Memorandum of Understanding between the Cleveland Metropolitan Schools District and the Cleveland Teachers Union, AFT Local 279, AFL-CIO

RE: Teaching Lab Professional Learning for Math and ELA

This Memorandum of Understanding (MOU) between the Cleveland Metropolitan School District (District) and the Cleveland Teachers Union, AFT Local 279, AFL-CIO (CTU) memorializes the District and CTU’s shared commitment to continue the current collaborative working relationship and enhance the shared responsibility to provide quality educational services for all District students.

The District recognizes that all provisions in the 2019-2020 Collective Bargaining Unit (CBA) between the District and the CTU and future CBAs as ratified, as well as other binding agreements on the CTU and the District in the form of Memoranda of Understanding (hereinafter collectively “CBA”), shall remain in full force and effect.

Whereas, the District and CTU are committed to ensure teachers have access to high quality professional learning for educational equity; and

Whereas, the District and CTU have committed to collaboratively design opportunities for educators to create and support instructional systems to positions that will ultimately provide consistent, differentiated, and accountable supports to meet the needs of scholars to reach higher levels of academic achievement; and

Whereas, the District and the CTU agree to the following terms and conditions regarding implementation of the TLPLC in Eureka Math and E.L. Literacy programs; and

Therefore, the District and the CTU agree the following criteria for program implementation and selection of a cadre of ‘lead learners’ (model lead teachers, and classroom teachers) for E.L. Literacy Program and Eureka Math as outlined below for year one of implementation:

1. Lead learners (participants) will be selected for the Boot Camp phase of the project based on the following criteria outlined below:
   a) Must be a current K-5 teacher or a current 6-8 teacher, or a current K-8 model lead teacher at schools using Eureka Math and/or EL Literacy programs.
   b) Project volunteers who meet bullet 1a) will be selected in order of registration; and
   c) Participants must engage in virtual sessions (120 minutes each or less) over the month when the Boot Camp begins and 3+ months if doing both Boot and Inquiry portions following the proposed schedule of activities outlined in attachment A.
   d) Participants must agree to actively model tips and support using the tools in a virtual environment, to strengthening understanding of the program throughout the length of the Professional Learning Community (PLC).
   e) Participants will have the opportunity to continue Boot Camp training via an Inquiry Cycle, this is optional and open only to participants who complete all components of the Boot Camp phase of this work.

2. Lead Learners will have the opportunity to model instructional strategies and lessons to peers and provide assistance with lesson planning and implementation, one-on-one or with groups during building PD or district PD sessions, based on their PLC cohort sessions.
3. Lead Learners will have the opportunity to work with school and district leaders during their off stage time or TBT or PD time, to analyze school data to assist in identifying trends and priorities for school improvement as they navigate the training within their cohort as part of the inquiry cycle.

4. Lead Learners will participate in Boot Camps consisting of 13-16 hours of virtual, synchronous and asynchronous learning. Learners will review and understand the research base behind their instructional materials and explore Teaching Lab's evidence-based professional learning framework;

5. Lead Learners will participate in Instructional Walkthroughs and Feedback Cycles. Instructional leaders will learn to identify core actions in instruction aligned to both Eureka Math and EL Education's ELA curricula to provide support and targeted feedback to Lead Learners to ensure high quality implementation of the instructional materials; Building principals will be the instructional leaders providing feedback on alignment of practice to Eureka and EL curricula to Lead Learners.

6. Lead Learners will maintain their normal work cycle, with the support of very experienced consultants as part of the PLC through Teacher-Led inquiry and practice and receive a stipend based on the model cohort; (attachment A);

7. Lead Learners who successfully complete the boot camp will have an opportunity to participate in a facilitated inquiry cycle.

8. The inquiry cycle is designed for participants, who are interested in continuing their work with Teaching Lab (TL) beyond the boot camp. The TL outside of the contractual day will facilitate inquiry sessions and instructional walkthroughs and feedback from building leaders will take place within the current workday during this portion of the TL.

9. This MOU expires June 30, 2021 but may be revised or extended as mutually agreed upon by the parties. Within 90 days of expiration of this MOU, the District and CTU shall review the outcomes and determine annual renewal.

