluation is based.
- (5). If a teacher believes the evaluation was affected by failure to follow proper procedure or was affected by factors other than those specifically stated in the appropriate form, the teacher shall have recourse through the grievance procedure. The rating on the evaluation is not grievable unless affected by factors other than those specifically stated in the appropriate form.

d. Teachers who receive "not satisfactory" or "needs improvement" on a formative observation may be referred by the evaluator to the PAR program for assistance to improve instruction.

e. Teachers may be referred to the PAR program by the immediate supervisor and/or the Faculty Advisory Committee or may refer themselves to the PAR program.

- (1). The FAC and/or the FAC chairperson shall have a discussion with the immediate supervisor before referring a teacher to the PAR program. FAC referrals are not to be made until guidelines are written.

2. Probationary Teachers and the PAR Plan

a. The evaluation of teachers in the OKC Peer Assistance and Review Plan (PAR) will be subject to the guidelines contained in the OKC PAR Rules and Procedures.

b. All probationary teachers shall be assigned an Instructional Consultant and shall be evaluated according to the provisions of PAR using the same criteria and procedures as used in evaluating teachers not in the program. The first evaluation shall be completed prior to November 15. The second evaluation shall be completed prior to February 10. Additional observations and evaluations are allowed as needed throughout the school year.

- c. Teachers who successfully complete the PAR program will be referred to the PAR Advisory Panel by the Instructional Consultant for removal from the program.
- d. After removal from the PAR program, future observations and evaluations shall be done by the immediate supervisor or the immediate supervisor's designee.
- e. Teachers who do not make adequate progress may be referred by the Instructional Consultant to the PAR Advisory Panel who may recommend termination of that teacher to the superintendent.

F. Salary and Benefits

- 1. Each full-time teacher hired prior to October 1, 2010 shall receive a one-time \$1500.00 bonus for the 2010-2011 school year. \$750.00 shall be paid in the November 30th warrant, and a second \$750.00 shall be paid in the February 28th warrant. The bonus for part-time teachers shall be prorated.
- 2. Instructional Consultants shall be placed on Schedule 17. The Instructional Consultant shall be the mentor teacher on the residential year licensing committee but shall not be eligible to receive the \$500.00 paid to a mentor teacher.
- 3. All teachers shall receive an additional eleven per cent (11%) for the extended work day.
- 4. Instructional Consultants will not receive expenditures for mileage.
- 5. All teachers including Instructional Consultants shall be compensated at the rate of \$20.00 per clock hour for professional development outside the regular contractual work day/year.
- 6. Teachers who were at Grant during the 2009-2010 school year who retire by August 3, 2010 shall receive a \$7500.00 incentive to be paid in the final warrant.
- 7. Pay for Performance: Each certified staff member will receive \$750.00 if the annual Reading SMART goal is met and \$750.00 if the annual Math SMART goal is met. A committee shall be formed of teachers, administrators, and community to review, modify, and develop a plan for 2011-2012.

II. Associate (Permanent Substitute) Teachers from U. S. Grant High School

- A. Teachers not receiving positions in other District buildings shall be assigned as associate teachers for up to two (2) years. Such teachers shall receive full salary and benefits, and retain and accrue seniority and leave as other teachers in the District.
 - 1. Associate teachers on extended contracts (i.e. Counselors and Media Specialists) shall be paid on their regular schedule and work the extended contract work year during 2010-2011.
 - 2. Associate teachers have the option of working 181 days during 2010-2011 and being paid on Schedule 1.
 - 3. Associate teachers on extended contracts shall be paid on Schedule 1 and work 181 days during 2011-2012.
- B. Associate teachers may be assigned by Human Resources as needed to any teaching position for which they are qualified. Human Resources may assign an associate as a permanent substitute to one (1) or more secondary schools or to a different school each day. Associate teachers may continue to interview to obtain a regular position at another school.
- C. Effective August 16, 2010, an associate teacher may reject one (1) offer of a permanent regular position, but must accept a subsequent offer of a regular position.
- D. The work day for associate teachers shall be seven (7) hours.
- E. The immediate supervisor for the purpose of evaluation shall be assigned by Human Resources.
- F. Associate teachers shall not be eligible for personal or collaborative planning time or cover pay except for when they are assigned to the same classroom for more than five (5) consecutive days.
 - 1. Only those associate teachers who are eligible for planning time or cover pay or who are assigned to the same school on a permanent basis are required to attend staff meetings. Duty and other responsibilities of the regular teacher may be assigned to the associate teacher.
- G. Associate teachers shall attend a special inservice presented by the Union on July 28th.

- H. Tuition and certification assistance shall be provided for associate teachers to become highly qualified in the areas of District need: Biology, Counseling, ESL, Math, Media Specialist, Special Education, or Speech Pathology. This financial assistance may be a combination of tuition for each successfully completed course, successful certification tests, and/or test prep. Application forms may be secured in Human Resources.
- I. The District shall reimburse an amount up to \$1500.00 for each associate teacher approved for tuition and certification assistance up to a total aggregate expenditure of \$50,000.00.
- J. Teachers who were at Grant during the 2009-2010 school year who retire or resign shall receive \$35.00 for each day of unused sick leave in excess of one (1) full year of sick leave. Such payment shall be paid in the final warrant.
- K. Associate teachers who elect to retire by November 1, 2010 and retire by February 24, 2011 shall receive a \$7500.00 incentive to be paid in the final warrant.
- L. Associate teachers who are not eligible to retire but who elect to resign by November 1, 2010 and resign by December 31, 2010 shall receive an incentive of \$1500.00. The incentive is to be paid in the final warrant.

III. Beginning in the 2010-2011 School Year, DOUGLASS MIDDLE SCHOOL shall be restructured using the transformation model.

- A. Staffing
 - 1. Any teacher not wishing to remain at Douglass shall be given priority placement to available vacancies as of June 25th or as soon as available vacancies are posted by seniority, preference, and certification to another building in the District. (Article VI, Section 5, D, 5, a. and b.)
- B. Work Days and Work Year
 - 1. Teachers shall report thirty (30) minutes before the first regularly scheduled class and may leave after the last regularly scheduled class.
 - 2. The teacher's work day shall be seven (7) hours excluding lunch.
 - 3. Douglass shall use a modified continuous learning calendar. The work year for teachers shall include eighteen (18) additional days

for classroom instruction and ten (10) additional days of professional development consisting of eight (8) days during the school year and two (2) days following Record Day.

C. Discipline

1. The immediate supervisor shall meet with the Faculty Advisory Committee to revise the Student Code of Conduct as provided in Article VII of the Collective Bargaining Agreement to better utilize In-house Suspension. Such revisions shall result from an agreement between the immediate supervisor and the Faculty Advisory Committee.
2. The in-house suspension teacher shall provide a report on discipline referrals to the Faculty Advisory Committee and the immediate supervisor each month.

D. Teacher Evaluation

Article VI, Section 7, C4 through C13 of the *Collective Bargaining Agreement* shall be replaced in its entirety by the following provisions:

1. Career and Probationary Teachers
 - a. The evaluation shall be based upon the observation of the teacher in the performance of assigned duties and professional responsibilities related to the proper functioning of the job according to the criteria for effective teaching performance. In order to ensure immediate feedback, copies of formative observation forms shall be given to teachers no later than the end of the school day following the day of the formative observation.
 - (1). Pre-observation conferences are at the option of career teachers.
 - (2). The evaluator shall hold a pre-observation conference with each probationary teacher prior to the first observation of each evaluation cycle.
 - (3). Observations of all teachers may be made throughout the year using the TAS instrument.
 - (4). For probationary teachers, the first evaluation shall be completed prior to November 15. The second

evaluation shall be completed prior to February 10. Additional observations and evaluations are allowed as needed throughout the school year.

