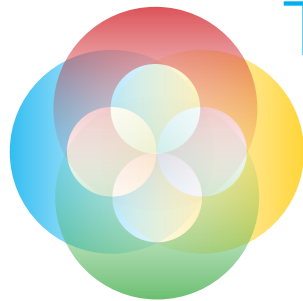




Advancing Student Achievement Through Labor-Management Collaboration



Denver, Colorado
February 15-16, 2011



SPONSORED BY:

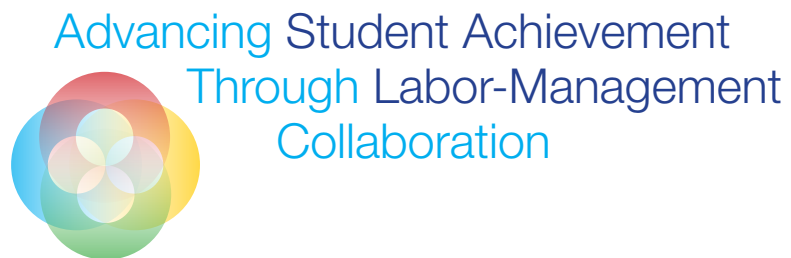
U.S. Department of Education in collaboration with the American Association of School Administrators, the American Federation of Teachers, the Council of the Great City Schools, the Federal Mediation and Conciliation Service, the National Education Association, and the National School Boards Association

HOST DISTRICTS:

Denver Public Schools, Douglas County School District (Castle Rock, Colo.)

SUPPORTED BY:

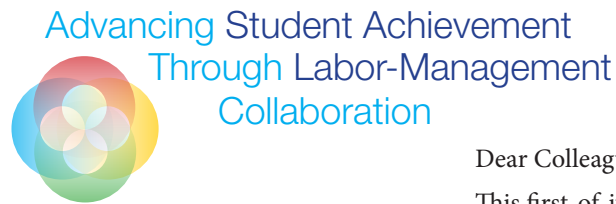
Ford Foundation



Denver, Colorado
February 15-16, 2011

CONTENTS

Welcome Message	3
Conference Agenda	4
A New Compact for Student Success: The Principles of Student-Centered Labor-Management Relationships	6
Principles in Action	8
District Background Information	
ABC Unified School District, California	18
Baltimore City Public Schools, Maryland	19
Denver Public Schools, Colorado	20
Douglas County School District, Colorado	21
Green Dot Public Schools, California	22
Helena Public Schools, Montana	23
Hillsborough County Public Schools, Florida	24
Montgomery County Public Schools, Maryland	25
New Haven Public Schools, Connecticut	26
Plattsburgh City School District, New York	27
Independent School District 15–St. Francis, Minnesota	28
Winston-Salem/Forsyth County Schools, North Carolina	29
Presenters, Panelists, and District Attendees	32



Dear Colleagues,

This first-of-its-kind conference on labor-management collaboration is a historic effort to transform the relationships among local superintendents, school boards, and teachers into a broad and robust partnership designed to boost student achievement. All of us understand that good labor-management relations create the conditions that drive success in our schools. When local school boards, superintendents, and teachers work together to focus on ensuring student success, overall achievement rises as does teacher satisfaction and community support. While this sounds both easy and obvious, in practice this requires enormous trust and tremendous effort on the part of everyone involved.

Your school district is among 150 from across the country that have asked to be part of this initiative—to take a fresh look at how we improve and strengthen labor-management relationships, policies, and agreements with the goal of improving instruction and student achievement, and how we hold ourselves and each other responsible and accountable for achieving these goals. You have agreed to revisit both what underlies a successful labor-management relationship and the myriad of issues that affect it, including transparency, hiring and retention, equity, compensation, instruction, professional development, and evaluation. That means the stakes are high for you, your constituencies, and the students and communities for whom you work, so we salute your courage and your leadership.

Over the next 24 hours, you will hear from other progressive and innovative school leaders who have found new and better ways to work together. You will have the opportunity to learn from others who, like you, are on this journey. And, with your district colleagues, you will have the opportunity to reflect on changes that you can make in the coming months to improve student achievement. We look forward to receiving your action plans after you return home, so that we can all stay abreast of your activities and collectively monitor and support your progress.

Know that in doing this critically important work, you have the support of the U.S. Department of Education, the Federal Mediation and Conciliation Service, and this conference's sponsoring education organizations: AASA, AFT, CGCS, NEA, and NSBA. The Ford Foundation has generously funded this gathering. Also in attendance is a wide range of other foundations and nonprofit organizations that have histories of supporting this work. We encourage you to talk with them and gauge their interest in working with your district.

We are asking much of you because we all have a unique opportunity to move beyond the serial conflict that too often characterizes the relationship between districts and unions. Together, let's redefine labor-management relations for the new century. We have a collective responsibility to prepare our nation's children to compete in the global economy and we cannot allow anything to stand in our way.

Thank you in advance for doing the hard work that lies ahead.

Sincerely,

[Arne Duncan](#)
U.S. Secretary of Education

[Daniel A. Domenech](#)
Executive Director, American
Association of School Administrators

[Randi Weingarten](#)
President, American Federation of
Teachers

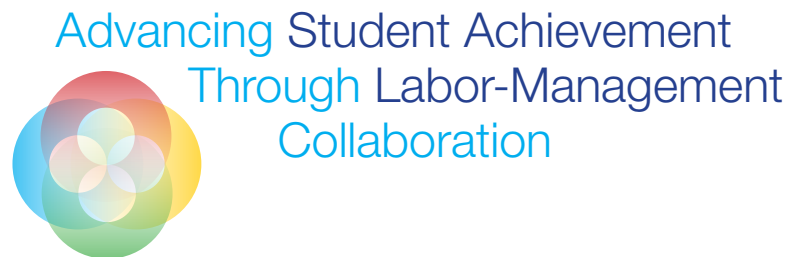
[Michael Casserly](#)
Executive Director, Council of the
Great City Schools

[George H. Cohen](#)
Director, Federal Mediation and
Conciliation Service

[Dennis Van Roekel](#)
President, National Education
Association

[Anne L. Bryant](#)
Executive Director, National School
Boards Association

AGENDA



Day One February 15, 2011

1:00-5:00pm Colorado Convention Center / Four Seasons Ballroom 2 & 3
Registration

All meeting locations are in the Convention Center with the exception of dinner on Day One.

2:00-2:30pm Four Seasons Ballroom 2 & 3
Welcome, Framing, and Overview

Arne Duncan, U.S. Secretary of Education

2:30-3:30pm Four Seasons Ballroom 2 & 3
**The Principles in Action:
Structuring Labor-Management Collaboration for Student Success**

Moderator: Charlie Rose, General Counsel, U.S. Department of Education

Participants:

Andrés Alonso, CEO, Baltimore City Public Schools

Jean Clements, President, Hillsborough Classroom Teachers Association

Christopher Barclay, President, Montgomery County Board of Education

3:30-3:45pm Break

3:45-6:00pm
Breakout Sessions #1 & #2: District Teams Discuss Their Stories

Select one presentation to attend during each breakout session:

ABC Unified School District, California	Room 104
Baltimore City Public Schools, Maryland	Room 108
Denver Public Schools, Colorado	Room 105
Douglas County School District, Colorado	Room 107
Green Dot Public Schools, California	Room 102
Helena Public Schools, Montana	Room 106
Hillsborough County Public Schools, Florida	Room 207
Montgomery County Public Schools, Maryland	Room 203
New Haven Public Schools, Connecticut	Room 205
Plattsburgh City School District, New York	Room 110
Independent School District 15–St. Francis, Minnesota	Room 103
Winston-Salem/Forsyth County Schools, North Carolina	Room 109

3:45-4:45 Breakout #1

5:00-6:00 Breakout #2

6:15-9:00pm Sheraton Denver Downtown Hotel / Plaza Exhibit Foyer
Networking Dinner and District Team Time

Buffet – mingle, talk, eat.

Day Two February 16, 2011

7:30-8:15am

Four Seasons Ballroom Foyer

Continental Breakfast

Registration and luggage assistance available.

8:15-8:30am

Four Seasons Ballroom 2 & 3

Welcome, Review Agenda for the Day

Joanne Weiss, Chief of Staff, U.S. Department of Education

8:30-9:30am

Breakout Sessions: Breakout #3

Select one presentation to attend:

ABC Unified School District, California	Room 104
Baltimore City Public Schools, Maryland	Room 108
Denver Public Schools, Colorado	Room 105
Douglas County School District, Colorado	Room 107
Green Dot Public Schools, California	Room 102
Helena Public Schools, Montana	Room 106
Hillsborough County Public Schools, Florida	Room 207
Montgomery County Public Schools, Maryland	Room 203
New Haven Public Schools, Connecticut	Room 205
Plattsburgh City School District, New York	Room 110
Independent School District 15–St. Francis, Minnesota	Room 103
Winston-Salem/Forsyth County Schools, North Carolina	Room 109

9:30-10:30am

Four Seasons Ballroom 2 & 3

The Difference You Can Make: The Positive Impact of Reform From the Perspective of Students, Parents, Teachers, and Principals

Moderator: Brad Jupp, Senior Program Advisor, U.S. Department of Education

Participants:

Kim Herman, Building Resource Teacher, Northeast Elementary School, Douglas County Public Schools

Deborah Johnson-Graham, Principal, Stedman Elementary School, Denver Public Schools

Kevin Larsen, Parent, Douglas County Public Schools

Annie Murphy, Senior, Daniel C. Oakes High School, Douglas County Public Schools

Lori Nazareno, Lead Teacher, Mathematics and Science Leadership Academy, Denver Public Schools

Virna Rodriguez, Senior at Bruce Randolph School, Member of Denver Public Schools Student Board of Education

10:30-10:45am Break

10:45-11:45am

For District Teams

Convention Center/On Your Own

District Reflection and Commitment

For Everyone Else

Four Seasons Ballroom 2 & 3

Supporting Labor-Management Collaboration

11:45-12:15pm Break and Pick Up Boxed Lunch

12:15-1:15pm

Four Seasons Ballroom 2 & 3

Leading a Movement to Advance Student Achievement Through Labor-Management Collaboration

Moderator: Russlynn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education

Participants:

Arne Duncan, U.S. Secretary of Education

Anne L. Bryant, Executive Director, National School Boards Association

Michael Casserly, Executive Director, Council of the Great City Schools

George H. Cohen, Director, Federal Mediation and Conciliation Service

Daniel A. Domenech, Executive Director, American Association of School Administrators

Dennis Van Roekel, President, National Education Association

Randi Weingarten, President, American Federation of Teachers

1:15-1:30pm

Four Seasons Ballroom 2 & 3

Next Steps and Closing Remarks

Arne Duncan, U.S. Secretary of Education

A NEW COMPACT FOR STUDENT SUCCESS

The Principles of Student-Centered Labor-Management Relationships



Statement of Purpose

Successful labor-management relations in public education should enable school boards, district administrators, principals, and teachers – each in their own roles – to design and enact policies that optimize the academic success of their students. To do this, districts and teachers’ unions must forge new compacts – compacts in which school boards, district and building administrators, and teachers’ union leaders acknowledge their shared responsibility to establish a strong and stable school environment, and give educators resources and tools to transform all schools so that all students receive a genuine opportunity to obtain a high-quality education.