SIGNED AND AGREED TO BY:
FOR THE UNION:

Shari Obrenski, President
Cleveland Teachers Union

Date 12-11-2020

FOR THE DISTRICT:

Eric S. Gordon, Chief Executive Officer
Cleveland Metropolitan School District

Date December 11, 2020
Attachment A: Proposed Training Calendar & Budget Structure

Launch Date: December 2020

Cohort Sizes (proposed):
- K-5 Mon/Wed Cohort - max participants 150
- K-5 Tues/Thurs Cohort - max participants 150
- 6-8 Mon/Wed Cohort - max participants 75
- 6-8 Tues/Thurs Cohort - max participants 75

Cohort Stipend Model (proposed):
- Phase I Boot Camp-
  - $700.00 stipend per participant (up to 16hrs at $44.34/hour includes pre-work and module implementation)
  - 350 LA Teachers/100 Math Teachers
  - Total - 450 teachers x $700.00 = $315,000

- Phase II Inquiry Cycle (for participants who complete the boot camp and wish to engage in the Teaching Lab)-
  - $400 stipend per participant (up to 9 hours at $44.34/hour)
  - 350 LA Teachers/100 Math Teachers (number may be less depending on interest and selection process)
  - 450 teachers x $400.00 = $180,000

Projected Budget: $495,000

Sample Boot Camp Structure

Cleveland Metropolitan School District - EngageNY Virtual Bootcamp Course Overview

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**Session 1: Our Approach to PBL**
- 30-60 min synchronous virtual session

**Session Overview**
This session is an introduction to Teaching Lab’s mission and model for professional learning. You will learn about PBL, H.E.A.D., and Habits and the research behind the PBL model, along with our approach to supporting whole-school improvement. You will end the module by studying the inquiry cycle to see how doing maths together, engaging in group discussion, and planning and reflecting together is a way to build trust and collaboration in a professional learning community. You will be able to describe how you will engage in a professional learning community to strengthen and deepen your instructional practice.

**Session 2: Intro to the Curriculum**
- 120 min synchronous virtual session

**Session Overview**
This session provides a dive into EngageNY curricular materials framed with the 5 Equity-Based Mathematics Teaching Practices. You will see how EngageNY aligns with the instructional shifts of Focus and Coherence and experience a walkthrough of an EngageNY lesson. By drawing connections between the curriculum and the equity-based teaching practices, you will understand that high-quality instructional materials support ambitious and rigorous teaching because curricular design principles align with the instructional shifts as well as frameworks for effective and equitable teaching practices.

**Session 3: Equity & Identity**
- 120 min synchronous virtual session

**Session Overview**
In this session, you will explore the concepts of mathematical identities, effective teaching practices, and equity to deepen your critical consciousness and create vision statements to guide your instruction.

**Session 4: Effective Teaching Practices**
- 120 min synchronous virtual session

**Session Overview**
In this session, you will build knowledge of ICTNY’s Mathematics Teaching Practices and how they strengthen instruction to meet the demands of college-and-career readiness standards by engaging in a group problem-solving experience and implementing instructional routines. Through practice and reflection, you will continuously grow and develop instructional decision-making in principles of effective and equitable instruction.

**Session 5: Year Long & Unit Planning**
- 120 min synchronous virtual session

**Session Overview**
You will explore math problems and the course narrative to gain an understanding of the scope of learning for the year and this session. You will also use the EngageNY curriculum to see how it supports ambitious and rigorous teaching. You will also be introduced to the Lesson Implementation Guide to see how planning allows for intentional instructional decision making.

**Session 6: Access for All**
- 120 min synchronous virtual session

**Session Overview**
In this session, you will build your understanding of mathematical learning goals and why it sits at the center of strong, equitable instruction. You will walk through lesson prep materials in the EngageNY curriculum to see how it supports ambitious and rigorous teaching. You will also engage in lesson planning and reflection in order to prepare for effective and equitable instruction.
# Proposed Schedule (Math sample – ELA will look similar)

## Cleveland Metropolitan School District -Virtual EngageNY Bootcamp Course Calendar: December

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### Session 1: Our Approach to PL
- **Monday, December 7th**: 3:30-4:30pm 
  - Session 1: Zoom Call
  - Monday/Wednesday Cohorts: 6-8 instructors

### Session 2: Intro to the Curriculum
- **Tuesday, December 8th**: 3:30-5:30pm 
  - Session 2: Zoom Call
  - Tuesday/Thursday Cohorts: 6-8 instructors

### Session 3: Equity & Identity
- **Wednesday, December 9th**: 3:30-5:30pm 
  - Session 4: Zoom Call
  - Monday/Wednesday Cohorts: 6-8 instructors

### Session 4: Effective Teaching Practices
- **Thursday, December 10th**: 3:30-5:30pm 
  - Session 5: Zoom Call
  - Tuesday/Thursday Cohorts: 6-8 instructors

### Session 5: Year Long & Unit Planning
- **Friday, December 11th**: *Session 5: Asynchronous for all cohorts* 

### Winter Break
- **Monday, December 21st** - **Friday, December 25th**