

Contract Corner by Don Luckie, CFT Field Representative



Section 220: Teaching Assignments

As we near the midway point of the school year, the CFT leadership would encourage staffs to review Section 220. This section provides guidance to us which includes professional standards that many of us treat as routine, but are vital to the success of your classroom and school.

Starting on page 24, Section 220 details the procedures for everything from Change in Assignments(#1) to Professional Development(#14). For this addition we wanted to address part 13(p.30): Preparation for

Instruction which states, "Teachers shall be required to show evidence of daily preparation for instruction including lesson plans in a format determined by the ILT. Written lesson plans shall include objectives which reflect indicators/standards, the activities to be used to achieve the stated objective, and the means to be used in evaluating whether the objectives has been achieved."

This has become somewhat of an issue when it concerns Intervention Specialist, particularly when they are serving in an Inclusion model. It must be understood that lesson plans are to

be created by the Intervention specialist during the inclusion bells.

The CFT leadership would like to thank everyone for helping us maintain a professional working environment in a collaborative way.

A Message from the Librarian Curriculum Council Chair, Steve Hays

Librarians are trained to be collaborative, to help students and teachers with reading & research. In October we inserviced several curriculum councils on research, with a focus on **Infohio**, an information portal sponsored by the ODE. Every teacher should be getting a flyer in their mailbox in the next week or 2. More about **Infohio** in the next month or 2.

Our Mission

The mission of the Libraries and Library Media Centers in Cincinnati Public Schools is to provide an environment that:

- Supports the core curriculum in a collaborative manner
- Promotes literacy and a love of reading

- Promotes Information literacy
- Promotes a positive school culture

We librarians believe this quote says it all:

"In my opinion, the place to focus is the library, both the school and public library. Studies show a positive relationship between library quality (school and public) and the amount read, as well as a relationship with reading competence. Better libraries mean more literacy development for younger readers as well as for high school students.

We know a great deal about how to encourage reading when books are present. Successful approaches include read-alouds, models (seeing others read), providing some time in school set

aside for reading, and, under certain circumstances, direct encouragement (Shin, 2003). But the first step is to provide access to reading, and the clearest way to do this is by improving library holdings and staffing. Improving library holdings and staffing is a necessary step, and in many cases it will be sufficient. Urging young people to read more when there is little available to read makes as much sense as urging starving people to eat, when no food is available."

http://www.sdkrashen.com/articles/literacy_campaigns/index.html (11-13-2008)

Have you talked to your librarian today? We are here to help in many ways.

Intervention Process of the Peer Assistance and Evaluation Program

by Lesley-Ann Gracey Pro. Issues Rep.

The intervention process is a component of the Peer Assistance and Evaluation Program (PAEP) that is intended to assist teachers to improve their teaching skills or practices. The Peer Review Panel (PRP) is a joint committee made up of 50% teachers appointed by the CFT and 50% administrators appointed by the Superintendent who serve as the governing body of the program. If an administrator has concerns about a teachers skills/practices, and believes that he/she could benefit from the assistance offered through the intervention component, a referral is submitted to PRP.

To be referred for intervention, there must be evidence of serious deficiencies. Serious deficiencies are defined for Career Teachers as when the preponderance of evidence in at least

one whole domain (domain 2 or 3) is at basic (2) level or below. The PRP determines, using an investigation process, **whether or not the teacher shall be placed in intervention.** Collective Bargaining Agreement language regarding "Referral to Intervention" can be found in section 210 Teacher Evaluation, pg.21. The referral procedures, which include two formal observations, are outlined below.

REFERRAL FOR INVESTIGATION FOR INTERVENTION PROCEDURES

OPTION 1

- After the annual process is completed and serious deficiencies still exist a pre-formal conference is held using Form 1A.
- Teacher is given 10 to 30 days to work on improving noted areas of

deficiency.

- Administrator provides assistance and documents on Form 1B.
- The administrator conducts observation (10-30 days after pre-conference) using Form 1 C Formal Classroom Observation for Intervention Investigation.
- Administrator conducts post conference using Form 1D.
- In the event the preponderance of evidence still identifies serious deficiencies, all the collected documentation (Forms 1A-D) along with a Cover Letter for request of investigation and the Annual Evaluation Conference Sheet is submitted to the Director of Human Resources.

Continued on Page 3

No Citizen Left Behind con't from front page

State Departments of Government and Business Performance

(DGBPs)—Each state shall create and maintain through its own revenues a Department of Government and Business Performance. The state agencies will monitor each governing and business body's progress toward eliminating poverty and post Poverty Performance Grade Cards each year to determine how closely each business, municipality, township and/or county government follows the state and federal mandates and as to whether they meet or exceed the poverty index targets established by the state departments. Grade Card scoring will include Summative Ratings for each business and governing body. The categories are as follows:

- **Excellent Performance Toward Eliminating Poverty**
- **Effective Performance Toward Eliminating Poverty**
- **Continuous Improvement Toward Eliminating Poverty**
- **Socio/Economic Watch**
- **Socio/Economic Emergency**

Adequate Yearly Progress (AYP)

This is the core of the NCLB accountability plan. Each business, state, county, township, and municipality shall make Adequate Yearly Progress, AYP, toward permanently eliminating poverty. Progress will be charted by looking at key indicators such as home ownership rates, home mortgage foreclosures, the number of homeless, crime statistics, availability of livable wage jobs, hiring patterns, unemployment numbers, and income distribution. Once baseline poverty data is created AYP Poverty Reduction Targets (PRTs) will be established by the State Departments.