The fundamental strength of a constructive labor-management relationship is its reciprocal nature. Through the new compact, boards, administrators, and teachers can build on this strength and use it as a vehicle to uphold rigorous academic standards, elevate the teaching profession by advancing teacher quality, drive school and instructional improvement, and *make student achievement the heart of their relationship*.

Looking forward, the new compact will raise expectations, and the collaborative process, including collective bargaining, will become a tool of innovation, creating new ways to improve academic outcomes for students and the work of educators. Moreover, under the new compact, the context for labor-management interaction will extend well beyond collective bargaining; it will influence the way collective-bargaining and non-collective-bargaining school systems operate – in board meetings, at the union hall, in committees, on school leadership teams, and with parents, students, and the community. In each of these settings, and in all settings where teachers, board members, and administrators do their work, the compact will serve to create a renewed focus on the conditions of student, teacher, and school success.

Tenets of the Compact – Conditions for Student Success

- Shared responsibility for, and clear focus on, student success
- A culture of high academic expectations
- Rigorous curriculum that meets or exceeds state standards and international benchmarks
- A belief in education as a valued profession
- A culture of respect for education professionals
- An effective leader in every school
- An effective teacher in every classroom
- Professional development aimed at continuous improvement
- A collaborative culture of innovation
- Resources appropriate to local school needs
- Empowered local leadership with respect to those resources
- A safe, secure, and supportive professional environment
- Students taking responsibility for their own learning
- Parents engaged in their child’s education
- Accessible, timely, and relevant information on school and student performance

PRINCIPLES IN ACTION

Following are 10 key areas of challenge and opportunity in implementing student-centered principles. For each, we highlight some of the approaches taken by our district presenters. These solutions are diverse, rooted as they are in the needs and strengths of their individual communities; and they exemplify the innovation and creativity that are the hallmarks of strong, collaborative, problem-solving relationships. Student achievement is central across all areas.



Strategic Direction-Setting

1

ABC Unified – The district’s strategic plan consists of five major directions that are evaluated each year by the community – including teachers, administrators, parents, students, and the board of education. The strategic plan focuses on the involvement of all stakeholders in raising student achievement.

Denver – The contract calls for a partnership focused on improving student outcomes; collaboration between the district and union, with shared professional responsibility for improvement. The contract also clearly outlines standards for behavior in the district-union partnership, making clear that all stakeholders share professional responsibility for the district’s goals, policies, and practices.

Douglas County – The district and the board of education signed a Memorandum of Understanding with the union to develop and implement a continuous improvement model for teacher development and evaluation. This historic agreement will help further develop the pay-for-performance system to better support Douglas County’s teachers and students. The Continuous Improvement for Teacher Effectiveness (CITE) initiative is a continuation of the pay-for-performance system developed in the early 1990s. This initiative focuses on a differentiated teacher evaluation tool aligned to performance pay and professional development, and includes multiple measures of teacher effectiveness and student learning. The evaluation tool will be used to inform employment decisions and develop teacher leaders. This evaluation tool will ensure that expectations are clear, processes are implemented with fidelity, results are measurable, and, most importantly, the system is aligned with the district’s vision throughout the process.

Green Dot – The contract establishes that the school will consider staff input, and decisions will be made collaboratively. In addition, the contract contains language recognizing that the union and school leadership maintain fluid communication and a willingness to work through issues and concerns. The parties affirm that this collaboration is particularly important during the formative years of a school.

Helena – The contract calls for “consensus negotiations” that bring all parties together to express a shared vision for the district, including a transparent, common understanding of the financial resources (including salaries and benefits) available to achieve that vision.

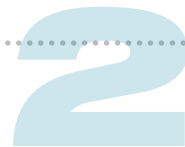
Montgomery County – The contracts with each of the three employee associations provide a detailed description of the labor-management relationship. They focus on the principles of interest-based bargaining in a collaborative, respectful culture in which there is a mutual commitment to a self-renewing organization dedicated to continuous improvement and performance excellence for staff and students. Language in each contract affirms a commitment to work through issues and concerns. Each association provides input in the updating of the strategic plan and in the setting of annual performance targets associated with that plan.

New Haven – New Haven’s School Change Initiative was discussed and shaped by the district, the city, and the New Haven Federation of Teachers outside of contract negotiation, in the context of a larger strategic and operational partnership. Ongoing work, including the shaping and monitoring of reform directions and the delivery of specific reform products (*i.e.*, the Teacher Evaluation and Development System) happen through formal cross-constituency committees.

* * *

Ideas From Other Districts – Create specific roles for unions and other stakeholder groups in district goal-setting and strategic planning processes. Create collaborative policy review and development bodies that consider policies in real time and through vehicles other than the collective bargaining agreement or board policy. Create outcome-oriented agreements that tie large-scale incentives to large-scale increases in agreed-upon performance goals as a vehicle for creating shared ownership of significant outcomes, such as increases in overall district student performance, enrollment or graduation rates, or fiscal stabilization.

Clear and Shared Responsibility for Academic Outcomes of All Students



ABC Unified – The district has a Charter Agreement that promotes the partnership between labor and management. The goals of the partnership are to work collaboratively in improving student achievement and to enhance the teaching and working environment for teachers, staff, and administrators.

Baltimore – The district and the teachers’ union will work together to develop the Baltimore Professional Practices and Student Learning Program (BPPSLP) with the goal of increasing student learning. Two labor-management committees (the Joint Oversight Committee and the Joint Governing Panel) will develop and facilitate the various components of the contract.

Denver – Denver’s School Performance Framework, which was created with input from the union and other stakeholders, is used to assess school performance and includes metrics that are aligned with teacher performance measures. Incentive pay for teachers is fully aligned with incentive pay for principals and each is aligned with the School Performance Framework.

Douglas County – The contract commits both parties to the “common value” of upholding “the best interests of students” when making decisions. Building relationships is integral to an overall strategic plan that recognizes the importance of a coherent partnership among all educators to accomplish the common good for children.

Green Dot – The contract grounds all Green Dot schools on six tenets of high-performing schools, and establishes shared ownership of the overarching goal that all graduates will attend a four-year college.

Helena – The Helena Education Association works collaboratively with the board of trustees, community members, and administrators to establish strategies to increase student achievement and improve graduation rates.

Montgomery County – Each of the three association contracts articulates a shared commitment to the five goals in the district’s strategic plan, including ensuring success for every student and providing an effective instructional program. The district publishes an annual report on progress toward collaboratively established benchmarks and a “Results Book” that summarizes student performance outcomes. These provide transparency for students, staff, and the community.

New Haven – Early in the reform process, New Haven established a clear statement of shared beliefs between the district and the New Haven Federation of Teachers, including the urgency and the potential for significantly improved academic outcomes, and the individual and collective responsibility for achieving those outcomes. Those beliefs translate into aligned evaluation and development at all levels of the district.

Plattsburgh – The contract creates an Education Policy Council that serves as an avenue for dialogue among the union, administration, and school board.

St. Francis – The district’s Assessment, Curriculum and Teaching Committee meets quarterly to provide shared engagement in the review of the district’s instruction and curriculum plan, and makes recommendations to the school board on how the district can make progress toward its goals.

Winston-Salem – Uses information from an expanded version of the Governor’s Working Conditions Survey to initiate and support district projects, such as a common code of conduct and staff development initiatives. Union leadership works closely with the superintendent and the board, and serves on the staff policy committee as well as on other standing and ad hoc committees.

* * *

Ideas From Other Districts – Create explicit shared commitment for measurable academic performance goals in areas such as college-going success rates or high school graduation rates, student attendance, academic achievement gains, and achievement gap closing. Commit to other high priorities, shared goals, and metrics, and to processes for metric development. Develop common datasets to inform policy concerns in the collective bargaining agreement. Jointly develop school progress reports and school improvement planning processes. Establish shared policy commitments to transparency for both the district and the union. Jointly develop parent, student, and teacher feedback mechanisms, such as rigorous engagement surveys, for quality assurance and policy development purposes. Create joint opportunities to recognize highly successful schools, principals, and teachers. Join forces with local nonprofits, universities, and government agencies to build civic investment in shared academic goals and in joint labor-management ventures.

Supporting the Growth and Improvement of Teachers and Leaders



ABC Unified – The Annual PAL (Partnership between Administrators and Labor) Retreat is created jointly by teachers and administrators to provide a shared professional development opportunity. The focus of the retreat is raising student achievement in the district.