- b. The evaluation of teachers shall be made by the immediate supervisor, or the immediate supervisor's designee.
 - (1). A classroom teacher assigned to more than one (1) school will have one (1) designated supervisor who will compile the observation results of other site supervisor(s) and complete the formal evaluation of the teacher.
- c. The evaluator shall schedule and hold a private conference to discuss the observations and/or the evaluation with the teacher within ten (10) days of the final observation.
 - (1). At this conference, the teachers shall be given a copy of the final observation and/or the evaluation form.
 - (2). Both the evaluator and the teacher shall sign the evaluation form. The teacher's signature shall not indicate agreement or satisfaction with the recorded statements of the observer. Such signature merely signifies that the teacher has read the evaluation.
 - (3). The teacher may within ten (10) days submit any written response to the evaluation. Copies of the response shall be attached to all evaluation forms.
 - (4). The teacher shall have the right to obtain copies of any information upon which the evaluation is based.
 - (5). If a teacher believes the evaluation was affected by failure to follow proper procedure or was affected by factors other than those specifically stated in the appropriate form, the teacher shall have recourse through the grievance procedure. The rating on the evaluation is not grievable unless affected by factors other than those specifically stated in the appropriate form.
- d. Teachers who receive "not satisfactory" or "needs improvement" on a formative observation may be referred

by the evaluator to the PAR program for assistance to improve instruction.

- e. Teachers may be referred to the PAR program by the immediate supervisor and/or the Faculty Advisory Committee or may refer themselves to the PAR program.

- (1). The FAC and/or the FAC chairperson shall have a discussion with the immediate supervisor before referring a teacher to the PAR program. FAC referrals are not to be made until guidelines are written.

- 2. The District and the Union shall develop a new evaluation system with the assistance of the Marzano Research Laboratory for implementation in 2011-2012.

E. Salary and Benefits

- 1. All teachers shall receive an additional ten per cent (10%) for the extended workyear.
- 2. All teachers shall be compensated at the rate of \$20.00 per clock hour for professional development outside the regular contractual work day/year.
- 3. Pay for Performance - Middle School

During the 2010-2011 school year, the following plan shall be piloted for those teachers of middle school students. A committee shall be formed of teachers, administrators, and community to review, modify, and develop a plan for 2011-2012.

- a. Reading and Math Teachers and Special Education co-teachers shall receive \$50.00 for each student who earns proficient or advanced on the Math or Reading CRT.
- b. Each teacher shall receive \$3,000.00 if the annual Reading SMART goal is met.
- c. Each teacher shall receive \$3,000.00 if the annual Math SMART goal is met.
- d. Teachers who meet the 98% attendance target shall receive \$3,000.00.

- (1). To meet the attendance target, teachers must be in school 195 of the 199 days. Bereavement leave, professional development, or supervision of students away from school does not count as non attendance.

IV. DOUGLASS HIGH SCHOOL

A. Staffing

1. Any teacher not wishing to remain at Douglass shall be given priority placement to available vacancies as of June 25th or as soon as available vacancies are posted by seniority, preference, and certification to another building in the District. (Article VI, Section 5, D, 5, a. and b.)

B. Work Days and Work Year

1. Teachers shall report thirty (30) minutes before the first regularly scheduled class and may leave after the last regularly scheduled class.
2. The teacher's work day shall be seven (7) hours excluding lunch.
3. Douglass shall use a modified continuous learning calendar. The work year for teachers shall include eighteen (18) additional days for classroom instruction and ten (10) additional days of professional development consisting of eight (8) days during the school year and two (2) days following Record Day.

C. Discipline

1. The immediate supervisor shall meet with the Faculty Advisory Committee to revise the Student Code of Conduct as provided in Article VII of the Collective Bargaining Agreement to better utilize In-house Suspension. Such revisions shall result from an agreement between the immediate supervisor and the Faculty Advisory Committee.
2. The in-house suspension teacher shall provide a report on discipline referrals to the Faculty Advisory Committee and the immediate supervisor each month.

D. Teacher Evaluation

Article VI, Section 7, C4 through C13 of the *Collective Bargaining Agreement* shall be replaced in its entirety by the following provisions:

1. Career and Probationary Teachers
 - a. The evaluation shall be based upon the observation of the teacher in the performance of assigned duties and professional responsibilities related to the proper functioning of the job according to the criteria for effective teaching performance. In order to ensure immediate feedback, copies of formative observation forms shall be given to teachers no later than the end of the school day following the day of the formative observation.
 - (1). Pre-observation conferences are at the option of career teachers.
 - (2). The evaluator shall hold a pre-observation conference with each probationary teacher prior to the first observation of each evaluation cycle.
 - (3). Observations of all teachers may be made throughout the year using the TAS instrument.
 - (4). For probationary teachers, the first evaluation shall be completed prior to November 15. The second evaluation shall be completed prior to February 10. Additional observations and evaluations are allowed as needed throughout the school year.
 - b. The evaluation of teachers shall be made by the immediate supervisor, or the immediate supervisor's designee.
 - (1). A classroom teacher assigned to more than one (1) school will have one (1) designated supervisor who will compile the observation results of other site supervisor(s) and complete the formal evaluation of the teacher.
 - c. The evaluator shall schedule and hold a private conference to discuss the observations and/or the evaluation with the teacher within ten (10) days of the final observation.

- (1). At this conference, the teachers shall be given a copy of the final observation and/or the evaluation form.
 - (2). Both the evaluator and the teacher shall sign the evaluation form. The teacher's signature shall not indicate agreement or satisfaction with the recorded statements of the observer. Such signature merely signifies that the teacher has read the evaluation.
 - (3). The teacher may within ten (10) days submit any written response to the evaluation. Copies of the response shall be attached to all evaluation forms.
 - (4). The teacher shall have the right to obtain copies of any information upon which the evaluation is based.
 - (5). If a teacher believes the evaluation was affected by failure to follow proper procedure or was affected by factors other than those specifically stated in the appropriate form, the teacher shall have recourse through the grievance procedure. The rating on the evaluation is not grievable unless affected by factors other than those specifically stated in the appropriate form.
- d. Teachers who receive "not satisfactory" or "needs improvement" on a formative observation may be referred by the evaluator to the PAR program for assistance to improve instruction.
 - e. Teachers may be referred to the PAR program by the immediate supervisor and/or the Faculty Advisory Committee or may refer themselves to the PAR program.
 - (1). The FAC and/or the FAC chairperson shall have a discussion with the immediate supervisor before referring a teacher to the PAR program. FAC referrals are not to be made until guidelines are written.
2. The District and the Union shall develop a new evaluation system with the assistance of the Marzano Research Laboratory for implementation in 2011-2012.

F. Salary and Benefits

1. All teachers shall receive an additional ten per cent (10%) for the extended work year.
2. All teachers shall be compensated at the rate of \$20.00 per clock hour for professional development outside the regular contractual work day/year.

IV. Beginning in the 2010-2011 School Year, F. D. MOON ACADEMY shall be restructured using the transformation model.

A. Staffing

1. Any teacher not wishing to remain at Moon and not receiving a job offer from the job fair shall be given priority placement to available vacancies as of June 25th or as soon as available vacancies are posted by seniority, preference, and certification to another building in the District. (Article VI, Section 5, D, 5, a. and b.)

B. Work Days and Work Year

1. Teachers shall report fifteen (15) minutes before the first regularly scheduled class and may leave fifteen (15) minutes after the last regularly scheduled class.
2. The teacher's work day shall include an additional thirty (30) minutes and be seven (7) and one-half (1/2) hours excluding lunch.
3. Each classroom teacher shall be scheduled for a sixty (60) minute duty-free planning period each day exclusive of the duty-free lunch period.
 - a. The sixty (60) minute duty-free planning period may consist of thirty (30) minutes of individual planning and thirty (30) minutes of collaborative planning.
 - b. Each week two hundred (200) minutes shall be for individual planning and one hundred (100) minutes shall be for collaborative planning.
4. Moon shall use a modified continuous learning calendar. The work year for teachers shall include ten (10) additional days of

professional development consisting of eight (8) days during the school year, and two (2) days following Record Day.

