

CAREER-IN-TEACHING PROGRAM AGREEMENT

INTRODUCTION

America today is in the midst of unprecedented national concern about the quality of education. Studies decry the exodus of experienced teachers from the profession, the low achievement of students, the stagnancy of the profession resulting from limited professional growth opportunities, limited opportunities for communication and collaboration, and a public perception of a lack of accountability within education.

These and many other challenges faced the Career Ladder Committee which assembled at its first meeting in August of 1987. This joint Federation/Administration committee spent long hours exploring, developing and defining the parameters of our shared, professional visions. All committee members had an ultimate vision of improving the quality of education for students, of improving the degree of communication and collaboration among professionals, and of raising the public confidence in schools. The development process included the review of current literature, the investigation of research and projected trends in teacher development, communication with educators at the national, state and local levels, and presentations about both state and local teacher development programs. This initial process resulted in a concept paper which served as the basis for further development.

The 1988 Collective Bargaining Agreement was negotiated using the "principled" negotiations process based on methods developed at the Harvard Negotiations Project. The guiding principles, practices, and guidelines assimilated in that process were applied to the development of the Career in Teaching Program. The Collective Bargaining Agreement provided the framework for the program. In August 1988, a joint Cincinnati Federation/Administration Committee began the formidable task of drafting a detailed plan. The Committee met an average of once a week during the development phase. An open forum to allow professional educators and educational consumers to share their viewpoints was provided. All teachers and administrators were provided the opportunity to complete a survey in an effort to obtain data on their perceptions of the roles and responsibilities for lead teachers.

The Committee issued its report in October 1989. The Board and Federation completed final negotiations and ratified the Career in Teaching Program in February 1990. Subsequently, the parties amended the Career in Teaching Agreement, effective September 1991. In 2000, the Program was further improved by implementation of Teacher Quality amendments, including a revised teacher evaluation and compensation plan.

The Teacher Quality Program as amended will provide incentives to attract and retain quality teachers in the profession, will improve and encourage teachers' professional growth opportunities, will expand opportunities for collaboration among professional educators, and will give teachers broader roles and responsibilities which will improve student achievement and provide better schools for children and teachers.

TEACHER QUALITY LEVELS AND ADVANCEMENT

The Teacher Quality Program identifies five career levels plus a lead teacher category with a lead teacher stipend. These levels will be applied to all teachers beginning their teaching career in school year 2000-01. All lead teacher applicants and lead teachers who are to be reevaluated in 2001-02 as well as all other teachers evaluated during the phase-in process will be evaluated using the new Teacher Quality evaluation system, and will be placed on the new compensation program effective 2002-03. The levels are:

Level 1 – Apprentice: An apprentice is a teacher without previous teaching experience. The apprentice level prepares teachers for pursuing a career in teaching. All teachers new to teaching begin their employment with the district as an apprentice. The apprentice teacher must have at least a temporary license. The apprentice will have a comprehensive evaluation conducted in the first year of apprentice status, and again in year two if the apprentice fails to move to the novice level. The apprentice teacher will be nonrenewed at the end of the first year if s/he fails to achieve a score of two or better in domain 3 and at least one other domain or, at the end of the second year, if novice status has not been attained.

Level 2 – Novice: A novice is a teacher who has met licensure requirements and is working to develop the skills required for a career in teaching. The novice teacher must have achieved a score of two or better in all domains and must have satisfied all requirements of IPDP and passed Praxis 3 and obtained an initial license. Annual assessments will be conducted in each of the first two years as a novice and a comprehensive evaluation in year three. As a result of the comprehensive evaluation the teacher will either be placed at the career or higher level depending on their domain scores or

remain a novice. If the teacher had any domain scores of 1, s/he must undergo a comprehensive evaluation during year 4. Otherwise, the teacher may, at his/her option, undergo a comprehensive evaluation or an annual assessment during year 4. The teacher will be nonrenewed/terminated at the end of the fifth year as a novice if career status has not been attained.

Level 3 – Career: A career teacher is a teacher who has demonstrated the skills needed to have a career in teaching. A career teacher has scores of at least 3 in each of the domains, but does not place in a higher level, and has an approved IPDP. The career teacher must undergo a comprehensive evaluation at least every five years but no more frequently than every other year. The results of the evaluation determine the teacher's continued placement at the career or other level. The first year assigned to career level, a teacher may not undergo a comprehensive evaluation.