Baltimore – The contract creates leadership opportunities for teachers who have demonstrated results. The leadership opportunities include increased responsibilities and salary increases. Former salary lanes have been replaced in the contract by a four-tiered career ladder (Standard, Professional, Model, and Lead Teacher), and opportunities for advancement through “achievement units” tied to evaluation and evidence of leadership and learning. The contract also establishes a joint committee that oversees district professional development initiatives.

Denver – The contract emphasizes site-based shared decision-making on professional development, school schedules and calendars, and other topics. It creates a school-based “Collaborative School Committee,” which has specific charges, including the development of School Improvement Plans and Professional Development Plans.

Douglas County – The union and the district share joint ownership of the district’s “Center for Staff and Community Development.” The contract creates a wide range of teacher leadership assignments, including instructional coaches, curriculum coordinators, and administrative supports.

Green Dot – Professional development is school-based and overseen by a committee that includes union members and school leadership. The contract creates teacher leadership positions, including teacher mentors.

Helena – The contract establishes a career and professional development system for teachers that is aligned with district goals and supported by the jointly developed Professional Compensation Alternative Plan. The district and employee groups jointly participate in the implementation of a district-wide mentorship program that links together experienced and newly hired educators.

Hillsborough County – The contract provides for a career ladder compensation system based on performance that enables teachers to make more money and take on more responsibility. The contract also creates three new categories of full-time positions: one enables teachers to act as full-time mentors to other teachers; one provides peer evaluators who share with principals the responsibility of observing and evaluating teachers; and one gives teachers the opportunity to become “teacher leaders” who teach half the day and work the other half with administration on instructional and curricular issues.

Montgomery County – Each employee association contract articulates the importance of professional development for all employees in creating and sustaining a high quality workforce, focused on student learning, in a self-renewing organization. Each contract establishes the shared responsibility of the district and the respective association to jointly plan and implement relevant professional development that supports employee advancement through career pathways (support staff); or establishes a career lattice (teachers) that identifies three stages of professional growth (induction, skillful teacher, lead teacher); or promotes the development of effective school and district leaders (administrators’ association). Professional development plans are created by each staff member with guidance from appropriate evaluators and/or lead teachers.

New Haven – The contract calls for a number of professional development initiatives designed to promote teacher growth. Among these are: a teacher induction and mentoring program, school-based instructional coaches, teacher professional development centers, and additional training on special education inclusion, classroom management, data-driven instruction, differentiation, and instructional technology.

Plattsburgh – A school-based planning committee makes recommendations to school administrators, and a district-wide professional development committee supports the professional development efforts at each school.

St. Francis – The contract calls on teachers to develop an annual 30-hour professional development plan. The contract establishes a Teacher Academy that offers development opportunities in alignment with state and district goals.

The contract also establishes an aligned career ladder for teachers, which offers leadership roles that include curriculum and instructional specialists, mentors, and district coordinators.

* * *

Ideas From Other Districts – Develop local standards of excellence for teachers and administrators. Agree on common workforce metrics to inform hiring and career or professional development decisions. Define supervisory roles for teachers in the bargaining agreement. Permit educators with supervisory roles in the bargaining unit. Create cooperative career development initiatives with other education organizations, such as local universities, other government agencies and nonprofits.

School Design, Schedules, Teacher Workload, and Time

4

Baltimore – The district and union are piloting a program where schools can modify school working conditions – for example, extend their school day and year – provided there is support from 80 percent of the school staff. Teachers will be compensated for additional hours. The pilot will be expanded to all schools in the 2011-12 school year.

Denver – School schedules and calendars are developed by site-based Collaborative School Committees. Schools may seek waivers from the teacher contract, board policies, or state law by a vote of the teachers in that school to become an Innovation School. Several Innovation Schools in Denver set their own calendars, professional development time, work week, and work day.

Green Dot – The work day and week are defined by teacher responsibilities, such as classroom instruction, preparation, and staff meetings, not increments of time. Preparation must be at least one-sixth of the teacher's total instructional time.

Montgomery County – Teachers are provided with designated professional days for grading and planning, with some opportunity to telework on those days. In addition, two 8-hour unstructured days are provided to each 10-month teacher for collaborative planning to improve instruction and close the achievement gap.

New Haven – In turnaround schools, there is an ability to completely re-craft work rules and compensation, and the decision of staff to apply or reapply represents their agreement to those terms. In other schools, staff has the ability to modify work rules with the vote of 80 percent of the staff.

Winston-Salem – School week and planning time are allocated in flexible week long blocks that can be adjusted at the school level within the limits established by board policy.

* * *

Ideas From Other Districts – Create school design competitions or solicit charter school proposals from teachers and other district educators. Enter into partnerships with local universities, government agencies and nonprofits to invest in innovative school designs, including “wrap-around” services for students that support the academic mission of the school. Create joint projects to rethink school and schedule organization in light of emerging teaching and learning technology.

Teacher Evaluation

5

ABC Unified – The evaluation document for teachers was developed jointly by the teachers and administrators. The Peer Assistance Support System (PASS) is available to struggling teachers and to teachers who request additional support and coaching.

Baltimore – Teachers earn “achievement units” (AUs) through a range of achievements and activities, including positive evaluations; earning AUs leads to salary increases. All teachers are evaluated annually, and state law requires student growth data to inform 50 percent of the evaluation.

Denver – The district is piloting a new teacher observation and evaluation framework designed by a set of joint district and union design teams. In the pilot, teachers will be observed and receive feedback from both peer observers and principals.

Douglas County – Teachers on performance improvement plans receive support from a team of four administrators and five peers.

Green Dot – Teachers are evaluated twice annually. Teacher evaluations include the examination of a portfolio of teacher work.

Hillsborough County – The district and union have jointly developed a teacher evaluation system that is based on three components: students' learning gains (40 percent), ratings by the principal (30 percent), and ratings by a master teacher holding the position of peer evaluator (30 percent). The evaluation system is aligned with professional development so that teachers receive the supports that best meet their needs.

Montgomery County – The district and the teachers’ union have developed a framework for teaching based on Jon Saphier’s *The Skillful Teacher*. Standards of performance in the Professional Growth System (PGS) are based on six standards derived from the core propositions of the National Board for Professional Teaching Standards. Two standards include student performance data as part of the evidence considered in the evaluation. The PGS provides for a three-year professional growth cycle consisting of an evaluative year followed by two years devoted to targeted professional development. A Peer Assistance and Review component offers support to novice and underperforming teachers and provides for dismissal of teachers who continue not to meet the standard.

New Haven – The union and the district introduced a new evaluation system this year that takes into account growth in student learning, classroom observation, and professional values. The weight carried by student learning growth depends on the consistency of that data across years and across metrics. This process solidifies the professional relationship between the manager and the teacher, increasing interactions and conferences. The process includes a third-party validation of instructional practice for those teachers who are potentially classified as “needs improvement” or “exemplary.”

Plattsburgh – The district is piloting a Peer Assistance and Review (PAR) program with novice teachers that will be expanded to include struggling teachers. All new teachers work with a “consulting teacher” who has the full responsibility to formally evaluate the new teacher. The building administrator may conduct informal evaluations. Final decisions are made by the PAR panel.

St. Francis – The jointly initiated Student Performance Improvement Program serves as a vehicle to integrate teacher evaluation, peer review, induction, and compensation. Every teacher has an assigned Performance Review Team made up of two career-ladder teachers (a team leader and a specialist) and one administrator. The team helps the teacher set an annual growth goal, conducts four classroom observations, reviews the teacher’s evidence of student growth, provides an annual rating (which is tied to compensation advancement), and plans the teacher’s next professional development focus.

* * *

Ideas From Other Districts – Establish a shared commitment to evaluation systems that consistently predict that highly rated teachers are also getting high rates of student growth. Collaboratively create and implement training for administrators and peers to be consistent raters of teacher performance; use this information and student growth evidence to inform career decisions. Jointly develop methods for the long-term validation of evaluation instruments and processes.

Administrator Evaluation

Baltimore – Baltimore is currently negotiating a new contract for administrators and hopes to mirror the historic reform shown in the teacher contract.

Denver – The district will be piloting a new principal evaluation system later this year, designed by a joint district and union design team, which will be fully aligned to the district’s new teacher evaluation system.

Helena – The district is piloting the Vanderbilt Assessment for Leadership in Education (VAL-ED). The conceptual framework for VAL-ED is based on a review of the learning-centered leadership research literature and alignment to the Interstate School Leaders Licensure Consortium (ISLLC) standards.

Hillsborough County – In alignment with reforms to teacher evaluation, the district and union are initiating a “360-degree” principal evaluation system that takes into account feedback from school faculty, student growth data, and feedback from area directors. Data for the 360-degree evaluation is gathered in part through surveys completed by staff and administrators.

Montgomery County – Administrators are evaluated based on performance standards specific to their role, defined in the Administrative and Supervisory Professional Growth System. The A&S PGS operates on a three-year cycle including an evaluative year followed by two years devoted to professional development. The district supports the professional development of administrators by providing opportunities for leadership development and through support of professional learning communities specific to each administrative group. The PGS includes a Peer Assistance and Review component through which support is provided to novice or underperforming administrators.

New Haven – In alignment with reforms in teacher evaluation, the district and union are developing a principal evaluation system that is based, in part, on student learning and school performance. It also includes 360-degree feedback from teachers and other staff through annual school climate surveys.

Winston-Salem – Feedback from the expanded Governor’s Working Conditions Survey are used to inform principal evaluations and to identify outstanding principals.

* * *

Ideas From Other Districts – Collaborate with principals and other stakeholders to define multiple measures of principal performance and suitable evidence of student growth for informing principal evaluations. Create fair and transparent quality assurance measures for administrative processes (like customer service in human resources offices). Do the same for key central office administrator positions.

School Board Evaluation

ABC Unified – The district conducts an evaluation of progress on the strategic plan annually. The superintendent’s evaluation by the board of education is also tied to progress on the strategic plan.