5. Classes will be held for fifteen (15) additional days of instruction during intercession for students identified as not meeting quarterly achievement goals. Such instruction shall be rotated among teachers who volunteer.

C. Discipline

1. To ensure that teaching and learning conditions are safe and orderly, the District's Student Code of Conduct shall be implemented by all staff.
2. During the first quarter and the third quarter of the school year, the District administration and the Union shall have a joint staff meeting with the Moon faculty to discuss the Student Code of Conduct.

D. Teacher Evaluation

Article VI, Section 7, C4 through C13 of the *Collective Bargaining Agreement* shall be replaced in its entirety by the following provisions:

1. Career and Probationary Teachers
 - a. The evaluation shall be based upon the observation of the teacher in the performance of assigned duties and professional responsibilities related to the proper functioning of the job according to the criteria for effective teaching performance. In order to ensure immediate feedback, copies of formative observation forms shall be given to teachers no later than the end of the school day following the day of the formative observation.
 - (1). Pre-observation conferences are at the option of career teachers.
 - (2). The evaluator shall hold a pre-observation conference with each probationary teacher prior to the first observation of each evaluation cycle.
 - (3). Observations of all teachers may be made throughout the year using the TAS instrument.

- (4). For probationary teachers, the first evaluation shall be completed prior to November 15. The second evaluation shall be completed prior to February 10. Additional observations and evaluations are allowed as needed throughout the school year.
- b. The evaluation of teachers shall be made by the immediate supervisor, or the immediate supervisor's designee.
 - (1). A classroom teacher assigned to more than one (1) school will have one (1) designated supervisor who will compile the observation results of other site supervisor(s) and complete the formal evaluation of the teacher.
 - c. The evaluator shall schedule and hold a private conference to discuss the observations and/or the evaluation with the teacher within ten (10) days of the final observation.
 - (1). At this conference, the teachers shall be given a copy of the final observation and/or the evaluation form.
 - (2). Both the evaluator and the teacher shall sign the evaluation form. The teacher's signature shall not indicate agreement or satisfaction with the recorded statements of the observer. Such signature merely signifies that the teacher has read the evaluation.
 - (3). The teacher may within ten (10) days submit any written response to the evaluation. Copies of the response shall be attached to all evaluation forms.
 - (4). The teacher shall have the right to obtain copies of any information upon which the evaluation is based.
 - (5). If a teacher believes the evaluation was affected by failure to follow proper procedure or was affected by factors other than those specifically stated in the appropriate form, the teacher shall have recourse through the grievance procedure. The rating on the evaluation is not grievable unless affected by factors other than those specifically stated in the appropriate form.

- d. Teachers who receive "not satisfactory" or "needs improvement" on a formative observation may be referred by the evaluator to the PAR program for assistance to improve instruction.
- e. Teachers may be referred to the PAR program by the immediate supervisor and/or the Faculty Advisory Committee or may refer themselves to the PAR program.
 - (1). The FAC and/or the FAC chairperson shall have a discussion with the immediate supervisor before referring a teacher to the PAR program. FAC referrals are not to be made until guidelines are written.
- 2. The District and the Union shall develop a new evaluation system with the assistance of the Marzano Research Laboratory for 2011-2012.

E. Salary and Benefits

- 1. All teachers shall receive an additional seven per cent (7%) for the extended work day.
- 2. All teachers including Instructional Consultants shall be compensated at the rate of \$20.00 per clock hour for professional development outside the regular contractual work day/year.
- 3. Classroom teachers who volunteer to teach during intercession shall be compensated at the rate of \$20.00 per clock hour.
- 4. Pay for Performance

During the 2010-2011 School Year, the following plan shall be piloted. A committee shall be formed of teachers, administrators, and community to review, modify, and develop a plan for 2011-2012.

- a. Reading and Math Teachers and Special Education co-teachers shall receive \$50.00 for each student who earns proficient or advanced on the Math or Reading CRT.
- b. Each teacher shall receive \$3,000.00 if the annual Reading SMART goal is met.

- c. Each teacher shall receive \$3,000.00 if the annual Math SMART goal is met.
- d. Teachers who meet the 98% attendance target shall receive \$3,000.00.
 - (1). To meet the attendance target, teachers must be in school 177 of the 181 days. Bereavement leave, professional development, or supervision of students away from school does not count as non attendance.

V. ROGERS MIDDLE SCHOOL

- A. Teachers shall report fifteen (15) minutes before the first regularly scheduled class and may leave fifteen (15) minutes after the last regularly scheduled class.
- B. The teacher's work day shall remain seven (7) hours excluding lunch.

VI. The Oklahoma City Peer and Assistance Review Plan (PAR)

- A. The PAR Advisory Panel
 - 1. The Advisory Panel shall consist of four (4) members appointed by the President of the Union and three (3) members appointed by the Superintendent.
 - 2. The Advisory Panel shall make decisions with the concurrence of five (5) members.
 - 3. The Advisory Panel shall have the authority to develop rules for the operation of the Advisory Panel.
 - 4. The Advisory Panel selects Instructional Consultants and makes assignments.
 - a. The Union shall select four (4) Instructional Consultants from applicants using Title I funds.
 - b. Instructional Consultants shall evaluate the teachers that they mentor.

- c. Nothing in this Memorandum of Understanding prohibits the immediate supervisor or his/her assistants from visiting a teacher's classroom.
5. The Advisory Panel may approve or disapprove the acceptance of a self-referral or a referral from a FAC.
6. The Advisory Panel shall meet to consider the recommendations of the Instructional Consultants.
 - a. Persons who may attend the meeting are: the members of the Advisory Panel, the Instructional Consultant, the immediate supervisor, and the teacher being considered.
 - b. When recommendations are being considered by the Advisory Panel, the Instructional Consultant, the immediate supervisor, and the individual teacher may present their views.
7. Upon successful completion of the program by the participating teacher the Instructional Consultant shall recommend in writing to the PAR Advisory Panel that the teacher is no longer in need of remediation and future observations and evaluation shall be completed by the immediate supervisor or the immediate supervisor's designee.
 - a. The immediate supervisor shall complete a form stating that he/she has read the recommendation of the Consulting Teacher and either agrees or disagrees with the recommendation.
 - b. The Instructional Consultant shall complete and sign the evaluation of the teacher.
 - c. If the Advisory Panel concurs with the recommendation of the Instructional Consultant, the members of the Advisory Panel shall sign the recommendation and forward the recommendation to the immediate supervisor.
8. Instructional Consultants shall make recommendations in writing to the Advisory Panel of teachers who do not make adequate progress.
 - a. The immediate supervisor shall complete a form stating that he/she has read the recommendation of the

Instructional Consultant and either agrees or disagrees with the recommendation.

- b. The Instructional Consultant shall complete and sign the evaluation of the teacher.
 - c. If the Advisory Panel concurs with the recommendation of the Instructional Consultant, the members of the Advisory Panel shall sign the recommendation and forward a recommendation to the immediate supervisor and the Superintendent for continuing the teacher in the PAR Plan or termination.
9. The Advisory Panel may make recommendations to the Superintendent for termination of teachers who do not make adequate progress.
- a. The recommendation shall have the signatures of the Instructional Consultant and the majority of the members of the Advisory Panel.