Level 4 – Advanced: An advanced teacher who is continuing to master the art of teaching, demonstrating a distinguished level of teaching in some domains. The teacher has a score of four in Domain Three, four in at least one other domain, and all other domain scores of three, and has an approved IPDP. The advanced teacher must undergo a comprehensive evaluation at least every five years but no more frequently than every other year. The results of the evaluation determine the teacher's continued placement at the advanced or other level. The first year assigned to advanced level, a teacher may not undergo a comprehensive evaluation.

Level 5 – Accomplished: An accomplished teacher is a teacher who has demonstrated outstanding teaching. The teacher must achieve a score of four in all domains and have an approved IPDP. The accomplished teacher must undergo a comprehensive evaluation at least every five years but no more frequently than every other year. The results of the evaluation determine the teacher's continued placement at the accomplished or other level. The first year assigned to accomplished level, a teacher may not undergo a comprehensive evaluation.

LEAD TEACHER PANEL

A six-member Lead Teacher Panel shall be appointed by CFT and the Board. The term of each member shall be no longer than 3 years. There shall be co-conveners, one appointed by the Federation and one appointed by the Superintendent. The Federation shall appoint lead teachers to serve as members of the Panel. The Panel will develop and implement the process for credentialing the lead teacher applicants from among the Advanced and Accomplished teachers and recommend additional roles and responsibilities for lead teachers but will not assign lead teachers to positions. The panel has the authority to make procedural decisions necessary to implement the plan; to interpret and apply provisions of the plan; but not to amend the plans.

LEAD TEACHERS

Lead teacher positions within one school may be shared.

To maintain the quality of lead teachers when grades are phased out of schools, these schools may be given flexibility in defining lead teacher positions. This may include but is not limited to: sharing lead teacher positions, combining departments to qualify for lead teacher positions, or maintaining lead teacher staffing in year 3 of phase-out consistent with teacher staffing in year 2.

Lead teachers as defined in the Teacher Quality Program Agreement shall accept assignments, including teaching assignments, meeting the district's instructional needs. Advancement to the level of Lead Teacher shall not be automatic. Lead teachers' duties may include the following: consulting teachers, teacher evaluators, curriculum specialists, professional staff development specialists, demonstration teachers, subject leaders, team leaders, and program facilitators.

A teacher shall be considered for designation as a lead teacher and for any lead teacher role, notwithstanding the current staff racial balance at the school of his/her current assignment.

Teachers applying for lead teacher credentials effective 2001-02 must hold advanced or accomplished teacher status. Teachers will lead teacher credentials obtained before September 2000 will retain their credentials unless they lose their advanced or accomplished status through the evaluation process.

Roles and Responsibilities of Lead Teachers

The primary and most important role of as a lead teacher is to support quality instruction to students. Lead teachers will serve at both the local and district level, in the roles described below. The descriptive position titles relating to each role are listed. By agreement, the parties may create new roles or position titles or amend those listed below.