* * *

Ideas From Other Districts – Collaborate with board members and community stakeholders to develop fair and open methods for making transparent the school board’s standards of practice and for identifying and reporting key indicators of district health and success.

Transfer, Assignment, and Reduction in Force

Baltimore – The contract places a high priority on shared agreement between teacher and principal for all transfers—voluntary and involuntary. Forced placement is possible but it is not the district’s current practice, which emphasizes mutual consent.

Denver – Teacher selections and reductions for program and enrollment changes are conducted by a committee that includes teachers and the principal. Classroom performance is considered as a part of these decisions, and seniority is not. Under a new Colorado state law, all transfers/hiring of teachers in schools must be by mutual consent of the teacher and the school. Teachers reduced in a building have the longer of two hiring cycles or one year to find a mutual consent placement before being placed on unpaid leave. Teachers on unpaid leave who find mutual consent positions return at the same salary level and seniority as when they went on leave.

Green Dot – The contract places high priority on shared agreement between teacher and principal when selecting teachers, but Green Dot does permit forced placements. Teacher evaluation is a factor in transfer decisions; seniority applies only when all other factors are equal.

New Haven – When turnaround schools are reconstituted, all teachers must compete along with other interested teachers for a position in the school. Teachers maintain employment rights if they choose not to apply or are not selected. Careful coordination between HR and the teachers’ union occurs to avoid bumping and involuntary transfers.

Compensation and Benefits

Baltimore – Teachers earn salary increases by earning “achievement units” granted through a range of achievements and activities, including professional development, strong evaluations, gains in student learning outcomes, and completion of eligible coursework. The new compensation system also creates four career “pathways” through which teachers progress based on their performance (Standard, Professional, Model, and Lead Teacher).

Denver – The Professional Compensation System for Teachers (ProComp) replaces the single salary schedule with a system of incentives (both base-building and non-base-building) for specific accomplishments. ProComp includes incentives for school-wide and classroom student growth, working in hard-to-serve schools and hard-to-staff assignments, acquiring and demonstrating skills and knowledge, and earning a satisfactory or better evaluation.

Douglas County – The district has one of the longest-running performance pay programs in the nation. It was developed in 1993-1994 in collaboration with the union. The performance pay program is not a “this or that” compensation model for teachers to select one or the other component. The district goes above and beyond the traditional compensation schedule by using the performance pay program as a personal and group development model that leads to recognitions that are financial rewards. The plan begins with desired skills for staff and cascades to a level of rewarding teacher portfolio and student achievement results.

Helena – The district and union have replaced the single salary schedule with the Professional Compensation Alternative Program, a compensation system that permits teachers to build salary increases for “positive evaluation, career development and education, and professional service.” The district board has remained committed to maintaining the Helena schools’ compensation package as the flagship program in the state, ensuring the recruitment and retention of the highest-quality educators.

Hillsborough County – The contract includes performance pay and “differential pay” for teachers who work in high-poverty schools. The district is moving toward a career ladder under which teachers will be compensated based on three years of value-added student learning gains. Teachers employed by the district during the 2009-2010 school year will have the opportunity to choose between the old and new compensation systems, while new hires will be under the new compensation system when it takes effect in 2013.

Montgomery County – The district encourages teachers to earn National Board of Professional Teaching Standards certification by providing specific supports during the certification process and a salary stipend upon achievement of NBPTS certification.

New Haven – The contract calls for the development of a compensation system that include group-based bonuses. The contract also permits incentives to be offered to exemplary teachers who take on teacher leadership positions.

Plattsburgh – The district offers a flexible spending account to cover the cost of insurance premiums, and offers a cash-out option for teachers who decline health insurance.

St. Francis – Placement and advancement on the district’s “career lattice” is determined in large part by student performance data, which is based on the specific teacher’s assignment and professional goals.

* * *

Ideas From Other Districts – Create flexible salary schedule placement rules that allow experienced teachers with track records of results in education and other fields to enter at a rate of pay commensurate with their accomplishments; develop shared methods to ensure the rigor of knowledge and skill compensation; negotiate total compensation systems that recognize the full earnings value of insurance, pension, and other benefits; create portable savings plan options for teachers with mobile careers, so they don’t lose the employer contribution to their pension; jointly encourage pension portability agreements with nearby states, local pension systems or other public employment pension systems, thereby creating more career opportunities for educators.

Dynamic Decision-Making and Problem-Solving



ABC Unified – The district and union have a history of collaboration extending more than a decade. This collaborative partnership involves a systemic, district-wide effort involving Business Services, Human Resources, School Services, and Academic Services in making decisions and problem-solving. Collaboration and shared decision-making also occurs at the school-site levels.

Baltimore – With the goal of improving professional practice, increasing student learning, and enhancing career acceleration and opportunities, City Schools and the teachers’ union will work together to develop the Baltimore Professional

Practices and Student Learning Program (BPPSLP). The contract creates two labor-management committees – the Joint Oversight Committee and the Joint Governing Panel – to develop and facilitate the various components of the contract.

Denver – The district and the union have created a contractual basis for a labor-management partnership. It calls for interest-based bargaining, a process that has been used occasionally in the last decade to negotiate the agreement. The district and the union have negotiated provisions that govern aspects of school turnaround and portfolio management initiatives, and the union has begun operating a teacher-led school created through the district’s New Schools Development Initiative. State law provides a way for schools to seek waivers from the teacher contract, board policy, and state law when requested by at least 60 percent of the teachers in the school. This provision has been used to create “Innovation Schools,” schools that operate largely outside of the labor agreement regulations on time allocation, transfer, non-probationary status and other board policies.

Douglas County – In an effort to meet its unique student population’s needs, DCSD sought and received waivers from the Colorado State Board of Education from current teacher licensure procedures. This precedent-setting decision allowed current DCSD/DCF teachers to teach and train teachers and enable them to be hired for “hard-to-fill” positions such as world language, science, math, special education, career and technical education, and other areas where highly qualified staff are needed to meet 21st century workforce demands. The waivers have allowed the District to establish a streamlined alternative teacher licensure and endorsement program. Waiver teachers must complete identified courses taught by many of the union’s Educational Research and Dissemination trainers. The program’s success was recognized by the Independence Institute for pioneering specialized alternative teaching paths for Colorado. In addition, the program just won the Colorado Department of Education Commissioner’s Choice Award for excellence in educator preparation.

Green Dot – All decisions at the school are to be transparent and made in a collaborative fashion. Union and management have established a shared decision-making framework in which teachers (and parents and students) play a role in shaping administrative, curricular, and extra-curricular decisions. The intention is for the majority of key decisions to be made at the school site.

Helena – The district and the union have a long history of collaboration grounded in the interest-based process, and extended into a model Helena calls “consensus negotiations.” The “consensus negotiations” process is ongoing; with the direction and approval of the board, employee groups and administration work together to create solutions to issues of mutual interest. The district and the union developed their model with the support of Bob Chadwick and have used other consultants to help develop their alternative compensation system. The district administration,

employee groups, board, and community members participate in “shared governance” structures on both the building and district levels to encourage collaborative decision-making in all aspects of running the schools and the district. The board supports and respects the decisions created through these processes.

Hillsborough County – The district and the union are developing their evaluation and compensation systems with the support of an Intensive Partnership for Effective Teaching Grant from the Bill & Melinda Gates Foundation. For many years, the district and union have developed a close working relationship that includes regularly scheduled problem-solving meetings, as well as union representation on all district committees and union input into textbook adoption.

Montgomery County – Each of the three association contracts is developed in a climate of interest-based bargaining and includes provisions, through institutionalized committees, for ongoing discussion in areas of concern. All three associations are represented on district leadership teams, including those that revise the school system’s strategic plan and associated annual performance targets, as well as on leadership teams providing input to the development of the operating budget. All union contracts support a commitment to a culture of continuous improvement, mutual respect, and a shared responsibility for employee success and student achievement.

Plattsburgh – Establishes a commitment to shared decision-making at the district level through the Education Policy Council, and at the school level through school improvement teams.

St. Francis – The district has an Education Cabinet, which meets monthly to act as a think tank to advise the superintendent on issues related to program improvements. Three teacher representatives and the union president serve as members of the cabinet. The Student Performance Improvement Program Coordinator acts as the non-voting facilitator for the group.

Winston-Salem – Develops input at the district level through a Teacher Advisory Council and a Parent Advisory Council. Collaboration occurs at the school level through a school improvement team. Board policy emphasizes the district’s commitment to site-based decision-making about school plans and budgets.

* * *

Ideas From Other Districts – Establish joint central committees that make interim contract implementation decisions between negotiating rounds, and take full responsibility for the successful implementation of all contractually agreed upon provisions proactively. Establish processes for granting latitude to schools from district policies, including policies established in the labor agreement. Develop timely dispute resolution processes in exchange for fair decisions that bind both parties.





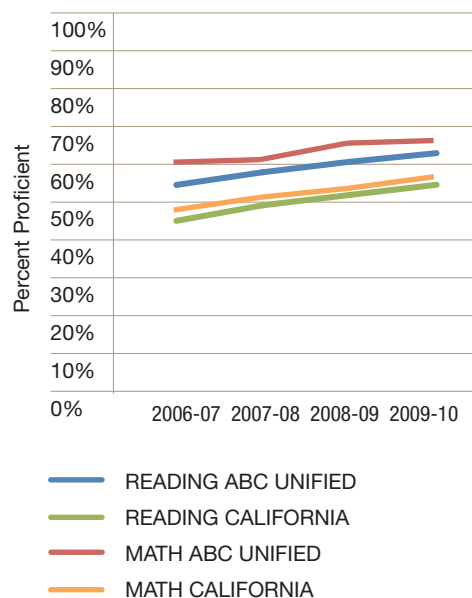
DISTRICT BACKGROUND INFORMATION

ABC Unified School District

DATA AT A GLANCE:

Total students	20,748
Total certified teachers	914
Total full-time staff	1,559
Number of schools	30
Enrollment, by race/ethnicity	
Hispanic:	41%
Asian or Pacific Islander:	28%
Black:	10%
Filipino:	10%
White:	8%
Other:	3%
Students eligible for free and reduced-price meals	41%
English learners	22%
Graduation rate	89%

STUDENT ACHIEVEMENT:



ABC UNIFIED SCHOOL DISTRICT serves students in the southeast edge of Los Angeles County. The students come from both affluent and middle-class neighborhoods, as well as high-poverty areas. The district has seen excellent success and has earned multiple national and state awards. The district score on California's Academic Performance Index has increased every year under the labor-management partnership, most recently coming in 53 points higher than the state average.