B. Instructional Consultants

- 1. An Instructional Consultant is released full time to provide assistance and support to a participating teacher in the Oklahoma City Peer Assistance and Review Program (PAR). PAR may include entry-level and/or probationary teachers or referred teachers. Instructional Consultants assist participating teachers by demonstrating, observing, coaching, and conferencing. Instructional Consultants regularly monitor the progress of the participating teacher to meet the identified standards and complete a recommendation to the Advisory Panel.
- 2. The following shall constitute minimum qualifications and/or job requirements for the Instructional Consultant:
 - a. A certified classroom teacher with five (5) years of recent experience in classroom instruction
 - b. Demonstrate exemplary teaching ability, as indicated by, among other things, effective interpersonal communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts
 - c. Have knowledge of the state-adopted academic content and standards and performance levels for students and state-adopted curriculum frameworks

- d. Submit four (4) letters of recommendation from individuals with specific knowledge of his/her expertise, as follows
 - (1). A reference from a building principal or immediate supervisor
 - (2). Three (3) references from classroom teachers
 - e. Work ten (10) additional contract days
 - f. Participate in all teacher required professional development
 - g. Complete state department evaluation training
 - h. Create and facilitate appropriate professional development opportunities for new teachers
3. Instructional Consultants will be selected by the Oklahoma City PAR Panel.
 4. The term of the Instructional Consultant may be up to three (3) years pending program funding, and a teacher may not serve in the position for more than one (1) consecutive term.
 5. Upon completion of his/her service as full time released Instructional Consultant, a teacher shall be reassigned to the classroom vacancy of his/her choice.
 6. The District shall indemnify and hold harmless individual Instructional Consultants from any lawsuit or claim arising out of the performance of their duties under this program.
 7. A major responsibility of Instructional Consultants is providing support for teachers by providing feedback after lesson observations, engage in triad meetings with principals and beginning teachers, visit classrooms with first year teachers, and provide additional resources.
 8. Instructional Consultants shall spend ninety-five per cent (95%) of their time in working with teachers, and five per cent (5%) or less of their time in evaluating. Five percent (5%) is less than ten (10) days.
 9. Instructional Consultants shall be the mentor teacher on the residential year licensing committee.
 10. Instructional Consultants shall work under the supervision of the President of the Union and the Executive Director of School Turnaround.

11. The District shall provide \$ 12,500.00 towards the sublease of an office for Instructional Consultants at 2915 Classen, Suite 410 for school year 2010-2011. (See attached sublease.)
12. The Instructional Consultant shall retain all rights of bargaining unit members.

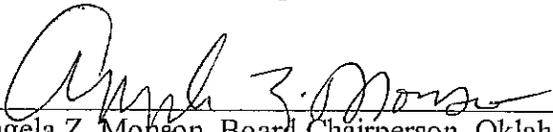
VII. RIF (REDUCTION IN FORCE)

- A. U.S. Grant High School, Douglass High School, Douglass Middle School, and F. D. Moon Academy shall be exempt from any district-wide reduction in force.

VIII. DURATION

- A. The parties agree that this Memorandum of Understanding will terminate on June 30, 2011, and that no other promises, expressed or implied, are made.
- B. All salaries and compensation addressed in this Memorandum of Understanding are valid only through the duration of this Memorandum.
- C. This Memorandum of Understanding is contingent on continued federal funding.

Dated this 20th day of September, 2010.



Angela Z. Monson, Board Chairperson, Oklahoma City Public Schools



Charles E. Allen, President of Oklahoma City AFT

Revere Public Schools: Extended Learning Time

Perspectives from:

Paul Dakin, Superintendent, Revere Public Schools

Susan Lanza, President of Revere Teachers Association

Origins

In 2006, Massachusetts began implementing a statewide Expanded Learning Time (ELT) initiative. This initiative led to a request for proposals (RFP) from the state for schools and districts interested in expanding their school calendars. In response, the Revere Public Schools began conversations within the district to explore the possibility that some or all of their schools would submit expanded learning time proposals to the state.

Process

Superintendent Paul Dakin emailed staff in all 11 district schools describing the ELT initiative and he reached out to Susan Lanza, President of the Revere Teachers Association. Both Dakin and Lanza were enthusiastic about the possibility that ELT could strengthen the district's academic programs and bring additional resources to the district. Lanza said this was an opportunity to "showcase our collaborative leadership style to the community and school stakeholders."

Dakin visited schools interested in the initiative and held informational meetings with local stakeholders to explain the philosophy behind ELT and how it might affect the school day and yearlong calendar. Two schools in the district established ELT committees and began working on a plan to expand the calendar for their schools. The school committees were comprised of local administrators, central office staff, and teachers. Although there was a core committee at both schools, Lanza pointed out that the entire teaching staff at both schools was closely involved in the planning. While details of the plans were being developed, the district and union leadership worked on a trust agreement to set the legal parameters of the program (e.g., hours of work, pay scales). Continuous meetings over the course of a year finally resulted in two school-level plans and a district trust agreement that would pave the path for ELT in Revere. The union endorsed the ELT plan and trust agreement because teachers at both schools had a voice in developing the plan.

Dakin said that the level of collaboration among all stakeholders led to the strong plans that were eventually funded by the state. Both Dakin and Lanza also credited their strong professional relationship as an important contributing factor. These leaders have been in their positions for several years and have developed a level of trust that has spread to staff members throughout the district. According to both leaders, most teachers have implicit trust in their actions and are confident they are doing what is best for teachers and the children of Revere Public Schools.

Recommendations

Dakin appreciates the positive and trusting relationship he has with Lanza, and would work to develop a similar relationship with a new union president if one were elected. Dakin believes union and district leaders must come together and ask the question, “What are we here for?” Both sides are really there for the students and should root themselves in the common vision of improved teaching and learning. In times of conflict, the two sides can get back on track by returning to this vision. Lanza says that the union and district need to get away from “them and us” and move towards “we.”

AGREEMENT

It is agreed by and between the Revere School Committee (“the Committee”) and the Revere Teachers Association (“the Association”) that the following terms and conditions shall apply to the Extended Learning Time (ELT) initiative:

1. The work day and work year of all full-time teachers in schools that adopt the ELT initiative (hereinafter referred to as “ELT schools”) will be as outlined in the plans for each of those schools that are submitted to and approved by the Department of Education (DOE).
2. Each full-time teacher when assigned to an ELT school shall have his/her base annual salary (from the teacher salary schedules at Appendix A of the parties’ collective bargaining agreement) increased by eighteen percent (18%).
3. Any teacher who is assigned to a school that will, during the succeeding school year, become an ELT school will, if he/she does not wish to work the ELT work day and/or work year, be permitted to transfer to a non-ELT school provided that he/she provides notification to the Superintendent of his/her desire to transfer prior to the April 1 that precedes the school year for which the transfer is requested. (The right to transfer shall not apply to a teacher without professional teacher status whose contract is not renewed, nor shall it apply to a teacher who is laid off pursuant to Article XXVII of the parties’ collective bargaining agreement.)
4. In filling a vacant position at an ELT school, the ELT School Principal and Superintendent will seriously consider seniority and prior teaching evaluations of properly certified candidates with at least some experience teaching at the grade level and discipline of the vacant position. Current employees who have proper certification and teaching experience at the grade level and in the discipline of the vacant position will have preference over outside applicants.

While the ELT Principal and Superintendent will consider the above criteria, it is understood by all parties that the assignment to ELT schools is the sole prerogative of the Superintendent.

The teachers who wish to be considered for assignment to an ELT school will be required to provide notice of that fact to the Superintendent prior to the April 1 that precedes the school year for which transfer is requested.

5. It is agreed that a sick leave day will have the same value whether it is/was earned or used while a teacher is/was working at a non-ELT school or at an ELT school.

6. The parties acknowledge that the economic feasibility of the ELT schedule is dependent upon State funding for that initiative. The parties agree that if that State funding is not available for the 2008-2009 school year, this Agreement will be of no effect. Alternatively, if that funding should be withheld at any time during the year, the parties agree that all ELT schools affected shall return to the previous schedule and the eighteen percent (18%) salary differential shall be discontinued as of the date that such schools return to the previous schedule.

7. The parties agree that the terms of this Agreement will apply for the 2008-2009 school year and will be re-opened to negotiation for succeeding years.

8. The parties agree that the terms of this Agreement, with regard to ELT, will supersede any inconsistent provisions of the parties' collective bargaining agreement.

WHEREFORE the parties have executed this Agreement on this 18th day of December , 2007.

