

MEMORANDUM OF UNDERSTANDING

Contract Modification/Implementation

Pursuant to the Florida Department of Education School Improvement Grants (SIG) 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 School Improvement Plan(s) 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 Common Core/Next Generation Sunshine State 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 Common Core/Next Generation Sunshine State Standards, state course codes, and pacing guides. A prescribed lesson plan template, although not required but recommended, will be used by all teachers in SIG schools to help guide lesson study sessions, assist teachers and facilitate collaboration amongst teachers.
- 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 Common Core/Next Generation Sunshine State 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, students, and instructional coaches, and will be used to guide student instruction and interventions.

III. Job-Embedded Professional Development/Common Planning

- Teachers assigned to Turnaround/Transformation Schools may be required to participate in District or school-site developed Professional Development beyond the regular work day/work week up to 12 hours per school year with at least one week prior notice. The content of the school-wide Professional Development for the school year will be determined to identify the Professional Development topics to be addressed.
- 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.
- Instructional coaches will support teachers through modeling and team teaching.
- Common Planning time for instructional support 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.
- Teachers assigned as instructors of sixth, seventh, and eighth grade (Miami Edison and Charles Drew Middle Schools only) students at SIG schools may be required to meet after school up to one hour per week in grade level or departmental teams to review student services data i.e. attendance reports, behavior reports, academic credits, extra-curricular activities, academic progress reports, and etc.
- Teachers assigned as instructors of ninth grade students at SIG schools may be required to meet after school up to two hours per week in grade level or departmental teams to review student services data i.e. attendance reports, behavior reports, academic credits, extra-curricular activities, academic progress reports, and etc.
- Counselors, social workers, and community involvement specialists may be required to attend these after school meetings to collaborate on student data. (Parents may be invited to attend these meetings).
- Teachers participating in these meetings occurring after regular school hours will be compensated on the AT hourly salary schedule.

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

Recruitment and Retention Supplement

- A recruitment and retention supplement up to \$1,500 will be provided on a prorated basis throughout the school year to eligible K-12 full-time teachers.

Performance Pay Award

- Teachers may earn a \$500 bonus if the school's 2011-2012 letter grade is a "C" or better.
- Reading/Language Arts teachers at SIG schools may earn a \$2,000 bonus if the percent of their students scoring proficient on the Spring 2012 FCAT Reading subtest is 5 percentage points above the schools' 2010-2011 School Performance Grade in Reading Proficiency.
- Science teachers at SIG schools at the fifth and eighth grade may earn a \$2,000 bonus if the percent of their students scoring proficient on the Spring 2012 FCAT Science subtest is 5 percentage points above the schools' 2010-2011 School Performance Grade in Science Proficiency.
- Mathematics teachers at SIG elementary and middle schools may earn a \$2,000 bonus if the percent of their students scoring proficient on the Spring 2012 FCAT Mathematics subtest is 5 percentage points above the schools' 2010-2011 School Performance Grade in Math Proficiency.
- Writing teachers at SIG schools at the fourth, eighth and tenth grade may earn \$2,000 bonus if the percent of their students scoring at 4.0 or above on the Spring 2012 FCAT Writing test is 5 percentage points above the schools' 2010-2011 School Performance Grade in Writing.
- Algebra I teachers for eighth grade students at SIG middle schools may earn a \$2,000 bonus if the percent of their students scoring proficient on the 2012 Algebra End of Course (EOC) assessments is above the combined average percent for students scoring proficient on the same EOC assessment for 2012 Algebra I assessment at SIG middle schools.
- Algebra teachers at SIG senior high schools may earn a \$2,000 bonus if the percent of their students scoring proficient on the 2012 Algebra End of Course (EOC) assessments is above the combined average percent for students scoring proficient on the same EOC assessment for 2012 Algebra assessment at SIG senior high schools.
- Teachers assigned multiple core subjects may earn bonuses for which they are eligible.
- Teachers at SIG schools must work at least 99 days or a "good year" at one SIG work location to be eligible for any performance pay award bonus.

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 teachers 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 with OPS related cases will have their eligibility for the recruitment, retention, and/or performance awards determined on a case by case basis in collaboration with the UTD.

VIII. This plan will be effective beginning with the 2011-2012 school year and will be subject to annual review based on student performance data, available funds, and on mutual agreement each school year.

The parties agree that bargaining for the SIG MOU for the 2012-2013 school year will begin in February of 2012.

School:	Subject:	Teacher:	Lesson Plan Date:
---------	----------	----------	-------------------

PRE-PLANNING	OBJECTIVE What will your students be able to learn?	BENCHMARK:
	ASSESSMENT "Begin with the End in Mind" How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
	ESSENTIAL QUESTION A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught.	
	HIGHER ORDER QUESTIONS (3-5) What questions will be answered to provoke higher order thinking and include Moderate to High FCAT Complexity Levels? What would the ideal student response be for each question?	
LESSON CYCLE	BELLRINGER Follow the Focus Calendar to provide reinforcement of previously taught skills.	TIME Approximate 10 min
	INTRODUCTION Brief part of the lesson when students learn the objective/essential question and how mastering the objective leads to achieving the bigger goal of the course. <ul style="list-style-type: none"> Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept. Explain the relevance of lesson and the importance of learning the concept. Introduce important vocabulary using the word wall as an interactive learning tool. 	5-10 min
	MODELING "I DO" Component of the lesson when teacher explicitly models to students exactly what they are expected to do during guided practice and eventually during independent work. <ul style="list-style-type: none"> Conduct a think aloud while modeling the steps to completing an activity or solving a problem. Model the use of a graphic organizer. Use questioning techniques such as re-directing, wait-time and prompting. 	10-15 min
	GUIDED PRACTICE "WE DO" Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the modeled portion of the lesson. <ul style="list-style-type: none"> Incorporate the use of a collaborative strategy in small groups. Encourage student accountable talk during group discussion. Perform checks for understanding. 	15-25 min
	INDEPENDENT PRACTICE "YOU DO" Differentiate your instruction to reach the diversity of learners in your classroom. <ul style="list-style-type: none"> Assign students independent work that is directly aligned with the "I Do" and "We Do" portions of the lesson. Conduct Center Rotations Circulate around the room to provide individual support. Pull small groups or individuals for more intensive support. Teacher Directed: Independent: Technology:	10-15 min
	CLOSURE Wrap up the lesson and help students organize the information learned into a meaningful context. <ul style="list-style-type: none"> Have students reflect on or answer the Essential Question. Help students connect today's learning to their bigger goal in the course. 	5 min
	HOME-LEARNING How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts?	