The partnership between ABC Unified and the ABC Federation of Teachers began in 1993 after a teacher strike, but the collaborative partnership was jumpstarted in 1999 when the district's human resources directors, school board members, and union board members and presidents attended a Harvard seminar on labor-management relations in public schools.

The American Federation of Teachers recognized ABC's successful efforts with a \$325,000 AFT Innovation Fund grant. The Innovation Fund challenges unions and districts to "push the envelope to improve schools, teaching, and learning in exciting, new ways."

Constant communication through regularly scheduled meetings and frequent conversations between administration and the union helps resolve issues and focus attention on student achievement. Some of these issues have included strengthening teacher recruitment and retention and funding teacher-selected, school-specific, research-based instructional programs. A yearly retreat involving all principals and building representatives has expanded the spirit of collaboration to the school level, and the union conducts a yearly survey to measure the effectiveness of the collaboration at each school in raising student achievement.

Superintendent Gary Smuts says, "Don't blame my district's union for failing schools. They're one of the reasons my district is successful. Student achievement is the main work of our teachers' union."

Twelve guiding principles form the basis of professional relationships in the district, and both Smuts and ABCFT President Laura Rico most frequently mention Principle #11: "We don't let each other fail."

PRESENTATION TEAM:

Laura Rico, *President, ABC Federation of Teachers*
 Gary Smuts, *Superintendent, ABC Unified School District*
 Celia Spitzer, *President, ABC Board of Education*

USEFUL LINKS:

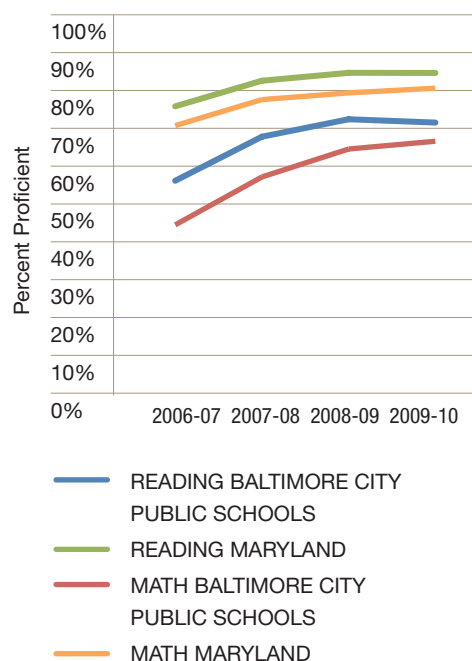
District Website: <http://www.abcusd.k12.ca.us>
 District Contract: <http://abcusd.k12.ca.us/ourpages/hr/bargainunit/ABCFT%202007-10.pdf>

Baltimore City Public Schools

DATA AT A GLANCE:

Total students	83,800
Total certified instructional teachers	5,408
Total full-time staff	11,273
Number of schools	191
Enrollment, by race/ethnicity	
Black:	86.6%
White:	7.8%
Hispanic:	3.9%
Asian/Pacific Islander:	1.1%
Students eligible for free and reduced-price meals	83.5%
English learners	3.2%
Graduation rate	66%

STUDENT ACHIEVEMENT:



BALTIMORE CITY PUBLIC SCHOOLS (City Schools) is the fourth-largest school district in Maryland. In 2010, culminating recent successes, City Schools received the Award for Urban School Board Excellence from the Council of Urban Boards of Education.

In November 2010, after nine months of negotiations, City Schools' teachers ratified a new contract that changes how Baltimore City teachers are compensated and allows school communities to shape key aspects of the operations at their schools, reflecting the strong commitment—by both teachers and district leaders—to build on recent student achievement gains. Teachers had turned down an earlier version of the contract, saying that it was short on details. A month of meetings between Baltimore Teachers Union (BTU) officials and teachers followed, and the parties returned to the bargaining table to refine a contract that teachers then overwhelmingly supported.

Former salary lanes have been replaced in the contract by a four-tiered career ladder (Standard, Professional, Model, and Lead Teacher) and opportunities for advancement through achievement units tied to evaluation and evidence of leadership and learning. The details of the evaluation system are yet to be determined by the Joint Governing Panel, but the evaluation will include multiple criteria, including evidence of student growth.

The new agreement also helps to ensure that teachers are part of the decision-making process when determining school improvement measures (for example, extending the instructional day), by creating a framework for school-level collaboration.

City Schools and BTU will work together to develop the Baltimore Professional Practices and Student Learning Program (BPPSLP) with the goals of improving professional practice, increasing student learning, and enhancing career acceleration and opportunities. Two labor-management committees will develop and facilitate the various components of the contract:

- The Joint Oversight Committee, made up of five members recommended by the school board and five by BTU, will review and assess the district's capacity to operate the program, as well as the program's value for continuation; and it will create, oversee, and designate the responsibilities of the Professional Peer Review Committee.
- The Joint Governing Panel, with four members recommended by the school board and four recommended by BTU, will develop the criteria for the career ladder, develop the achievement units necessary to move along the ladder, and assist teachers and schools to understand the components of the contract.

PRESENTATION TEAM:

Andrés Alonso, *CEO, Baltimore City Public Schools*
 Neil Duke, *Chair, Baltimore City Board of School Commissioners*
 Marietta English, *President, Baltimore Teachers Union*

USEFUL LINKS:

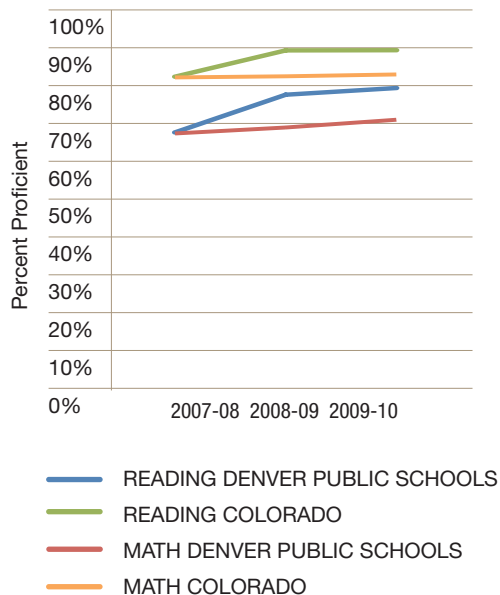
District Website: <https://www.baltimorecityschools.org>
 District Contract: <http://md.aft.org/btu>

Denver Public Schools

DATA AT A GLANCE:

Total students	79,423
Total certified teachers	4,555
Total full-time staff	6,700
Number of schools	162
Enrollment, by race/ethnicity	
Hispanic:	58.4%
White:	19.8%
Black:	14.6%
Asian:	3.3%
American Indian:	0.7%
Other:	3.1%
Students eligible for free and reduced-price meals	72.49%
English learners	31%
Graduation rate	52.7%

STUDENT ACHIEVEMENT:



AS THE HOST CITY AND DISTRICT FOR THIS CONFERENCE, Denver has a legacy of improving student outcomes through collaboration between the Denver Public Schools (DPS) and the Denver Classroom Teachers Association (DCTA). Their work dates back over a decade to a pilot project in reforming teacher compensation, resulting in the adoption of the Professional Compensation System (ProComp) for teachers, which replaced a single salary schedule with a system of incentives for specific accomplishments. ProComp includes incentives to reward student growth, working in hard-to-serve schools and hard-to-staff assignments, acquiring and demonstrating skills and knowledge, and earning advanced degrees.

DPS and DCTA continue to build on their partnership as they revise their teacher coaching and evaluation systems to provide better and more concrete feedback to teachers and align with other performance management initiatives. Their work will be supported through a recent \$10 million grant from the Gates Foundation. In speaking about the goal of this work, Superintendent Tom Boasberg remarked, "Having effective teachers in every classroom is the most important factor in dramatically improving student achievement." The Gates grant will support the work of the district and the union in four areas:

- A shared, research-driven definition of effective teaching;
- Development of a comprehensive teacher performance assessment tool, incorporating multiple measures of effectiveness;
- Targeted professional development tied to information contained in the comprehensive teacher assessment tool;
- The review and alignment of current teacher salary policies.

DCTA President Henry Roman said of the work supported by the grant, "DCTA is involved in this project because we are the teachers on the front lines of education in Denver, and we believe that no lasting improvements can be made without involving the classroom professionals that educate Denver's students every school day."

The work of their partnership took on new urgency and prominence when the Colorado State Legislature passed SB 191 in May 2010. The law requires reforms in tenure, teacher and principal evaluation, teacher placement, and reduction-in-force practices.