REVERE SCHOOL COMMITTEE

REVERE TEACHERS ASSOCIATION

PROGRAM OVERVIEW

School Vision:

Garfield Middle School recognizes that learning occurs on many levels in many different ways. Our expanded learning time will emphasize the importance of educating the “whole” child on multiple levels: academic, social/emotional, and physiological. Through partnerships and community involvement, we will endeavor to create meaningful educational and enrichment opportunities that support our vision and school goals and meet the needs of our students. All of these will serve as a means of preparing our diverse student population to be successful students and productive citizens in a rapidly changing technological society.

Rationale:

The Garfield Middle School’s rationale for redesigning our schedule and extending the school day is multi-faceted.

1.) A key focus of the Expanded Learning Time program at the Garfield Middle School will be to strengthen students’ skills and knowledge in mathematics. Currently, the school is in corrective action in mathematics. Beginning in September, as a result of Spring 2007 MCAS data, teachers of mathematics in grades 6-8, the math coach, and the administrative team have been actively engaged in analyzing and interpreting the data using the Performance Improvement Mapping process (PIMS). From this analysis, we developed an action plan to address and remediate identified areas in needs of improvement. With ELT, instructional time in mathematics will be increased significantly to allow students and teachers more time to participate in project-based, experiential, and cooperative learning, as well as opportunities to achieve mastery of standards through tutorial classes during the school day. In addition, enrichment opportunities for high achieving students will be offered to further refine and develop these students higher order thinking skills.

2.) The Garfield Middle School will begin the 2007-2008 school year with an enrollment approximately 500 students. The Garfield Middle School serves children from grades 6 through 8. Our student body is multi-cultural and diverse. 62.5% of these students come from homes where English is not their first language and 74% are eligible for free or reduced lunch. After the regular school day ends, a large percentage of these students return home to empty houses with no supervision. Research shows that adolescents who are unsupervised after school are much more likely to engage in behaviors that put them at risk and have a much greater risk of being the victims of crime during the after-school hours. Statistics also show that most juvenile crime takes place during the hours of 2 p.m. – 8p.m. An extended school day will serve to address these issues and have a positive direct impact on the middle school students’ social and emotional well being and the greater community as well. For those students that are responsible for siblings at the end of the day, the 21st Century Grant that the Garfield Elementary School and Middle School secured will provide child care services for those families.

3.) Garfield Middle School is a theme school of science and technology. Students acquire scientific skills using reflective inquiry, experimentation and collaboration. Direct access to computer labs and computer aided design software and strategies assist students in developing technological and problem solving skills. Interactive media and virtual learning opportunities enable students to gather and exchange knowledge and engage in meaningful educational experiences through collaborative interactions with resources beyond the classroom walls. An expanded day at the middle school program will provide the students with project-based learning opportunities in the disciplines of science and technology. The areas of science and technology in a project-based curriculum will pique the students' interest and motivation, develop and hone their scientific, technological and mathematical skills, expose them to various careers outside of their realm of thinking, and provide them with the skills necessary to be successful in a rapidly changing technological society. Our plan is to create partnerships to utilize the resources of parents, the community as whole, high tech/scientific business organizations, and institutions of higher education in this initiative. In addition, by incorporating a mentoring component, middle school students will be provided with much needed role models.

4.) Socioeconomic constraints of the majority of our students limit their ability to participate in activities that go beyond the traditional school day (i.e. the arts, athletics and enhanced academics). Through partnerships with community organizations an expanded school day at the Garfield Middle School will include these opportunities for our students.

5.) An expanded day at Garfield Middle School will incorporate a tutorial component during the school day. Currently at the middle school, students who need extra help have the opportunity to receive remediation only one day per week after school. Many students choose not stay after school or due to home responsibilities (i.e. caring for siblings) cannot stay after school. Also summer school is no longer an option for students in the Revere public Schools. Thus, they are unable to make up the skills necessary to be successful academically and on MCAS. The ELT tutorial component will allow approximately one-third of our students who fail math and/or ELA and/or MCAS to receive mandatory remediation during the school day as a means of improving in these areas by taking appropriate strategies courses and/or a MCAS prep course (in lieu of choosing an elective course(s)).

Expectations for Teaching and Learning:

Core/Content Areas

Our needs assessment conducted in Spring 2007 indicated that of the 47 minutes in a core content period, only 25% of that time was spent on direct instruction. This indicated the need for longer periods of time for student learning. Currently, all students have 3 hours 55 minutes of core/content time (5 periods of 47 minutes/period) per week in ELA, math, science, social studies, and science and technology theme courses.

In the redesigned day, students will have 4 hours 50 minutes of core/content time (5 periods of 58 minutes) in ELA, science, and social studies. Implementing more time in these core subjects will optimize student learning and achievement. This increased time will provide opportunities to implement differentiated learning strategies to meet the needs of our diverse student body, assist students in developing mastery of required standards, enable project-based and experiential learning opportunities, and address MCAS areas in need of improvement as identified by our PIMS data analysis.

Longer periods of time in ELA will provide opportunities to implement our action plan derived from our MCAS data analysis. ELA focus areas will be vocabulary, nonfiction, poetry, and writing skills. During longer periods of instruction, teachers can incorporate peer editing groups to enhance writing and vocabulary skills. They will have additional opportunity to expand current differentiated instruction, so that students can be organized and grouped by level of mastery of standards. More time can be devoted to reading, discussing, and analyzing longer pieces of non fiction literature and poetry.

Data analysis of the MCAS 2007 Science and Technology results indicates a need for improvement in the design process, use of tools, and in earth and space concepts. Expanded learning time in science will provide 8th grade teachers the opportunity to more effectively review the Earth and Space concepts taught in Grade 6, so that students may perform at higher levels on the Science and Technology MCAS. Longer periods of instruction will allow for more hands-on experiential learning opportunities when teachers are teaching the design process. Students will have sufficient time to plan, design, and build prototypes to better understand the process.

In social studies, the district is currently redesigning our pathways and benchmarking standards in grades 6-8 to transition to Geography in Grade 6, to Ancient Civilizations in Grade 7 and to World History in Grade 8. More time on learning will assist teachers in developing curriculum and instructional strategies to ease this transition.

The Garfield Middle School is a school of science and technology; consequently students already have additional instruction in the form of daily periods of science and technology theme courses. Therefore, time will not be increased in these courses. Our 2007 Vanguard Award for Achievement in Science is an indication that our science and technology theme courses are effectively meeting the needs of our students and complementing the core science curriculum.

Mathematics

As a result of our AYP corrective action status in mathematics, math will be a major focus. The redesigned day will increase instructional time in this area more than in the other core content areas. Our PIMS data analysis of 2007 MCAS results and quarterly assessments informs us that the areas in need of improvement are: Grade 6 ~ patterns, relations and algebra, and number lines; Grade 7 ~vocabulary and test taking skills specifically with multiple choice questions; Grade 8 ~probability, slope intercept, and vocabulary. To address all of these areas in needs of improvement, *time in mathematics will be increased* from 3 hours 55 minutes (5 periods of 47 minutes) to 5 hours 48 minutes (6 periods of 58 minutes).

The sixth period of mathematics will be a school-wide math league that complements the core mathematics program. Currently, the math league is an after school voluntary program. The math league is an MCAS driven academic activity in which students compete in answering MCAS related open response math questions. The focus of the math league is to increase higher order mathematical skills, improve student understanding of key math concepts, improve student achievement and performance in math and on the MCAS, and develop the students' cooperative and team work problem solving strategies. With expanded learning time providing for an extra period of math instruction to incorporate the math league during school, all students will have equal access to the benefits the math league offers.

Currently, we are piloting two mathematics initiatives. **Project AIM** (Achieving Important Mastery) is remedial in nature and provides small group individualized math instruction. Math teachers refer students to **AIM** if he/she is not mastering a standard being taught in the math class. The students are given a pre test, receive individualized instruction in the standard, and then take a post assessment to prove mastery of the standard. **AIM** optimizes student learning and ensures mastery of required standards and benchmarks.