<u>Assessors</u>	observing, assisting, and, when appropriate, evaluating other professions.
Consulting Teacher/TE	assists and evaluates teachers in the Peer Assistance and Evaluation Program.
<u>Curriculum Specialist</u>	assists in the development and/or implementation of curriculum; demonstrates the use of educational technology within a given subject area; provides ongoing support to teachers in specialized or small teaching fields.
<u>Consultants</u>	conferring with and advising professional educators and educational consumers in an area of Expertise.
Student Specialist	demonstrates to and consults with all staff regarding a specialized group of students, such as a high risk, gifted/talented, handicapped.
Parent Education Specialist	provides services to community and parents for the purpose of increasing participation in the educational program.
<u>Demonstrators</u>	explaining, exhibiting, and teaching in order for others to benefit from an area of expertise and specialization; teaching in classroom open to observation in order for others to benefit; piloting new programs; disseminating research, and providing inservice training on instructional techniques and curriculum.
Demonstration Teacher	serves as a model teacher that others can freely observe; works with a wide range of teachers.
<u>Clinical Faculty</u>	serves as adjunct university faculty member in a professional practice school or in other teacher education programs operating within the district.
<u>Coordinators</u>	managing and directing appropriate teaching-learning activities within the school and/or school district.
School wide Lead Teacher	serves as a lead teacher in a K-6 or K-8 non team-based school. Leads professional development at school site; mentors new teachers in the school's reform model or program; serves on the Instructional Leadership Team (ILT); and works with the ILT to develop the OnePlan, is responsible for test coordination.
Team Leader	serves as instructional leader of the team; leads team to improve instructional and achievement taking responsibility for the effective functioning of the team; determines with the team instructional strategies for the year; assists teachers being evaluated and, when appropriate, coordinates their efforts with the evaluator(s); represents the team on the ILT; conducts team meetings; mentors and coaches team members; submits team meeting minutes and quarterly reports to the principal; coordinates the analysis of student achievement data, facilitates the implementation of the Standards in Practice process; and facilitates team communication with parents.
Subject Area Leader (Department Chair)	serves at the local school providing instructional leadership to other professionals; serves as a mentor for new teachers at the local school level; assists teachers new to the building upon request.
Program Facilitator	serves as a catalyst for new or special programs during their first two years; responsible for the successful implementation of the program.
Educational Service	provides appropriate leadership to specialized position classifications, such as counselor,

Personnel Specialist psychologist, visiting teacher, librarian, and teacher librarian; serves as a mentor for new educational service personnel; serves as a consultant offering voluntary confidential assistance to other educational service personnel in order to improve their skills.

All lead teachers must attend 4-6 district wide lead teacher meetings per year.

Position descriptions are available for the roles listed above, except for the Schoolwide Lead Teacher. That position description will be developed by the Panel. Any new roles shall have the position description developed by a subcommittee of the Career in Teaching Panel with the guidance of the Human Resources Department and with substantial input from the parties to be served by the position.

The Board or a school may create additional jobs within roles and position titles contained within the plan. If the Board or a school desires to create a new position that does not fall within the roles and position titles contained within the plan, the parties will seek agreement to amend the plan or negotiate regarding terms and conditions of employment for the position outside the plan. If the parties are unable to agree, the Administration may create and fill the job. However, such action is subject to challenge by CFT through remedies available under the Collective Bargaining contract and applicable law.

CREATION OF NEW POSITIONS

Any positions that fall within the roles or position titles contained within the plan shall be filled by lead teachers in accordance with the provisions of the plan.

LIMITS ON LEAD TEACHER TERMS

No teacher shall serve in a full-time released position more than three years, except in the following cases teachers working in a program funded by an external grant if, prior to the position being posted, the Lead Teacher Panel recommends the position be identified as a full-time released position for up to four years. Approval by the Federation President and Superintendent is also required. Otherwise, after serving the maximum term, a lead teacher may reapply and may be reselected if s/he is assigned to teach at least two periods at the secondary level or an equivalent amount of time at the elementary level. If the position is continued as a full release time position, another lead teacher shall be assigned to the position.

When an out-of-classroom lead teacher completes the assignment, he/she may reapply for the same position or another out-of-classroom position, if the teacher is assigned to teach at least half time.

LEAD TEACHER CREDENTIALING PROCESS

The Application and Credentialing Process

The Lead Teacher Panel shall review and evaluate the teacher's qualifications for lead teacher status. Application period(s) shall be determined by the Lead Teacher Panel, allowing all eligible teachers who desire consideration the opportunity to complete a standard application form. Teachers seeking lead teacher status must be at the advanced or accomplished level on the Teacher Evaluation System prior to submitting an application. Teachers who hold National Board Certification need only go through the application process to be credentialed as a lead teacher; however their next comprehensive evaluation must place them at the advanced or accomplished level to retain their credentials. Teachers who have not had a comprehensive evaluation and who have had five years of consistently satisfactory or above teaching of which the last three have been, at the minimum, half-time employment in the Cincinnati Public Schools, and who are currently full-time shall have the opportunity to apply to the Lead Teacher Panel for lead teacher status. If the application is accepted prior to October 15, the teacher will have a comprehensive evaluation that year.