PRESENTATION TEAM:

Tom Boasberg, *Superintendent, Denver Public Schools*
 Nate Easley, *President, Denver Public Schools Board of Education*
 Carolyn Crowder, *Executive Director, Denver Classroom Teachers Association*
 Henry Roman, *President, Denver Classroom Teachers Association*

USEFUL LINKS:

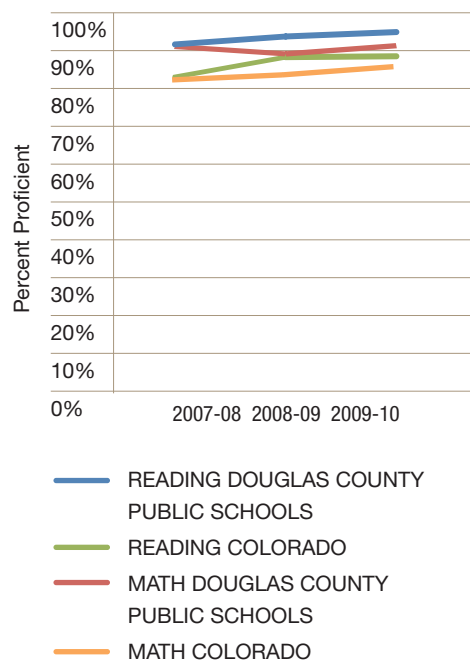
District Website: <http://www.dpsk12.org>
 District Contract: http://www.denverclassroom.org/agreement_main.html

Douglas County School District

DATA AT A GLANCE:

Total students	61,465
Total certified teachers	3,297
Total full-time staff	6,245
Number of schools	80
Enrollment, by race/ethnicity	
White:	77.1%
Hispanic:	12.7%
Asian:	3.9%
Black:	2.2%
Other:	4.1%
Students eligible for free and reduced-price meals	10.6%
English learners	2.9%
Graduation rate	91.4%

STUDENT ACHIEVEMENT:



DOUGLAS COUNTY SCHOOL DISTRICT (DCSD) is the third-largest school district in Colorado, serving more than 60,000 students. The DCSD partnership with the Douglas County Federation (DCF) of teachers and classified employees is an outstanding example of labor-management collaboration and innovation that dates back two decades. DCSD/DCF collaborative efforts towards improving student achievement began in the early 1990s as one of the nation's first successful models of pay-for-performance. The program incorporated two distinct components: a base salary structure and bonus incentive awards. The program was developed over a nine-month period, and the final plan was approved by 80 percent of DCSD teaching staff.

The school district and union's collaborative and innovative efforts have continued in the development of the Continuous Improvement of Teacher Effectiveness (CITE) initiative. CITE is a multi-year process with the goal of producing an end product that will benefit teachers and students. The process has had teacher input from the very beginning. CITE is aimed at:

- Making evaluation less subjective and more reflective;
- Basing evaluation less on one observation or "snapshot" of a teacher's proficiency as an educator and more as a way to inform the evaluator about the teacher's abilities in instruction and to improve his or her success in the classroom.

DCSD/DCF collaborative efforts also created the only waiver/candidate program in Colorado that allows certification of district teachers in hard-to-fill positions. This initiative has been recognized by the Legacy Foundation.

The most recent innovative initiative of DCSD/DCF is their current work to redesign performance pay as part of teacher evaluation. They are committed to a five-year collaborative effort with equal representation of teachers and administrators. In a 2010 visit to Colorado, U.S. Secretary of Education Arne Duncan summed up Douglas County's talent management efforts: "As this thing unfolds, you have a chance to create a model for the entire country. This is a big, big deal. You have a chance to break new ground here."

DCSD consistently exceeds Colorado state averages in every grade and subject tested on the CSAP (Colorado Student Assessment Program). In 2010, DCSD students exceeded the state average by 13 to 20 percentage points.

PRESENTATION TEAM:

Elizabeth Celania-Fagen, *Superintendent, Douglas County School District*
 Dan Gerken, *Vice President, Douglas County School Board*
 Brenda Smith, *President, Douglas County Federation of Teachers and Classified Employees & President of AFT Colorado*

USEFUL LINKS:

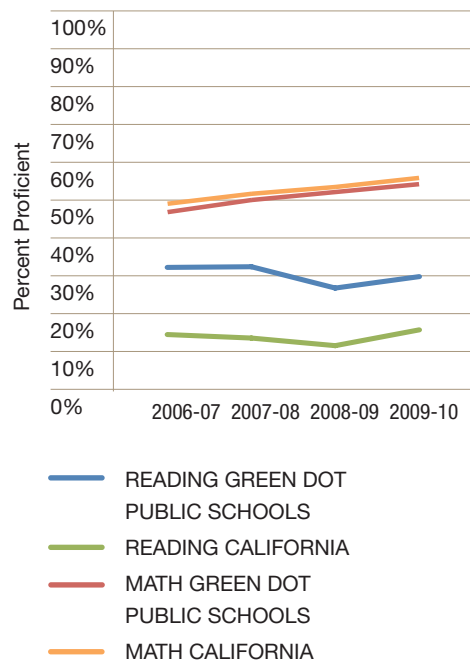
District Website: <http://www.dcsdk12.org/portal/page/portal/DCSD>
 District Contract: http://www.dcsdk12.org/portal/page/portal/DCSD/Human_Resources/Certified_Staff/DCFT_Final_Contract_2010_2011_102010.pdf

Green Dot Public Schools

DATA AT A GLANCE:

Total students	8,312
Total certified teachers	407
Total full-time staff	701
Number of schools	19
Enrollment, by race/ethnicity	
Hispanic:	79%
Black:	18%
Other:	2%
Asian:	<1%
White:	<1%
Students eligible for free and reduced-price meals	95%
English learners	25%
Graduation rate	78%

STUDENT ACHIEVEMENT:



GREEN DOT PUBLIC SCHOOLS is a fast-growing charter management organization specializing in turning around under-performing schools. It was founded in 1999 as a response to the education crisis unfolding in Los Angeles. While largely supported by local, state, and federal funds, Green Dot has also relied on philanthropic funding to build up its school facilities and infrastructure. Green Dot currently operates 17 high schools and one middle school in the Los Angeles area serving impoverished and underserved communities. Additionally, in 2008, Green Dot New York Charter School in the Bronx opened in partnership with the United Federation of Teachers.

In working to bring about systemic change within the city, Green Dot's teachers and management worked with the California Teachers Association to develop a contract for its teaching staff that is aligned with the mission of Green Dot and supports a professional environment for teachers. Green Dot also worked with Randi Weingarten, now president of AFT, and the United Federation of Teachers to create the labor contract for Green Dot New York Charter School. Green Dot offers a collaborative decision-making environment, structured within clear parameters of autonomy and accountability, to support school-site staff in achieving the ambitious promise of college, leadership, and life readiness for all students.

Similarly, Green Dot works closely with parents, asking them to contribute 35 hours per year at the school site. Green Dot also created the Parent Revolution—a grassroots organization that empowers parents at historically low-performing schools to advocate for equity and change.

As Green Dot brings new schools into the fold, the improvement of student performance measures for its schools overall temporarily slows. Disaggregated performance measures, especially of Green Dot's first five campuses, show steady, relatively rapid growth in graduation and proficiency rates, outperforming comparable sites in Los Angeles.

PRESENTATION TEAM:

Marlene Canter, *former board member, Los Angeles Unified School District*
 Ted Mitchell, *Board member, Green Dot Public Schools*
 Marco Petruzzi, *President and CEO, Green Dot Public Schools*
 Penny Upton, *UniServ Director, California Teachers Association*
 Arielle Zurzolo, *Acting President, Asociación de Maestro Unidos*

USEFUL LINKS:

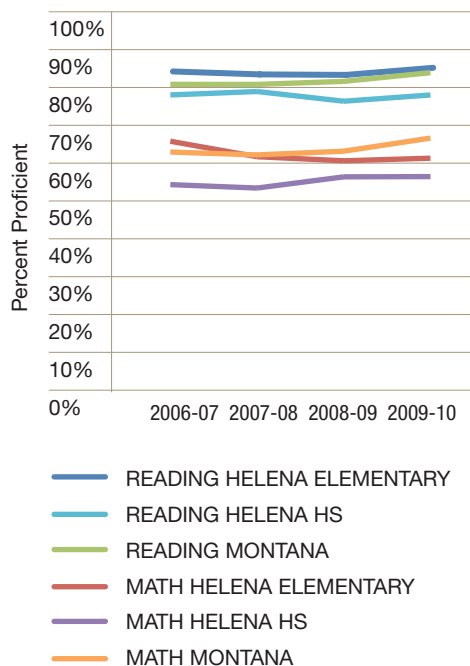
District Website: <http://www.greendot.org>
 District Contract: http://www.greendot.org/files/AMU%20Contract%20Final%20clean%20_052610_.pdf

Helena Public Schools

DATA AT A GLANCE:

Total students	8,145
Total certified teachers	588
Total full-time staff	1,011
Number of schools	16
Enrollment, by race/ethnicity	
White:	90%
American Indian:	5%
Hispanic:	3%
Asian/Pacific Islander:	1%
African American:	1%
Students eligible for free and reduced-price meals	37%
English learners	6%
Graduation rate	78%

STUDENT ACHIEVEMENT:



IN THEIR 2009-2011 MASTER AGREEMENT, Helena Public Schools and the Helena Education Association set forth to “embrace a problem-solving approach that will encompass a shared decision-making process fostering trust and respect.” Superintendent Bruce Messinger describes it as a unique situation of “labor, management, and community working together in consensus and collaboration.”

Key to this collaboration, with the goal of attracting and keeping exceptional teachers, was the negotiation of the Professional Compensation Alternative Plan (PCAP) in 2004-2005. This innovative compensation plan is designed to be “attainable, affordable, and accountable” and to provide opportunities and rewards for professional growth. The PCAP pay scale offers a career ladder with 25 steps. The top step’s salary is almost \$10,000 higher than that of the traditional scale. Rather than years of service, moving up on the PCAP scale requires completion of an approved career development plan, including an educational component and professional-service component, and a positive evaluation by the supervisor. Newly hired teachers are automatically put on the PCAP; those hired prior to 2004 can choose which salary schedule they prefer.

Helena provides support for new teachers by placing them with experienced, master mentors. Mentors and new teachers are given time to observe each other or other master teachers.

The school board and district leaders established a fund to provide money for professional development for teachers, including sabbatical leaves, tuition and fee reimbursements, and other “professional growth opportunities.” A committee made up of two members appointed by the superintendent and three appointed by the association is selected each year to approve proposals and distribute the funds.