Project LEAP (Let's Excel to Advanced Performance) is an accelerated math course specifically designed to assist high achieving students in developing the higher order mathematical skills that are necessary to obtain advanced performance on MCAS and be ready for higher level mathematics courses in high school. The **LEAP** course is a challenging, interactive, and interesting project-based learning experience with the focus on technology integration.

In the current schedule, time allows these initiatives to meet only once a week; thus limiting the number of students that can access these programs. With our increased time in mathematics, student access and participation will increase; thus ensuring that all students master the required standards and maximize their mathematical potential and achievement.

Quarterly assessments are administered to students in all core content subject areas. These assessments assist teachers in informing their instruction. With longer periods of time, teachers can provide more individualized time for students not mastering specific topics and differentiate their instruction more effectively. With expanded time of class periods, teachers will also be able to provide more concrete, experiential modes of instruction to reinforce the standards and concepts that are not being mastered as indicated by the quarterly assessment analyses.

It is fully expected that with expanded learning time in the core content areas both teacher and students will benefit. Expectations are that with more time to collaborate, plan, and reflect on curriculum and instruction; teachers' overall practice will improve. They will have more time to effectively differentiate instruction and provide project based, experiential learning opportunities to

optimize student achievement. Expectations are that with more time all students will have full access to all programs and initiatives and be able to receive more individualized instruction to meet their diverse needs; thus resulting in the ability to master required standards in all core content areas and perform proficiently in their academics and on MCAS.

Enrichment Opportunities

Currently, students are assigned to mandatory year-long enrichment courses (health, music, art, and physical education) in five 47 minutes periods (3hrs.55min./week) in various combinations depending on grade level (i.e. grade 6 currently has 2 PE classes and 1 course of art, music and health). In the redesigned day, these mandatory enrichments will remain in the schedule in the form of 1 period each of art, music, health, PE with the addition of a *new advisory course*. Instructional time for these enrichment courses will *increase* to five 58 minute periods per week that equals 5 hours 48 minutes.

The rationale for instituting a *mandatory advisory program* is two-fold. Our vision for expanded learning time expounds the importance of educating the “whole child” on multiple levels: academic, social/emotional, and physiological. In the needs assessment administered in the Spring of 2007, the majority of the staff members stressed the necessity and importance of enhancing our school culture by ensuring that all students have a positive relationship with adults in the building.

Currently, other than three administrators and the teachers, there is only one guidance counselor, one nurse, and one school adjustment counselor for students to access for their needs. It is difficult, from a time and personnel perspective, for all 500 students to receive the individualized support they all need. Thus, our current student support personnel tend to focus the majority of their time and resources on the neediest of the student population.

In the redesigned day, we envision that the advisory program will encompass all staff members {excluding clerical, custodial, cafeteria}, but including administrators. With an anticipation of 500 students in 2008-2009, each adult will be assigned 13 -15 students to work with throughout the year. In this way, *all* students, not just a small minority, will have the social emotional support that they need.

At the present time, we are researching and gathering resources and information on various advisory programs to determine which one would best fit our school. This process will be on going over the next several months. Once a program is chosen, all staff members will need to attend professional development and training in the advisory curriculum to ensure effective implementation.

In addition to the 5 mandatory enrichments mentioned above, the redesigned day will provide an *additional* 5 periods of enrichment elective opportunities for students. These five 58 minute elective periods per week represent 4 hours 55 minutes of *new* elective time. Our new program will offer a wide variety of elective courses in the areas of academics (foreign language, project-based activities in math, technology, and science), social (social skills classes, mentoring program offered by the Big Sister Association and Revere High School students and community service projects), and emotional (decision making, self esteem).

Other elective courses may include drama, dance, musical instruments, and intramural sports; activities that a great majority of our students are unable to participate in beyond the school day due to financial constraints and/or home responsibilities. Elective courses that will be offered will reflect the results of the parent and student surveys administered in the Spring of 2007 (i.e. a large majority of students and parents requested that foreign language be offered as an elective).

Students in Grades 7 and 8 will have the ability to choose by interest from a wide variety of courses. Due to the fact, that 6th graders come from throughout the district, our plan is to administer an interest survey to them in the Spring of 2008 and then choose their electives for them from the

results of the survey. It has yet to be determined whether these electives will be offered on a quarterly, semester, or yearly basis and when the courses will meet (i.e. will students have a different elective every day or 1 elective for two days and one elective 3 days) as this will depend on scheduling and staffing determinations. Students that do not need any type of remediation, credit recovery, or MCAS prep courses will have 5 periods of electives per week.

REMEMDIATION/CREDIT RECOVERY/MCAS PREP

Currently, students in need of course related support and/or MCAS prep help must stay after school to receive remediation. Students who fail 2 or more core content areas must either attend Saturday school (a program we are piloting this year) or repeat the grade as Revere does not offer summer school. In the redesigned day, students that are in need of remediation in any core content area, have failed a core course (credit recovery), or performed at the warning or needs improvement performance level on MCAS will receive remediation in those areas during the elective periods mentioned above (this is notated as Strategies on the student schedule sample). However, a student that falls into one of the aforementioned categories will still have at least 2 elective periods.

The data we will use to determine if a student needs a Strategies course(s) is the final averages earned at the end of the current school year and then once the school year begins we will use the quarterly report card grades and 2008 MCAS results. These courses will be taught by teachers who choose not to teach an elective course (see proposed teacher schedule).

The mathematics strategy course will use the CMP2 curriculum and the ELA strategy course will use a Princeton Review series with a focus on reading and vocabulary. Our MCAS prep course will focus on student need and also focus on our areas in need of improvement as determined by the 2008 MCAS results. These materials will be teacher created to ensure individuation and supplemented by MCAS curriculum resource books (i.e. Soaring Scores), and the computer assisted Study Island Program.

Creation of Courses and Connections to the standards

Teachers will be teaching the elective courses if they so choose (if they do not teach an elective, they will teach a remediation/MCAS strategy course). They will be *required* to submit a Request for Proposal. The RFP must describe the course, the curriculum connections, and standards that the course will cover. Enrichment courses must have an academic component and consideration will given to those courses that reflect the parent and student survey results, address the areas in need of improvement (MCAS data analysis), and reflect the school's theme of science and technology. A curriculum committee comprised of the ELT committee and the administrative team will choose the elective courses based on the aforementioned criteria with consideration to student and teacher scheduling needs.

Partners will also be teaching elective courses. At the present time, we are still in the process of determining the role these partners will play to staff the student schedules for electives. Partners will also be required to fill out and submit a Request for Proposal (RFP) to ensure that the course meets our criteria (connected to standards, academic in nature).

Currently, we have *Whiz Kids* (a non profit organization that promotes science and math education). Representatives from Whiz Kids come into the school on the average of twice a month and present interactive, experiential science lessons to the students. The lessons are chosen with input from the

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science teachers and complement what is being taught in science class at that time. We have received a committee letter from the director of Whiz Kids to become a more active partner in our redesigned day. With more time in the school day, Whiz Kids will be able to come in on a regular weekly basis and teach elective courses in science education.

In September, the Garfield Middle School became the recipient of a 21st Century Grant Award. Beginning in November 2007, we have established a daily after school program (2:30PM -6PM) for middle school students. This program is serving as a pilot for our redesigned day. Some of the electives that are being taught in this program may be offered in the expanded day in 2008-2009.