The Career in Teaching Program is committed to having lead teachers reflect the diversity in the CPS teaching staff. This application shall include such information as teaching experience, professional growth activities, educational background, career plans, and a statement as to why one desires to be a lead teacher. Also included will be a statement on how the applicant has implemented his/her beliefs about teaching. The application will be reviewed and assessed by the Panel based on the following criteria:

Lead teachers must demonstrate through their application and interview:

- leadership in their profession.
- effective communication skills.
- involvement of parents and the school community in their education program.
- teaching techniques and curriculum development which are effective with children from all backgrounds and abilities.

- a consistent pattern of professional growth.
- articulation of their convictions about teaching.
- cooperation and collaboration with others.
- commitment to teaching as a career.
- how the applicant has translated his/her educational philosophy into an effective and meaningful instructional program for children.

The credentialing process shall include a review of the applicant's personnel file and interviews with peers and others as determined by the Lead Teacher Panel. Applicant's personnel file will be reviewed and peers interviewed to insure that candidate's ability to work well with other teachers. All applicants will be notified of their status in writing by the close of the school year. The lead teacher assessment and selection procedure will assure that teachers assessed and credentialed the second semester of any school year have full opportunities to apply for lead teacher positions for the following school year. Those who successfully complete the application by meeting the basic criteria will proceed to phase two. Any teacher not meeting these criteria will be sent a summary sheet identifying the unmet criteria and may not reapply during the next application period. All applicants have the opportunity to appeal the Panel's decision according to the appeal procedures outlined in this document.

Applicants for and teachers serving in lead teacher positions may not also be applicants for an administrative position or participants in the screening process for such positions. However, teachers may withdraw such applications or requests in order to apply for a lead teacher position. A lead teacher in a position may not be appointed to an administrative position while serving as a lead teacher.

Teachers with 22 or more years of experience as of September 1, 2000 who apply to be a lead teacher must have a comprehensive evaluation. If the scores on that evaluation do not support the teacher's eligibility for lead teacher status, the teacher may withdraw the application and remain on the existing compensation system.

Lead Teacher Panel and/or consulting teachers, as determined by the parties, will conduct the interviews of applicants.

Report to Panel/Credentialing

The Lead Teacher Panel shall review the teacher application and any other related forms and documentation prior to making a final determination for lead teacher credentialing. At least two-thirds of the members of the full panel are required to credential someone to become a lead teacher. If the panel is tied, the decision is sent to the four-member Appeal Panel. The Appeal Panel must confirm the decision by at least a three-fourths majority of the full panel. If the Appeal Panel is tied, the teacher may apply the following year.

Those individuals who are unsuccessful in the credentialing process shall be informed by the Panel and provided a summary sheet and other documentation developed by the Career in Teaching Panel aimed at assisting the teacher in developing a program of professional improvement. Unsuccessful applicants may not reapply during the next application period. All applicants have the opportunity to appeal the Panel's decision according to the appeal procedures outlined in this document.

Reevaluating Lead Teachers

Those credentialed as lead teachers shall be reevaluated at lead every five years under the Teacher Evaluation System. If the status falls below advanced, the teacher loses lead teacher credentials. Upon returning to advanced or accomplished status within five years, the teacher will regain lead teacher credentials.

Rehiring Lead Teachers

Retirement shall not automatically terminate lead teacher status if the teacher is re-employed within his/her credentialed period.

COMPENSATION OF LEAD TEACHERS

The compensation for each lead teacher position is as follows. These figures are over and above the contractual salary.

	Released Time	\$Amount	Additional Days
Subject area leader: At least 5 but less than 12 members		\$6000	5
12 or more members		\$6500	5
Team Leader/Building Level Leader – at least 4 members	0	\$6000	5
School-wide Lead Teacher At least 5 but less than 12 members	1 period	\$6000	5
12 or more members	1 period	\$6500	5
Consulting Teacher	All day	\$6500	5
Curriculum Specialist	Minimum ½ day	\$5500	5
Curriculum Council Chair	1 period or equivalency	\$6500	5
Program Facilitator Building Level		\$6000	5
District Level		\$1500 – \$6500	0 - 5

Lead teachers shall be paid quarterly.

Some of these positions may need additional days beyond those listed above. These days will be compensated at the teacher's daily rate of pay.

The stipend for other lead teacher positions established or implemented in the future may be greater than or less than the amount determined for the 1991-92 positions.