Helena teachers are placed on one of two evaluation “strands.” Non-tenured teachers transitioning into the profession are in the “Accountability Strand” and are evaluated every year based on criteria in the contract. Tenured teachers can choose to be a part of the “Professional Growth Strand,” whose purpose is to “promote professional growth through goal setting, to involve the teacher and administrator in cooperative discussions and planning, and to encourage collegial interaction for the accomplishment of goals.” Innovations include peer collaboration, observation, and data collection, with supervisors serving as coaches and facilitators.

PRESENTATION TEAM:

Bruce Messinger, *Superintendent, Helena Public Schools*
 Larry Nielsen, *Field Consultant, MEA-MFT*
 Michael O’Neil, *Board Chair, Helena Public Schools*
 Tammy Pilcher, *President, Helena Education Association*

USEFUL LINKS:

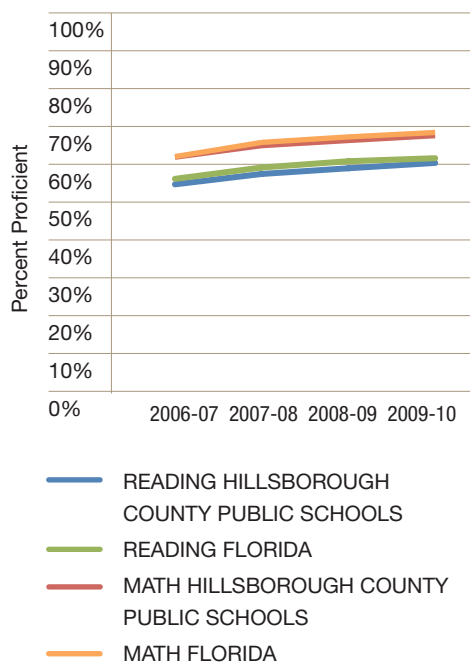
District Website: <http://www.helena.k12.mt.us>
 District Contract: <http://www.helena.k12.mt.us/staff/helenaed/document/index.dhtml>

Hillsborough County Public Schools

DATA AT A GLANCE:

Total students	206,841
Total certified teachers	15,162
Total full-time staff	25,170
Number of schools	250
Enrollment, by race/ethnicity	
White:	40%
Hispanic:	29%
Black:	21%
Asian:	3%
Students eligible for free and reduced-price meals	57%
English learners	12%
Graduation rate	82.2%

STUDENT ACHIEVEMENT:



HILLSBOROUGH COUNTY PUBLIC SCHOOLS (HCPS), the eighth-largest school system in the country, received a \$100 million Gates Foundation Empowering Effective Teachers Grant in 2009. This grant recognized and enhanced the long history of collaboration and pay-for-performance programs in HCPS. According to Hillsborough County Teachers Association (HCTA) President Jean Clements, the HCPS teacher compensation plan will be regarded as “reliable, valid, fair, and easy to understand.”

The HCTA, administration, and community have been recognized for their collaboration. In a Boston Consulting Group survey of more than 6,000 teachers and 500 school administrators, HCPS demonstrated extraordinary levels of employee engagement, with scores in the top quartile of all benchmark organizations. Both teachers and administrators attribute their success as a district to a high degree of trust, collaboration, and engagement.

HCPS is in the midst of a seven-year initiative focused and driven by a student outcome goal: 90 percent or more of students in HCPS will be ready for college or a career upon graduating. Recognizing that teachers are essential to this goal, HCPS has implemented:

- An intensive two-year induction program with expert mentors on full-release to mentor and evaluate new teachers;
- An evaluation, developed with educational consultant Charlotte Danielson, that is developmental in that it helps professionals continuously improve. Teachers are formally observed three to 12 times per year. Teachers’ evaluations are based on multiple measures:
 - ♦ 30 percent on a mentor/peer rating;
 - ♦ 30 percent on a principal rating;
 - ♦ 40 percent on student learning gains;
- A new value-added measure developed with the University of Wisconsin, based on state assessments and semester exams.

Performance based on student learning and multiple evaluations, in addition to advanced roles for teachers, will determine tenure decisions, compensation, and support. HCPS will frequently extend the non-tenured “apprentice” period for teachers from three to four years to establish at least three years of student learning data. Additionally, all teachers will have the ability to earn higher salaries much earlier in their careers. After three to five years, exceptional new teachers will be able to earn as much as teachers in their 20th year currently earn.

In a September 26, 2010, opinion piece in the *Tampa Tribune*, HCPS Superintendent MaryEllen Elia explained what her administration is attempting to do with teachers. “(We are) designing a comprehensive plan that makes increased student achievement the centerpiece of everything we do.”

PRESENTATION TEAM:

Stephanie Baxter-Jenkins, *Executive Director, Hillsborough Classroom Teachers Association*
 Jean Clements, *President, Hillsborough Classroom Teachers Association*
 MaryEllen Elia, *Superintendent, Hillsborough County Public Schools*
 Carol W. Kurdell, *School Board Member, Hillsborough County Public Schools*
 Daniel J. Valdez, *Deputy Superintendent, Hillsborough County Public Schools*

USEFUL LINKS:

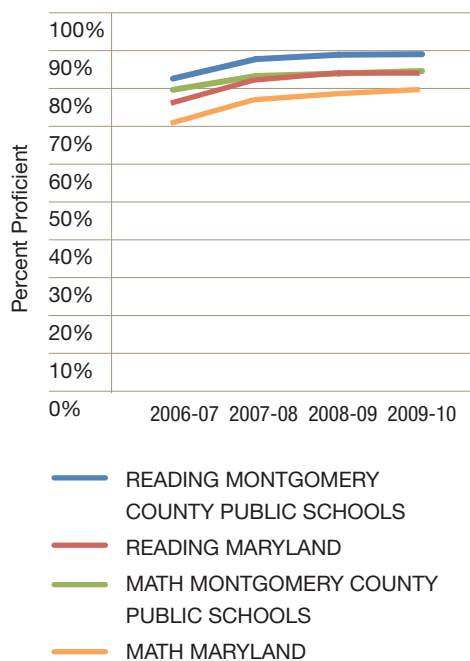
District Website: <http://www.sdhc.k12.fl.us/>
 District Contract: <http://www.sdhc.k12.fl.us/humanresources/Documents/ContractsAgreements.asp>

Montgomery County Public Schools

DATA AT A GLANCE:

Total students	144,064
Total certified teachers	11,673
Total full-time staff	22,229
Number of schools	200
Enrollment, by race/ethnicity	
White:	37%
Hispanic:	24%
Black:	23%
Asian:	16%
Students eligible for free and reduced-price meals	30.7%
English learners	13%
Graduation rate	90%

STUDENT ACHIEVEMENT:



MONTGOMERY COUNTY PUBLIC SCHOOLS (MCPS) is the 16th largest school district in the country. Long seen as a wealthy enclave, the county was becoming increasingly urbanized in 1999. Broad Acres Elementary School, located in a racially diverse neighborhood in the county's southeastern corner, epitomized the challenges facing MCPS. Its students had performed so poorly on Maryland's state assessments that the school qualified for restructuring. The school system faced the prospect of implementing a full-scale improvement process.

Neither school system leaders nor the Montgomery County Education Association (MCEA) believed that staff at Broad Acres should be replaced. Instead, in 2000, collaboration between teachers and administration brought Broad Acres back from the brink and facilitated student achievement levels commensurate with their peers in far wealthier areas of the county. That's where Broad Acres has stayed for the past eight years. Many schools throughout the county have replicated this process of targeted school improvement.

The collaborative culture has fostered both trust and engagement among all employee groups. An evolving outcome has been the development of three Professional Growth Systems (PGS)—for teachers, administrators, and support staff. Each PGS has a supportive Peer Assistance and Review (PAR) component that allows for novice and underperforming staff to be mentored and returned to successful employment or removed from service if improvement is insufficient. Asked the cost of PAR, Superintendent Jerry Weast answered, "Priceless!" The PGS integrates qualitative evaluation and professional growth. The teachers' PGS, for example:

- Is based on six standards of performance derived from core propositions of the National Board for Professional Teaching Standards;
- Provides training for evaluators and teachers in order to establish a common language of successful teaching;
- Establishes a professional growth cycle in which a formal evaluation year is followed by sequential years dedicated to professional growth;
- Provides for a job-embedded professional development program;
- Includes multiple factors in identifying teachers who will be involuntarily transferred.

In April 2010, MCEA and MCPS signed an agreement to affirm the use of student performance data, including student and parent surveys, as required evidence for two of the six performance standards for evaluation. That initiative is representative of a shared focus on doing what's best for students. MCEA President Doug Prouty said, "We want to be sure that kids are progressing and that kids are doing well."

