

Vera A. Hirsh, Assistant Superintendent
Human Resources, Recruiting and Performance Management

SUBJECT: REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) AND THE UNITED TEACHERS OF DADE (UTD) TO IMPLEMENT A PLAN TO SUPPORT THE PROPOSED TURNAROUND/TRANSFORMATION SCHOOLS FOR IMPROVING STUDENT ACHIEVEMENT

COMMITTEE: SCHOOL SUPPORT ACCOUNTABILITY

LINK TO STRATEGIC FRAMEWORK: SCHOOL/DISTRICT LEADERSHIP

In accordance with the Florida Department of Education School Improvement Grants Section 1003(g) and consistent with the requirements of Differentiated Accountability, a plan to improve student achievement outcomes and increase high school graduation rates at identified Turnaround/Transformation Intervention Model Schools has been developed. The plan will focus on recruitment and retention of highly qualified staff, provisions for extended learning opportunities, job-embedded professional development and supplemental financial incentives for teachers.

The parties have further agreed to the attached Memorandum of Understanding authorizing implementation of a plan to support the proposed Turnaround/Transformation Intervention Model Schools for improving student achievement.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, approve the proposed Memorandum of Understanding (MOU) between Miami-Dade County Public Schools and the United Teachers of Dade to implement the Turnaround/Transformation Intervention Model Schools for the 2010-2011 school year.

VAH:md

MEMORANDUM OF UNDERSTANDING

Contract Modification/Implementation

Pursuant to the Florida Department of Education School Improvement Grants Section 1003(g) and consistent with the requirements of Differentiated Accountability, the proposed implementation of the Turnaround/Transformation Intervention Model, Miami-Dade County Public Schools (M-DCPS), in collaboration with the United Teachers of Dade (UTD), has developed a comprehensive plan for low performing schools to increase student achievement in grades K-12. The objective of the plan is to improve student achievement outcomes and increase high school graduation rates by focusing on extended learning opportunities, providing intensive student interventions based on assessment data, and offering job-embedded professional development and financial incentives to teachers.

I. Highly Qualified Instructional Staff

- Instructional staff assigned to identified Turnaround/Transformation Schools must be highly qualified and certified in-field.
- Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educator's Certificate, or Florida Educator's Certificate, or Statement of Status of Eligibility.
- Instructional staff assigned to work at a Turnaround/Transformation School must meet the requirements of the Florida Department of Education School Improvement Grants Section 1003(g).

II. Increased Rigor/Curriculum Alignment and Pacing/Assessment

- The Educational Excellence School Advisory Council (EESAC) at the Turnaround/Transformation Schools, in collaboration with District-based personnel, will develop and implement the School Improvement Plan to address involvement by all teachers to raise student achievement.
- Periodic reviews and classroom visits at the Turnaround/Transformation Schools will be conducted by the Assistant Superintendent for School Improvement and Accountability or Turnaround/Transformation Office designee.
- Instructional Focus Calendars (IFC) which are aligned to Next Generation Standards and state course codes will be utilized and developed collaboratively with teachers and instructional coaches at individual schools. District Instructional Focus Calendars and District Pacing Guides may be modified for intensive Mathematics and Reading classes.
- District developed pacing guides and focus calendars vertically aligned to the District's instructional program and state course codes will be utilized to guide instruction in Turnaround/Transformation Schools.
- Lesson plan components will correlate with the Next Generation Standards, state courses codes, and pacing guides.
- Instruction in Turnaround/Transformation Schools will be implemented using specific curricula, specific teaching strategies and uniform textbooks based on the strategies defined in the School Improvement Plan and those identified as a result of the periodic reviews.

- Interim assessments aligned to the Next Generation Standards and/or Course Descriptions will be administered as identified in the District testing calendar. Teachers may also be required to administer benchmark assessments, not to exceed one every three weeks. The results of the assessments will be reviewed and analyzed with administrators, teachers, and instructional coaches, and will be used to guide student instruction and interventions.

III. Job-Embedded Professional Development

- Teachers assigned to Turnaround/Transformation Schools may be required to participate in District or school-site developed professional development.
- A professional development calendar for the school year will be designed by each Turnaround/Transformation School with monthly activities and training for grade levels or subject area departments. Changes to the Professional Development calendar may be made based on student achievement data. Each impacted professional will be provided a copy of the calendar prior to any PD being offered.
- Instructional coaches will support teachers through modeling and team teaching.
- Professional Development may be provided during Common Planning Time, on Saturdays, and after school hours. When required Professional Development is offered beyond the regular workday, during the regular workweek, teachers will be compensated on the AT hourly salary schedule. Professional Development proposals will be submitted and approved by the district in advance and teachers will be notified so that they can register for and receive Master Plan points.
- Required Professional Development may be used in developing individual teacher's IPEGS goal setting.
- Common Planning time will be reflected in the master schedule or provided after school with compensation on the AT hourly salary schedule.
- Common Planning time may be required for up to two hours per week, (elementary – 2 hours per week, secondary – 2 periods per week, block schedule – 2 blocks over 2 weeks). This time may be used for collaborative planning, data based decision making to drive instruction, lesson study groups, professional learning communities, professional development, Response to Intervention (RtI), and the development of instructional focus calendars. Substitute teachers may be hired through the grant to facilitate the lesson study process, if necessary.

IV. Extended Learning Opportunities

- Turnaround/Transformation Schools will establish schedules that provide increased learning time for students. Participation by teachers in extended learning activities such as before and after school tutoring, remediation, after school enrichment, and Saturday Success Academies, is voluntary. Teachers at the school site will be given first consideration for assignments taking into account certification and instructional needs.
- Hourly teachers will be employed through the grant to assist students and teachers with small group, push in, or pull out intervention based on assessment data.

V. Financial Incentive Options for the District to Consider

- A recruitment and retention supplement equal to \$3,000 will be provided on a prorated basis throughout the school year to eligible K-12 full-time teachers.

VI. Parent/Teacher Conferences

- Each Turnaround/Transformation School will provide no more than two (2) additional required times for parent/teacher conferences above and beyond the two back to school night type activities such as report card pick-up, science fairs, teacher appreciation days, etc. Substitute coverage will be provided for such activities during the workday as needed. For such additional activities beyond the current contractual requirements that occur beyond the regular workday, employees will be compensated on the AT hourly salary schedule.
- Additionally, no more than two (2) transition meetings will be scheduled with parents and students transitioning from one grade configuration to the next, i.e. elementary to middle, middle to senior high, and senior to college. Substitute coverage will be provided for such activities during the workday, if needed. For such activities that occur beyond the regular workday employees will be compensated on the AT hourly salary schedule.

VII. Personnel Exempted from Financial Incentives

- Pool substitutes
- Temporary Instructors (daily substitutes)
- Itinerant Teachers whose workday or workweek is primarily at a non-Turnaround/Transformation School (more than 50%)
- Hourly and part-time teachers
- Paraprofessionals/School Support Personnel
- Office Employees
- Employees on Alternate Assignment will have their eligibility for the recruitment/retention supplement determined on a case by case basis in collaboration with the UTD.

VIII. This plan will be effective beginning with the 2010-2011 school year and will be subject to annual review based on student performance data, available funds, and on mutual agreement each school year.

UNITED TEACHERS OF DADE

Ms. Karen Aronowitz
President

Mr. Alberto M. Carvalho
Superintendent of Schools

APPROVED AS TO FORM

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