Lead Teachers – Use of 5 Days Extended Time

The five extended days of the lead teacher's assignment shall be within the scope of the lead teacher responsibilities at the local school or site. The scheduling of these days shall be determined by the building administrator. However, newly appointed lead teachers shall receive a one-day orientation/training session designed by the CTP and the Program Facilitator at the commencement of their assignment, within the five days.

ANNUAL NEGOTIATIONS

Pursuant to §§170.1.d, the number of lead teacher positions shall be determined annually by the needs of the district in the Lead in Teacher Budget Agreement, but shall be at least ten per cent of the bargaining unit subject, however, to agreement of the parties on the availability of funds, on the program budget and on distribution of lead teacher positions for each year.

The Career in Teaching Budget Agreement including specific number and types of lead teacher positions, shall be determined during annual negotiations beginning on or about February 1. Such reopener, however, shall not provide the Federation with the right to strike, nor the Board with the right to unilaterally implement, and shall not subject the parties to impasse resolution procedures set forth in O.R.C. §4117.14.

SELECTION OF LEAD TEACHERS FOR POSITIONS

Credentialed lead teachers will be able to apply for lead teacher positions within the district as they develop. Available lead teacher positions will be posted and filled annually. Lead teachers must reapply for any position at the end of their term.

Selection of Lead Teachers for School Level Positions

Selection of lead teachers for school level positions, including program facilitators functioning at the school level, shall be governed by the following provisions. The principal or designee shall convene a screening panel composed of the principal/designee and no more than four teachers from the candidate's department (or other teachers who will be served by the lead teacher). The teachers for said screening panel will review the credentials of, and interview, candidates. The teachers will be selected by their respective departments. Following the interviews, the screening panel will consider all of the candidates

based on the needs of the school. The panel will recommend up to 3 acceptable candidates. However, if there are fewer than 5 candidates, the panel will recommend up to two acceptable candidates. The principal shall either (a) select one of the acceptable candidates or (b) reopen the selection process using the same process as outlined above.

Lead teacher candidates from within the building where the vacancy occurs must be interviewed by the screening panel along with any other lead teacher who has been identified by the screening panel to be interviewed.

All vacancies will be announced. All deliberations regarding the assessment of candidates shall be done in a discreet and confidential manner.

Selection of District Level Lead Teachers

Selection of non-building level lead teachers will be made by the administration based on training, experience and individual qualifications of the applicants. If these are substantially equal, seniority shall control the choice.

If a district level lead teacher position serves a district wide constituency, the selection process shall be the same as above, except the selection panel shall be selected by members of that constituency. The administrator shall facilitate the selection of the screening panel, when necessary. The administrator in the selection process shall be the administrator to whom the lead teacher reports. If a district level lead teacher position has no constituency, then the Federation shall select the members of the selection panel.

A teacher shall be considered for designation as a lead teacher and for any lead teacher role notwithstanding the current staff racial balance at the second of his/her current assignment.

Selection of Non-Lead Teachers for Lead Teacher Positions

All lead teacher positions shall first be offered to credentialed lead teachers through the lead teacher selection process. If no lead teacher qualified for the position applies, then the position can be offered to a non-lead teacher through the lead teacher selection process with the following provisions:

- A. The non-lead teacher is required to apply for lead teacher credentials during the next application period, if eligible. If not eligible, the lead teacher position will be reposted the following year, unless funding restrictions do not allow a change in personnel.
- B. The non-lead teacher shall continue in the position as long as he/she is pursuing lead teacher credentials in a timely manner.
- C. The non-lead teacher serving in a lead teacher position shall receive a stipend of \$3,000.

Lead Teacher – Right to Return

Lead teachers shall have the right to return to the same schools and to the same or similar assignments without loss of seniority provided they exercise the right no later than the expiration of their first term. All rights in existence at the time a position was accepted will be retained. If the lead teacher's position is eliminated during the lead teacher's first term in the assignment, the teacher has no rights to a position in that school. If this occurs during the first term away from the sending school, the teacher returns to the original sending school. If this occurs in any subsequent terms away from the sending school, no specific assignment will be guaranteed. Lead teachers shall receive increments above their salary in recognition of the additional time worked and additional responsibilities. A lead teacher exercising his/her rights above must provide written notification to the Director of Human Resources by March 15.

