

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 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 the Teaching Lab, which is a non-profit organization with a mission to fundamentally shift the paradigm of teacher 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 two 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 in order of registration; and
 - c) Participants must engage in virtual sessions (120 minutes or less each) and follow the proposed schedule of activities outlined in the attachments
 - d) Participants must agree to actively model tips and support using the tools, to strengthening understanding of the program throughout the length of the Professional Learning Community (PLC).
2. 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.
3. 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, based on their PLC cohort sessions.

4. Lead Learners will work with school and district leaders 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.
5. Lead Learners will participate in Boot Camps consisting of over 13-20 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;
6. 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.
7. 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: Cohort Model);
8. Lead Learners who successfully complete the boot camp will have an opportunity to participate in a facilitated inquiry cycle.
9. 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.
10. Lead learners who successfully complete bootcamp and the inquiry cycle will be eligible to train as a “Lab Leader.” Lab Leaders engage with Teaching Lab in order to build their own leadership capacity to support ongoing professional learning (PL) within their schools. This course also focuses on strengthening Lab Leaders’ instructional coaching skills, with an emphasis on equitable coaching with peers and equitable instruction in the classroom.
11. This MOU expires June 30, 2022 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

Shari Obrenski, President
Cleveland Teachers Union

9.3.21

Date

FOR THE DISTRICT:

Eric S. Gordon

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

9/3/21

Date

Attachment A: Proposed Training Calendar & Budget Structure

Launch Date: September 2021

Cohort Sizes (proposed):

- Eureka Bootcamp – max participants 125
- Eureka Supported Planning - max participants 150
- Eureka Cycles of Inquiry - max participants 125
- EL Bootcamp – max participants 100
- EL Culturally Responsive Teaching -- max participants 60
- EL Inquiry Cycle-- max participants 100
- Lab Leaders– 50 max participants for EL and Eureka

Cohort Stipend Model (proposed):

Eureka Math	EL Language Arts
<p>Bootcamp</p> <ul style="list-style-type: none"> • \$1,152.00 stipend per participant (up to 25 hours at \$46.10/hour includes pre-work and module implementation) • Designed for those who did not previously attend bootcamp; those who already completed bootcamp are ineligible to attend a second time 	<p>Bootcamp</p> <ul style="list-style-type: none"> • \$1,152.00 stipend per participant (up to 25 hours at \$46.10/hour includes pre-work and module implementation) • Designed for those who did not previously attend bootcamp; those who already completed bootcamp are ineligible to attend a second time
<p>Supported planning</p> <ul style="list-style-type: none"> • Must have successfully completed bootcamp to be eligible to attend • \$369.00 stipend per participant (up to 8 hours at \$46.10/hour includes pre-work and module implementation) 	<p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Must have successfully completed bootcamp to be eligible to attend • \$230.00 stipend per participant (up to 5 hours at \$46.10/hour includes pre-work and module implementation)
<p>Inquiry Cycle</p> <ul style="list-style-type: none"> • Must have successfully completed bootcamp to be eligible to attend • \$922.00 stipend per participant (up to 20 hours at \$46.10/hour includes pre-work and work between sessions) 	<p>Inquiry Cycle</p> <ul style="list-style-type: none"> • Must have successfully completed bootcamp to be eligible to attend • \$922.00 stipend per participant (up to 20 hours at \$46.10/hour includes pre-work and work between sessions)
<p>Lab Leader</p> <ul style="list-style-type: none"> • \$1,198.00 stipend per participant (up to 26 hours at \$46.10/hour includes pre-work and module implementation) 	<p>Lab Leader</p> <ul style="list-style-type: none"> • \$1,198.00 stipend per participant (up to 26 hours at \$46.10/hour includes pre-work and module implementation)

Sample Bootcamp Structure

Cleveland Metropolitan School District - Eureka Math/EngageNY Virtual Bootcamp Course Overview