By means of a letter of interest, we have reached out into the greater community and the community of Revere in our search for partners and have commitments from various organizations:

- The Massachusetts General Hospital in Revere and Revere Cares (a community awareness group that provides resources and education to prevent substance abuse and promote healthy living for adolescents) are willing to teach elective courses. These healthy living electives will support and further our vision of educating the whole child.
- Currently, the Revere Police Department (Police Activities League ~ PALS), in conjunction with Revere Public Schools, sponsors an after school, Saturday, and summer program that encourages academics, athletics and citizenship for students in grades 4-8. We anticipate continuation and expansion of this program as an elective component of our ELT day.
- The Eurovest Corporation is heading The Waterfront Square project at Revere Beach, a major transit-oriented development project, and overall revitalization of Revere Beach that will break ground in the Spring of 2008. Through a partnership, our students will be afforded the opportunity to participate in, inform and understand the anticipated transformations of their environment, and experience first-hand the architectural, engineering and building processes. We will begin our partnership with Eurovest in January 2008 when students will become involved in a “green” project that will end in the building of a box city to represent the upcoming waterfront project.
- The Big Sister Organization has been in place for 2 years with 6th grade at-risk girls. Due to the time constraints of the current schedule, they come into the school only once a week. Upon implementation of ELT, the program will be expanded to include students from Grades 7 and 8 and provide more sessions during the day.
- The Boston Dialogue Foundation is a non-profit organization that was founded in April 2000 by a group of volunteers comprised of business people, academicians, and students. One of the goals of the Boston Dialogue Foundation is to organize various cultural and social activities, and conferences among all types of ethnic groups to support and advance the harmony and cooperation among all. We have a commitment from them to be a part of our redesigned day by providing electives that complement our social studies curriculum and promote the diversity of our student body.
- Salem State College has committed to become a partner and will be a major part of our increased professional development opportunities for teachers.

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- Discussions are on-going with the biotechnology corporations of Genzyme and Biogen

We are still in the discussion phase as to how our partners will be included in professional development activities and collaboration with the staff. As classroom management will be a key component to ensure the effectiveness of the electives, we will ensure that all partners participate in professional development in this area. This can be in the form of workshops presented by our staff members and administrative teams and/or Salem State College presentations. We also envision that partners will be able to collaborate and plan with teachers by having access to common planning meetings.

There will be an evaluation of all elective courses. An evaluation tool will be developed by the ELT committee, administrative team, and appropriate curriculum directors for each course (exclusive of the remedial courses) to elicit student feedback. Enrollment data will be analyzed to determine student interest in courses. For specific academic courses students' progress/grades/performance on MCAS will be used as a tool to assess program success. Ongoing evaluation of the courses will be accomplished through the following: routine administrative team and curriculum director walk-throughs, data collection through formative and summative evaluations and dialogue with course teachers. A culminating project/activity/product will also be required (dance recitals, art exhibits, and musicals/plays) to validate the positive effect on the whole child.

Expectations for Educator Learning and Collaboration

Common planning time will increase from the present 1 hour 34 minutes per week to 4 hours 50 minutes per week. This increase in time will allow for detailed data analysis of quarterly benchmarking assessments and MCAS results to inform instruction; vertical teaming to develop consistent curriculum and share best practices; LASW (Looking at Student Work), curriculum development and peer observations. This process will be facilitated by content-specific lead teachers. The increase in common planning time will also provide teachers with the opportunity to explore and expand our content literacy initiative that begins this school year and will be fully implemented in 2008-2009. Teachers will be *required* to have meeting agendas (set by teachers/and or administrators), specific goals, objectives, and a weekly common planning log to be submitted to the administration.

Currently, professional development sessions occur after school for 20 hours per year (10 hours for principals and 10 hours for directors) plus 2 early release days (2.5 hours of PD for each of those days), and one full day of 6 hours. This represents a total of 31 hours of professional development in the school year.

Our vision for professional development in the redesigned day is that it will be imbedded in the school day. There will be 15 early release days on various Wednesdays throughout the year (2.5 hours on each of those days) for a total 37.5 hours per year, in addition to the 2 yearly early release district professional development days of 5 hours and the 6 hour full day for a new yearly total of professional development of 48.5 hours. *This represents an increase in professional development time of 17.5 hours per year.*

Currently teachers are not offered a choice for professional development (one size fits all). In the expanded day, teachers will have an opportunity to choose professional development opportunities that fit their interest and needs in conjunction with the school's needs. This will be accomplished through a personal needs and interest survey tool. Professional development will be provided at the school presented by a combination of administrators, teachers teaching teachers, and through our commitment with Salem State College. Salem State College will provide the opportunity for staff to participate in these workshops for college credit.

To ensure the effectiveness of the new programs being instituted in our redesigned day, there will be a need for mandatory professional development for the staff and partners in specific areas. With the increase in common planning, there will be a need for workshops on effective teaming practices. With the expectations that more time will allow for project-based, experiential, and cooperative learning, a more extensive training in differentiated instruction will be necessary. There will be a need for extensive training in the advisory program that we choose for implementation. With our focus on mathematics to address our corrective action status, there will be a need to provide workshops in mathematics: lesson studies, best practices, modeling lessons, and using technology to enhance instruction ~ Smartboards.

It is our hope that early implementation funds will become available to the schools that will become ELT schools in 2008-2009. If indeed this becomes the case, we would begin the aforementioned professional development trainings at the end of the current school year and during the summer. This would provide for a smooth transition into the redesigned day and ensure effective implementation of planned programs

Expectations of Assessing the Effectiveness of the Program

Beginning 2007-2008, we will create a data set including the following:

- ~analysis of student performance and achievement on district benchmarks and quarterly assessments
- ~ analysis of student performance on MCAS
- ~ analysis of failure rates in core/content subjects
- ~ analysis of attendance rates to determine patterns of increase/decrease
- ~ analysis of discipline reports to determine patterns of increase/decrease.

In addition beginning 2007 -2008, the following data will also be collected:

- ~ students in grades 6, 7 and 8 will be surveyed to determine an increase in student motivation (i.e. interest in school, college aspirations and career goals).
- ~ a health survey will be administered at each grade level to determine increase/decrease in at-risk behaviors (i.e. drug/alcohol use, smoking and sex education).
- ~ parent surveys will be used to identify parent concerns (i.e. academic success, social adjustment and physiological well being).

This baseline data will serve as an indicator of our program's effectiveness to ensure continuous quality improvement.

Action Planning

December 2007

- Research an advisory program
- Select an advisory plan that best fits GMS

January 2008

- Meet with Eurovest(partner) to develop the pilot program for current school year
- Continue discussions with Genzyme and Biogen to develop a partnership
- Refigure staffing needs to meet the new schedules
- Meet with committed partners to discuss our expectations and needs and the RFP process
- Refine RFP form to meet our needs (Worcester's)
- Develop faculty professional development interest/need survey
- Administer professional development survey

February 2008

- Solicit teacher preference of teaching an elective or strategy course
- Meet with teachers interested in teaching an elective to discuss procedure
- Send out RFPs to interested teachers and partners (due in March)
- Continue communicating ELT progress to parents
- Begin building new teacher and student schedules
- Meet with Salem State College professional development department to begin initial discussions on our needs and expectations

March 2008

- Create Grade 5 student interest surveys
- Create Grades 6 & 7 elective choice form
- Create job description for content lead teachers
- Solicit for teacher interest for content lead teacher positions and provide job description
- Teachers must submit letter of interest for lead teacher position
- Selection of lead teachers
- RFPs due from teachers and partners
- Continue work on schedules
- Begin AFSCME union talks (custodians and clerical)

April 2008

- Review RFPs for elective courses
- Select preliminary elective courses
- Continue work on schedules
- Begin hiring process with district office for 2 paraprofessional with district office
- Continue work on schedules

May 2008

- Schedule professional development for the advisory program
- Administer Grade 5 interest survey throughout the district
- Administer Grades 6 & 7 elective course offering form
- Updates of policy and procedure manuals and faculty and student handbooks
- Meet with Salem State College to finalize 08-09 professional development calendar
- Continue to refine new schedules

June 2008

- Decide on elective choices for Grade 6 students
- Using yearly averages, determine which students will be required to take strategy course(s)
- Finalize electives and strategy course needs
- Communication with parents regarding progress of redesigned day
- Continue to refine schedules
- Professional development for all staff on teaming (Salem Sate College)
- Finalize AFSCME agreement

Summer 2008

- Professional development opportunities for selected partners {classroom management}
- Collaborate with director of transportation
- Collaborate with cafeteria personnel
- Determine substitute teacher policies for ELT schools
- Communications and meetings with parents and the community regarding ELT policies and procedures
- Student informational day by grade to discuss new ELT day
- Finalize teacher and student schedules