Poverty Index Redesign Board Any business or governing body that does not meet its AYP targets for more than two years in a row will face sanctions that place that business or governing body into a Business Improvement (BI) or Government Improvement (GI) category which will require that business or government to articulate and file an improvement plan that must be reviewed by a Poverty Reduction Redesign Board (PRRB) to ensure that the plans are comprehensive and rigorous enough to meet the challenges of eliminating poverty. Any entity continuing in the Improvement category for more than five years in a row will face the option of restructuring or redesign directed by the PRRB. This redesign process can be very flexible and include a complete takeover and rehiring of all personnel in that entity, restructuring the internal operations, or by simply adjusting staffing and redeploying existing resources in different ways to achieve the desired results of reducing poverty. The decision regarding the depth of redesign rests with the PRRB.

Commission on Closing the Income Gap

Each governing body shall have its own Commission on Closing the Income Gap. This commission will track income statistics and all other key indicator statistics by disaggregating all data into subgroups of race/ethnic origin, class, disability, and any other sub-group as deemed appropriate. Once sub-group progress is identified baseline data and benchmarks for each of these sub-groups will be placed into the AYP formulas for successive yearly targets. Any municipality, township, or county showing extreme sub-group gaps will be subject to an Income Gap Review (IGR) from the PRRB. Remedial Action Directives (RADs) will be established by the PRRB

that must be included into the AYP formulas and targets for the next year. Business entities operating within these governing jurisdictions must be included in the RAD and must partner with the governing bodies in executing the remedial actions.

HQPL, HQBL, HQS Highly Qualified Political Leaders, Highly Qualified Business Leaders, and Highly Qualified Staff are essential in carrying out the mission of ending poverty. For anyone to lead a governing body in an elected position he or she must be highly qualified to do so by demonstrating before becoming a candidate a breadth and depth of knowledge in Macroeconomics, Microeconomics, Political & Social Philosophy, Varieties of Governance Structures, Political Geography, Management, Ethics, and Social Planning with an 85% passing grade on a Socio/Political Praxis Exam administered by the Educational Testing Service. Similarly, business leaders will demonstrate their HQBL status by passing the same Praxis Exam. Highly Qualified Staff will pass a less rigorous version of the same Praxis Exam by a 75% margin. The demands of placing HQS in every available position will increase over time until all personnel will have a Highly Qualified certificate on file available for state inspection.

Performance Compensation In order to motivate all government and business work toward focusing with laser-like precision on the task of ending poverty Performance Compensation based on hitting and exceeding AYP poverty reduction targets will replace all other pay scales. Base pay before Performance Compensation will equal the median income of each locality and Standard Metropolitan Statistical Area (SMSA). Performance increases will be tied to the percentage improvement from each year's baseline scores established in the AYP calculations and targets. Failure to make improvement will maintain compensation at the established median income.

If the United States is to survive this next century it will be absolutely essential that we end poverty as quickly as we possibly can. The measures of NCLB lay out a path for moving our country ahead and assuring our continued world leadership and growth into the 22nd Century.

Intervention Process Con't from page 2

OPTION 2

- Administrator holds pre-formal observation conference with the teacher explaining concerns regarding the teacher's performance using Form 2A.
- Administrator conducts observation, 1-10 working days after pre-conference, using Form 2B Formal Classroom Observation for Intervention Investigation.
- Administrator conducts post conference explaining concerns and provides documented suggestions for improvement using Form 2C.
- Teacher is given 10 to 30 working days to work on suggestions from post-conference.
- Administrator provides assistance and documents on Form 2B, page 4.
- Administrator conducts second observation, 10-30 days after post-conference, using Form 2B Formal Classroom Observation for Intervention Investigation.

2009 OFT Convention Call
The 71st Annual Convention of the
Ohio Federation of Teachers
will be held
February 26-28th at the Columbus
Renaissance Hotel, Columbus, OH

DELEGATES TO THE ANNUAL OFT CONVENTION WILL BE ELECTED AT THE JANUARY 14TH CFT/ACPSOP MEETING, 5:30 p.m., Laborer's Hall, 3457 Montgomery Road. At least three elected delegates shall be ACPSOP Members. (The CFT President, CFT 1st Vice President & ACPSOP president are automatic delegates.) Any CFT/ACPSOP member in good standing who wishes to have her/his name placed on the OFT Convention Ballot must send in their name,

IN WRITING, to Jerri Clements, c/o CFT office, **no later** than 4:00 p.m., TUESDAY, JANUARY 13TH.

Send via the pony or e mail:

jclements@cft-aft.org (No phone calls.)

of delegates to be elected & delegate expenses will be presented to CFT's Executive Council and Membership, after CFT's Budget Committee meets.

Attention Aspiring Leaders...

Mayerson Academy is offering an Aspiring Leaders course for teachers that are interested in leadership positions as a teacher leader or administrator. The course will be taught by faculty and facilitators from the Leadership Development Academy at The University of Cincinnati. Participants will engage in task groups, in-basket activities, interpersonal communication sessions, and interact with practicing teacher leaders & administrators.

The course will be conducted over three sessions held on January 2nd, January 12th and January 26th at Mayerson Academy from 4:15 p.m. til 5:45 p.m. The course number for registration is 149.1138

Union Plus Scholarship Applications Due
Jan. 31 for \$150,000 in Awards

Applications are now available for the 2009 Union Plus Scholarship Program, which offers \$150,000 in scholarships annually to union members, their spouses and dependants.

To download the application, visit www.UnionPlus.org/Scholarships. Or, send a postcard with your name, return address, telephone number and international union name to: Union Plus Education Foundation, c/o Union Privilege, P.O. Box 34800, Washington, DC 20043-4800. The application deadline is January 31, 2009.

More Information available at www.aft.org

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