

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

RE: Remote School Teacher Evaluation Option

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 thus enhancing the shared responsibility to provide quality educational services for all District students.

The District recognizes that all provisions in the current Collective Bargaining Agreement (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 the CTU recognize the importance of quality development and evaluation systems for our staff; and

Whereas the District has not yet evaluated staff in the remote environment; and

Whereas the District and the CTU recognize the importance of having a feedback system for a quality development and evaluation system;

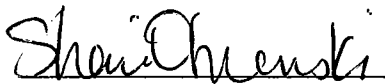
Therefore, the District and the CTU agree to the following terms and conditions regarding the Remote School Teacher Evaluation Option:

1. Licensed/Certificated Bargaining Unit Members assigned to the Remote school who are being evaluated in the 2021-22 school year will be evaluated on the modified Remote Teacher Rubric attached or their respective RSP/SLI rubric for the 2021-2022 school year.
2. Licensed/Certificated Bargaining Unit Members will have an evaluation option at the conclusion of the 2021-2022 evaluation cycle. Licensed/Certificated Bargaining Unit Members will have the choice to:
 - a. Keep the composite rating from the Remote Evaluation Cycle from events in the 2021-2022 school year, or
 - b. Default the composite rating using the default language in Article 13, Section 1, K.
 - i. Members choosing this option must email this choice to TDES@clevelandmetroschools.org no later than May 15, 2022.

- ii. In the case the professional has previously defaulted to their rating, this email correspondence to select this option shall serve as the communication required in Article 13, Section 1, K, 4, to reflect a rating of Skilled.
- 3. The TDES Steering Committee will ask for feedback from both administration and CTU members at the Remote School on the impact of the Remote School Rubric in the spring of 2022 to see if any changes are warranted. This can include focus groups, surveys, and/or conversations with the Remote School TDES Team. Recommendations for changes will be presented to the TDES Steering Committee for consideration.
- 4. This MOU expires June 30, 2022.

SIGNED AND AGREED TO BY:

FOR THE UNION:



Shari Obrenski

President

Cleveland Teachers Union

11.18.2021

Date

FOR THE DISTRICT:



Digitally signed by Eric S. Gordon
DN: cn=Eric S. Gordon, o=Cleveland
Metropolitan School District, ou=Chief Executive
Officer,
email=eric.gordon@clevelandmetroschools.org,
c=US
Date: 2021.11.18 14:37:25 -0500

Eric S. Gordon

Chief Executive Officer

Cleveland Metropolitan School District

November 18, 2021

Date

TDES Remote Teacher Rubric 2021-22

Domain 1 – Planning and Preparation

COMPONENT	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<p>1a: <i>Demonstrating knowledge of content and pedagogy</i></p>	<p>Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
<p>1b: <i>Demonstrating knowledge of students</i></p>	<p>Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. Teacher does not draw upon sources of high-quality student learning data.</p>	<p>Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole, using one method of information-gathering. Teacher draws upon an analysis of a single source of high-quality student data.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. Teacher draws upon an accurate analysis of purposefully chosen and appropriate sources of high-quality student data for individual students.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. Teacher draws upon an accurate analysis of purposefully chosen and appropriate sources of high-quality student data for individual students.</p>
<p>1c: <i>Setting instructional outcomes*</i></p>	<p>Instructional outcomes are too general, and/or do not reflect the Ohio standards, are unsuitable for students, represent trivial or low-level learning using no sources of high-quality student data, or are stated only as activities. Outcomes do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, using a single source of high-quality student learning data, some of which permit viable methods of assessment. Outcomes reflect more than one type of learning, but teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards that align with the Ohio standards, using multiple sources of high-quality student learning data. Outcomes are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as challenging goals that can be assessed, reflecting rigorous learning and Ohio curriculum standards, using multiple sources of high-quality student learning data. Outcomes represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p>1d: <i>Demonstrating knowledge of resources</i></p>	<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p>	<p>Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.</p>	<p>Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out and uses resources in and beyond the school or district in professional organizations, on the Internet, from families and colleagues and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
<p>1e: <i>Designing coherent instruction*</i></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>Teacher coordinates knowledge of content of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/district curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/district curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
<p>1f: <i>Designing student assessment</i></p>	<p>Teacher's plan for assessing student learning is either absent, contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Multiple sources of high-quality student data are not used in planning.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, reflects limited analysis of student data, without clear criteria, and is inappropriate for at least some students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use multiple sources of high-quality student data to identify student strength and areas for growth to plan future instruction for individual students.</p>

TDES Remote Teacher Rubric 2021-22

Domain 2 – Classroom Environment

COMPONENT	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<p>2a: <i>Creating an environment of respect and rapport</i></p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p>2b: <i>Establishing a culture for learning that is challenging and rigorous*</i></p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work.</p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p>
<p>2c: <i>Managing classroom procedures*</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p>2d: <i>Managing student behavior*</i></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is research-based and sensitive to individual student needs. Students take an active role in designing, monitoring and implementing the standards of behavior and the classroom management system.</p>
<p>2e: <i>Organizing physical space</i></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

TDES Remote Teacher Rubric 2021-22
Domain 3 – Instruction

COMPONENT	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
3a: <i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development. The teacher does not often provide alternatives.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear, to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions by clarifying content and presenting information in multiple formats.
3b: <i>Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful, sometimes leading to confusion.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: <i>Engaging students in learning*</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Students may not be actively engaged in learning. Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The use of instruction materials and resources engage students in the ownership of their own learning, and lesson is adapted as needed to the needs of individuals using an appropriate balance between teacher-directed and student-led learning to support individual learning and the structure and pacing allow for student reflection and closure.
3d: <i>Using Assessment in Instruction*</i>	The teacher does not use appropriate formative or summative (formal or informal) assessment(s) to check for understanding. There is no monitoring of progress by teacher or student. Feedback is not given to students.	The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for the whole class. There is limited monitoring of progress of learning by teacher and/or students. Feedback to students is inconsistent.	The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for subgroups of students. There is monitoring of progress of learning by teacher and/or student. Consistent, actionable, high-quality feedback is given to students.	The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for individual students. There is self-assessment by students and monitoring of progress by both students and teachers. High-quality, actionable feedback is given to students from a variety of sources.
3e: <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

TDES Remote Teacher Rubric 2021-22

Domain 4 – Professional Responsibilities

COMPONENT	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records*	The information management systems on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. The teacher fails to accurately self-assess performance and/or does not appropriately identify areas for professional development.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession. Areas of strengths and weaknesses are identified to establish professional growth goals.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators. Sets data-based short- and long-term professional development goals and takes action to meet them.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. Sets and regularly modifies short- and long-term professional development goals based on self-assessment and analysis of student learning evidence.
4f: Showing Professionalism*	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality, assuming leadership role with colleagues, in serving students, challenging negative attitudes/practices in ensuring full compliance with regulations.