When a district-wide, out-of-classroom lead teacher completes the assignment, he/she may re-apply for the same position or another out-of-classroom position, if the teacher is assigned to teach at least half-time. If the teacher is not selected for such position and does not accept such a position through the interview process, the district may place such teachers into vacant positions in identified areas of need (i.e. hard to staff schools or certification shortage). When a school based out-of-classroom lead teacher completes the assignment, he/she may re-apply for the same position or another out-of-classroom position, if the teacher is assigned to teacher at least half-time. Lead teachers in school-based positions retain current return rights to their original school.

Lead Teacher Performance Review

Lead teachers report to the principal and are responsible to the principal and their constituents. Lead teachers shall provide quarterly reports to the principal and screening panel during their term, describing their activities toward satisfying the goals described above. The continuation of lead teachers in a position shall be based on attainment of the team, department or level's goals and on the lead teacher's performance of the job descriptions duties and responsibilities. A lead teacher may be removed from a position effective at the end of a school year, by agreement of the principal and the screening panel for the unit, provided the lead teacher is notified by March 10.

Training for Lead Teachers

Provisions shall be made for all lead teachers to successfully complete a training program appropriate to their responsibilities.

Lead teachers, while credentialed, shall be required to receive at least 6 semester hours college credit, equivalent CEUs or Mayerson Academy courses, emphasizing teaching and learning issues, to be eligible for reassessment for lead teacher credentials. These credits may also be used to satisfy state certification requirements. Professional development topics for lead teachers shall include managing change processes, coaching, mentoring, content courses relevant to the teacher's position, and other training determined by the Panel.

Career in Teaching Program Facilitator

The Superintendent and CFT President will agree on a person to administer the Teacher Evaluation System, PAEP and Career in Teaching Teacher Program for the three-year term, nonrenewable annually by agreement of the Superintendent and the CFT President. After three years, the Superintendent and CFT President will agree on a lead teacher selected from the pool of teachers rated as Advanced or Accomplished. This person will serve a three-year term, nonrenewable annually by agreement of the Superintendent and CFT President.

APPEAL PROCESS

Teacher who apply for lead teacher credentials and are denied by the Lead Teacher Panel are entitled to a review by the Appeals Panel on the credentialing process exclusive of the comprehensive evaluations. The review conducted by the Appeals Panel will be limited to verifying that the proper procedures were followed and determining whether the action to deny that status was supported by the evidence. A teacher desiring to appeal shall provide written notification of his/her intent to the Panel along with the reasons for appealing within ten working days of being notified of the LTP's decision.

The Appeals Panel will consist of two teachers appointed by the CFT and two administrators appointed by the Superintendent. The Federation shall appoint lead teachers to serve as members of the Appeals Panel as vacancies occur. This Panel shall meet to review the procedures and evidence for all appeals after each application period. The LTP shall be responsible for supplying the evidence to the members of the Appeals Panel for their review in advance of their meetings. Only evidence collected during the credentialing process will be admissible. After reviewing the procedures and evidence, the Appeals Panel shall have the right to call on the teacher, or the LTP, to appear before the Appeals Panel for clarification.

Following their review, the Appeals Panel will make a determination as to whether proper procedures were followed and whether the LTP's action was supported by the evidence. Within 30 calendar days of the review, the Appeals Panel will submit their decision in writing to the teacher and LTP. The decision shall either uphold the LTP's action or direct an appropriate remedy. If the lead teacher appeals panel overrides the appeal, it shall delineate the specific rationale, in writing, to the teacher.

TERM OF THE PLAN

Teacher Quality Agreement, ratified by the CFT membership and the Board, is an agreement independent of the Collective Bargaining Contract with exceptions listed below. However, the parties agree that the Career in Teaching Program will be governed by the Agreement which is subject to amendment by agreement of the parties (i.e. Federation and Board).

Further, the Collective Bargaining Contract is hereby amended in the process of ratifying the plan to incorporate provisions of this plan which govern: compensation and extended work year requirements for lead teachers.

The term of the Career in Teaching Program Agreement shall coincide with the term of the Collective Bargaining Contract. The Teacher Quality Agreement shall be printed in the Collective Bargaining Contract as an appendix.

President, Cincinnati Federation of Teachers

President, Cincinnati Board of Education

Superintendent of Schools