Evidence of Support

Teachers:

- Principal's Meeting January 2007 to introduce the concept of ELT and to explore the feasibility of ELT at GMS in 2008-2009
- Surveys were distributed to assess faculty interest
- At a follow-up meeting, preliminary results were shared with staff; survey results indicated that staff needed more information
- In May, a needs assessment was completed to prioritize greatest areas of need within our curricula and schedules
- Teachers volunteered to complete a time audit to determine actual time spent on learning
- Teachers were asked to complete an Enrichment Opportunity Interest Inventory accompanied by a course description request to assess faculty interest in teaching elective courses
- At the September 2007 Principal's Meeting our preliminary plan was shared, and discussed, questions were entertained. An informal survey was given regarding participation in ELT
- As the need arose, the principal and ELT committee members had informal collegial conversations regarding the preliminary plan and the redesigned day
- In November, the Revere Teachers Association presented the proposed compensation plan to the staff at a meeting
- The proposed compensation package was accepted by an overwhelming majority
- After the RTA meeting via email, the principal asked teachers if they would remain at the school if we become ELT. (This is informal as the staff has until 4/1/08 to decide this according to the RTA agreement). The majority of teachers will remain at the Garfield, there are 2 definite transfers.
- All staff members will work the longer day. The RTA agreement does not call for flex time or part time work.

Collective Bargaining Agreement

- The Revere Teachers Association has entered into an agreement with the Revere School Committee for implementation of an ELT program at the Garfield Middle School (see letter in district submission)

Parents/Guardians:

- In January 2007, a letter was mailed home to all parents/guardians to explain the concept of ELT and GMS's vision for Extended Learning
- 530 surveys were sent home. 76% were completed and returned. 72% expressed a positive interest in ELT
- Parents were kept informed of progress via the Principal's Quarterly Newsletter in January, March, and June
- On November 1, 2007, a letter was sent home to parents regarding the status of Expanded Learning Time and informing them that parent forums were upcoming
- On November 15, 2007 at Parent Teacher Conferences, 2 parent informational forums were held to present information on the status of ELT. Questions and concerns will be encouraged and addressed

- The November 2007 Principal's Quarterly Newsletter included information regarding ELT and encouraged parents to contact the school with questions/concerns
- PTO is in full support of Extended Learning Time

Students:

- In January 2007, students in grades 6-8 were surveyed to assess their interest in enrichment activities
- Students/Parents that chose not to remain at the Garfield Middle School in 2008-2009 may chose one of the other 2 middle schools in the district based on seat availability

Outreach to the community and potential partners

- A form letter was sent all of the members of the Revere Chamber of Commerce and to potential partners. There was telephone and email correspondence with potential providers as well as meetings (Citizen Schools, Massachusetts General Hospital, Revere Cares)

Tulsa Public Schools: Extended Learning Time

Perspectives from:

Keith Ballard, Superintendent, Tulsa Public Schools

Lynn Stockley, President of Tulsa Classroom Teachers Association

Origins

Labor-management collaboration in the Tulsa Public Schools began during the summer of 2009 after a teacher effectiveness grant was awarded from the Bill and Melinda Gates Foundation. Superintendent Keith Ballard was hired around this time. He said that he and the Tulsa Classroom Teachers Association (TCTA) were immediately supportive of one another. Current TCTA President, Lynn Stockley, recalled a history of difficult and confrontational contract negotiations in the district prior to Ballard's arrival.

Process

The provisions of the Bill and Melinda Gates Foundation grant required that the teachers union be brought to the table for all discussions. External consultants conducted stakeholder focus groups and brought teachers and district officers together to work on the various aspects of the Foundation's teacher effectiveness initiative. According to Ballard, the district and union agreed to work together on all related issues and that genuine collaboration in Tulsa began when both sides realized this process would advance the greater good for students.

The district and the union worked together for over a year, developing a multiple-measure teacher evaluation system that would eventually include a value-added component. Teachers designed the evaluation instrument with the help of an external consultant and the curriculum department at the district office. The level of collaboration was evident when union members voted almost unanimously to approve the new contract (containing the new evaluation system), with only 15 dissenting votes out of 1,061 total votes.¹ Collaboration on the instrument continues today, with teachers providing feedback during the current pilot period. District officials expect the evaluation instrument to be finalized this summer.

Ballard and Stockley agreed that the collaborative process surrounding teacher evaluation helped pave the way for a new agreement on extended learning time. After learning that Tulsa had six schools eligible for School Improvement Grant (SIG) funds, management and union leaders immediately discussed options to meet the funding requirements of SIG (most SIG-funded schools are required to extend learning time). Ballard and Stockley had seen presentations on extended learning time made by the National Center on Time and Learning, and they were particularly impressed with the model implemented in the Boston public schools. Management

¹ Tulsa later reopened contract negotiations to work out a few remaining fiscal matters. The final contract was approved by a vote of 1,397 to 76.

and labor collaboratively developed their own extended learning plan and a memorandum of understanding to guide its implementation.

Recommendations

Ballard believes policy makers cannot force parties to collaborate; there must be a core belief between the two sides that collaboration will advance the greater good. They must also be willing to engage in continuous communication with each other. Ballard recalls telling his staff: “there had better be a deep trail in the ground between our office and the union office.” Stockley emphasizes that relationships and respect are also extremely important. Both sides must treat each other in a “sacred manner” and acknowledge the vulnerability that collaboration can present (especially for the union). To demonstrate management’s commitment to relationship building, Ballard and Stockley recently launched a site visitation program, which entails making informal visits to all 89 schools in the district. The purpose is simply to walk the halls and to converse with staff and students. True collaboration also means developing trust by making yourself available for phone calls and meetings when necessary.

Ballard and Stockley credit much of their successful collaboration to the training they received in interest-based negotiating earlier in their careers. Both point to one additional factor: complete budget transparency. The union is in direct contact with the chief financial officer and has complete access to all financial data. Budget transparency is critical to promoting honest labor-management collaboration in the Tulsa Public Schools.

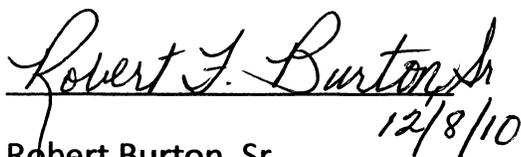
Memorandum of Understanding
School Improvement Grant
December 7, 2010

During the 2009-2010 school year, Tulsa Public Schools applied for and received a federal 1003(g) grant referred to as the School Improvement Grant (SIG). Two middle schools, Clinton and Gilcrease, and four high schools, Central, East Central, Hale and Rogers were included in the grant provisions. TPS and TCTA have reached this Memorandum of Understanding on hours and compensation impacted by the provisions of the grant.

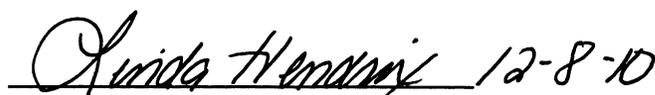
The School Improvement Grant requires participating schools to increase learning time for students and collaboration time for teachers. This requirement creates work hours that exceed the current negotiated contract day. Teacher involved in this additional time requirement will be paid at their daily/hourly rate of pay.

In addition, schools have created additional positions, some of which are employees working under a teacher contract. These newly created positions will require additional contract days and specialized skills and areas of expertise. These teachers will be paid at their daily/hourly rate of pay for any additional time worked, and they will receive a stipend of \$6,831.00 for their grant position. Said stipend will be in effect until the completion of the School Improvement Grant on June 30, 2013.

At the conclusion of the 2012-2013 school year, an extensive survey of those teachers and administrators involved in the grant will be conducted. Data and information gathered from this survey will be used to further revise and improve other school improvement projects within Tulsa Public Schools.


12/8/10

Robert Burton, Sr.
Chief Negotiator, TPS

 12-8-10

Linda Hendrix
Chief Negotiator, TCTA