Module 1	Module 2	Module 3	Module 4
Welcome & Introduction	Equitable Instruction	Effective Instructional Practices	Planning for Student Success
<p>Session 1: Our Approach to PL</p> <ul style="list-style-type: none"> 90-60 min synchronous virtual session <p>Session Overview This session is an Introduction to Teaching Lab's mission and model for professional learning. You will learn about Head, Heart, and Habits and the research behind TL's PD design, along with our approach to supporting whole-school improvement. You will end the module by studying the inquiry cycle to see how doing math together, engaging in group discussion, and planning and rehearsing 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.</p> <p>Session 2: Instructional Shifts and HQIM</p> <ul style="list-style-type: none"> 120 minutes synchronous virtual session <p>Session Overview In this session, you will compare and contrast experiences teaching and learning pre- and post-shifts. College and career readiness standards have had a major impact both on instruction and instructional materials, and you will consider the impact of instructional materials on teaching and learning as well as the demands of the instructional shifts.</p>	<p>Session 3: Intro to EngageNY</p> <ul style="list-style-type: none"> 120 min synchronous virtual session <p>Session Overview In this session, you will 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.</p> <p>Session 4: Equity & Identity</p> <ul style="list-style-type: none"> 120 min synchronous virtual session <p>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.</p>	<p>Session 5: Effective Teaching Practices</p> <ul style="list-style-type: none"> 120 min synchronous virtual session <p>Session Overview In this session, you will build knowledge of NCTM's Mathematics Teaching Practices and how they strengthen instruction to meet the demands of college-and-career readiness standards. Through practice and reflection, you will continuously ground instructional decision-making in principles of effective and equitable instruction.</p> <p>Session 6: Year Long & Unit Planning</p> <ul style="list-style-type: none"> Self-paced asynchronous session <p>Session Overview In this fully asynchronous session, you will use the Nearpod platform to deepen your understanding of the Module Internalization process. You will first explore the course overview to gain an understanding of the scope of learning for the year. You will see how the EngageNY curriculum supports ambitious and rigorous teaching because the design principles align with the instructional shifts. You will make use of strong frameworks for planning at the unit level and understand that planning allows for intentionality in instructional decision making.</p>	<p>Session 7: Access for All</p> <ul style="list-style-type: none"> 120 min synchronous virtual session <p>Session Overview In this session, you will explore how MLRT's, instructional routines, and strategies to address unfinished learning allow access for all. You will also dig into a EngageNY lesson to see how the curriculum supports ambitious and rigorous teaching because design principles align with effective and equitable teaching practices. Throughout the session, you will practice grounding instructional decision-making in principles of effective and equitable instruction.</p> <p>Session 8: Daily Planning</p> <ul style="list-style-type: none"> 120 min synchronous virtual session <p>Session Overview In this session, you will build your understanding of mathematical learning goals and why learning goals sit at the center of strong, equitable instruction. You will walk through lesson prep materials in the EngageNY curriculum to see how EngageNY supports ambitious and rigorous teaching. You will also be introduced to the Lesson Internalization Guide to see how planning allows for intentional instructional decision making. Finally, you will engage in lesson rehearsal in order to prepare for effective and equitable instruction.</p>

Sample Bootcamp Schedule

CMSD -Virtual Eureka Math/EngageNY Bootcamp Course Calendar: September 2021

Module 1	Module 2	Module 3	Module 4
Welcome & Introduction	Equitable Instruction	Effective Instructional Practices	Planning for Student Success
Session 1: Our Approach to PL	Session 2: Intro to the Curriculum Session 3: Equity & Identity	Session 4: Effective Teaching Practices Session 5: Year Long & Unit Planning	Session 6: Access for All Session 7: Daily Planning
Monday	Tuesday	Wednesday	Thursday
6 LABOR DAY	7 Session 1: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-5:30pm	8 Session 1: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-4:30pm	9 Session 2: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm
13 Session 2: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	14 Session 3: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm	15 Session 3: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	16 Session 4: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm
20 Session 4: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	21 Session 5: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm	22 Session 5: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	23 OPEN HOUSE
27 Session 7: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	28 Session 7: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm	29 Session 8: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 3:30-5:30pm	30 Session 8: Zoom Call Monday/Wednesday Cohorts K-5 and 6-8 Instructors 4:30-6:30pm
			24 *Session 6: Asynchronous for work for all cohorts

Expectations for Engagement:
Virtual meeting norms, Participation, Assignments/Tasks, Time Requirements

Required Tools, Tech, & Resources:
Laptop/computer for Zoom calls (cell phones and tablets work for Zoom but have limited features), Ability to access PDFs, Journal (to take notes)