PRESENTATION TEAM:

Christopher Barclay, *President, Montgomery County Board of Education*
 Merle Cuttitta, *President, SEIU Local 500, Montgomery County, Md.*
 Christopher Lloyd, *Vice President, Montgomery County Education Association*
 Rebecca Newman, *President, Montgomery County Association of Administrators and Principals*
 Doug Prouty, *President, Montgomery County Education Association*
 Jerry Weast, *Superintendent, Montgomery County Public Schools*

USEFUL LINKS:

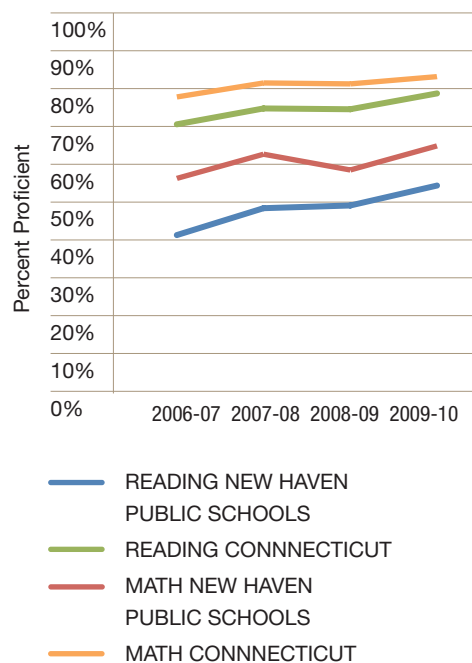
District Website: <http://www.montgomeryschoolsmd.org>
 District Contract: <http://mcea.nea.org/publications/contract.php>

New Haven Public Schools

DATA AT A GLANCE:

Total students	20,474
Total certified teachers	1,871
Total full-time staff	2,500
Number of schools	89
Enrollment, by race/ethnicity	
Black:	46%
Hispanic:	37%
White:	14%
Asian:	2%
Students eligible for free and reduced-price meals	77%
English learners	12%
Graduation rate	62%

STUDENT ACHIEVEMENT:



IN 2009, NEW HAVEN PUBLIC SCHOOLS in Connecticut launched an aggressive reform strategy – the School Change Initiative – outlining the following broad goals:

- Closing the gap between the performance of New Haven students and the rest of the state within five years;
- Cutting the dropout rate in half;
- Ensuring that every graduating student has the academic ability and the financial resources to attend and succeed in college.

In the time since, NHPS has developed more specific strategies in three primary areas of focus:

- 1) Portfolio of schools: NHPS defines three tiers of schools based on multi-faceted measures, including absolute levels of student achievement, annual levels of student growth and progress, and school learning climate (assessed by annually surveying parents, teachers, staff, and students). Schools are given flexibility to create their own transformation plans, with more external intervention required of lower-performing schools. While assessing individual schools, NHPS is also gathering input from principals on the effectiveness of central-office services, to ensure the best possible support to schools.
- 2) Talent: NHPS is improving methods for recruiting, evaluating, and developing its teachers and administrators. The new system includes formal recognition of high-performing teachers and administrators; linkage of teacher evaluation to student performance; removal of low-performing teachers within one school year if they don't improve after fair evaluation and mentoring; regular and comprehensive feedback for administrators, with professional consequences depending on performance; and an external validation process for teachers receiving the highest and lowest rankings.
- 3) Community: To involve the broader community in the success of its students, NHPS has launched a citywide parent leadership organization, made up of PTO leadership from each school, to provide input to the district. Engaging the broader nonprofit community to provide comprehensive wraparound services to students, NHPS is working to ensure service coordination inside and outside the school system through the new Boost! Partnership.

NHPS sees the School Change Initiative and all of its components as the foundation of New Haven's potential as a city, demonstrating the community's commitment to its children, to the growth of the economy, and to the cultivation of an increasingly strong and skilled workforce.

PRESENTATION TEAM:

Imma Canelli, *Assistant Superintendent of Curriculum and Instruction, New Haven Public Schools*
 David Cicarella, *President, New Haven Federation of Teachers*
 Garth Harries, *Assistant Superintendent, New Haven Public Schools*
 Reginald Mayo, *Superintendent, New Haven Public Schools*
 Carlos Antonio Torre, *President, New Haven Board of Education*

USEFUL LINKS:

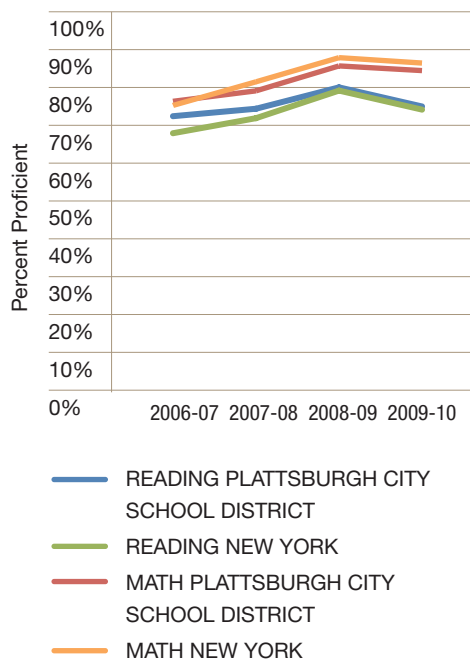
District Website: <http://www.nhps.net>
 District Contract: <http://ct.aft.org/nhft/index.cfm?action=article&articleID=85bd221c-1581-4eac-8480-f980cbef9325>

Plattsburgh City School District

DATA AT A GLANCE:

Total students	1,861
Total certified teachers	194
Total full-time staff	284
Number of schools	5
Enrollment, by race/ethnicity	
White:	83%
Black:	7.7%
Hispanic:	6%
Asian:	2.5%
Students eligible for free and reduced-price meals	46%
English learners	<1%
Graduation rate	84%

STUDENT ACHIEVEMENT:



PLATTSBURGH is located on Lake Champlain in northern New York State, 25 miles from the Canadian border. From this small town, a remarkable story of union-administration collaboration over three-and-a-half decades has emerged. In the last two years, teams from Plattsburgh have presented at AFT QuEST, the Labor and Employment Relations Association, and the National Conference on Collaborative School Reform. In October 2010, Plattsburgh was profiled in a major Rutgers University study entitled “Collaborating on School Reform,” by Saul Rubinstein and John McCarthy.

Collaboration in Plattsburgh was precipitated by a three-day strike in 1975. Afterwards, the opposing sides discovered a mutual interest in harnessing their efforts to promote student learning. According to Superintendent James Short, this small-town approach came from the “natural sense of the people who live here.” Combativeness was “not our way.”

Stability in the leadership of both union and district has nourished Plattsburgh’s collaborative approach. Rod Sherman has been union president since 1973. During this period there have been just four superintendents (one of whom was promoted from within the district). Sherman attributes this stability, in part, to the union’s participation in municipal elections; the union supports school board candidates predisposed towards collaboration. Currently, eight of the nine board members were elected with union support. The board then selects superintendents who understand collaboration and can bring to the job an ability to nurture Plattsburgh’s unique strengths.

The collective bargaining agreement contains considerable language that may be unenforceable in a grievance procedure, but which takes on meaning and substance in the context of the rich relationships between the parties. For example, the vaguely worded phrase “reasonable effort” occurs five times in sections A-D of Article V - Class Load; this would have little value in an adversarial context. Memorandums of agreement are built on mutually satisfactory “resolutions,” then rolled into the next contract—a form of continuous bargaining.

The collective bargaining agreement provides for the District-Wide Educational Improvement Council and the School Improvement Plan committee, which provide a mechanism for key stakeholders to have a voice in local policy. While not broad-scope bargaining per se, the effect is similar in bringing practitioners into policy conversations. Early on, Plattsburgh adopted peer assistance and review and value-added methods in teacher evaluation.

Plattsburgh’s approach entails considerable risk-taking by both superintendent and union president, as other leaders may consider them “soft” for eschewing an adversarial approach. Ultimately, they solve problems mutually. The bottom line, Short says, is “you can’t fake it.”

PRESENTATION TEAM:

Tracy Rotz, *Vice President, Plattsburgh City School District Board of Education*
 Roderick Sherman, *President, Plattsburgh Teachers’ Association*
 James Short, *Superintendent, Plattsburgh City School District*

USEFUL LINKS:

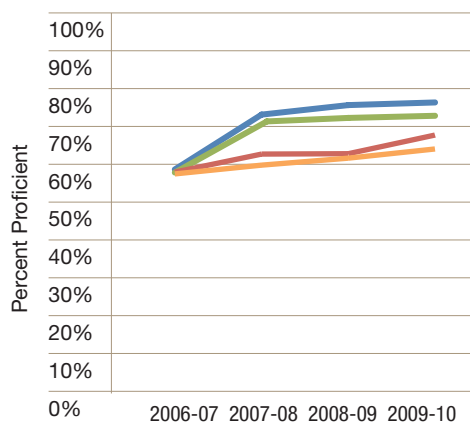
District Website: <http://www.plattscsd.org>
 District Contract: <http://www.plattscsd.org/District/policies.htm>

Independent School District 15-St. Francis

DATA AT A GLANCE:

Total students	5,844
Total certified teachers	309
Total full-time staff	812
Number of schools	9
Enrollment, by race/ethnicity	
White:	93%
Asian:	3%
Black:	2%
American Indian/Alaskan Native:	2%
Hispanic:	1%
Students eligible for free and reduced-price meals	28%
English learners	2%
Graduation rate	97%

STUDENT ACHIEVEMENT:



- READING ST. FRANCIS PUBLIC SCHOOL DISTRICT
- READING MINNESOTA
- MATH ST. FRANCIS PUBLIC SCHOOL DISTRICT
- MATH MINNESOTA

INDEPENDENT SCHOOL DISTRICT 15 in St. Francis, Minn., is a rural school system located approximately 40 miles from St. Paul and Minneapolis. St. Francis supports and evaluates educators using the Student Performance Improvement Program. SPIP was established in 2005 with funding from the Minnesota Quality Compensation for Teachers program (Q Comp).

Q Comp finances voluntary collaborations proposed by school districts and teacher representatives that include the following components: career ladder and advancement options, job-embedded professional development, teacher evaluation, performance pay, and alternative salary structures. According to an independent study by Hezel Associates, LLC in 2009, Q Comp programs such as SPIP positively affect teacher performance and student achievement.

St. Francis ISD utilized Q Comp support to expand its existing Teacher Academy, an effort that began in 2000 between the local board and union to enhance teacher quality and professional development. The collaborative nature of both the Teacher Academy and SPIP reflect the ongoing partnerships and stability of leadership that have emerged in St. Francis. Superintendent Edward Saxton has served as a school and district administrator in St. Francis since 1995, while 34-year teaching veteran Randy Keillor has held leadership positions in the local union and has coordinated both the Teacher Academy and SPIP.

According to a 2010 report from the School of Management and Labor Relations at Rutgers University, 90 percent of St. Francis' teachers chose to participate in SPIP, 50 percent of faculty mentor new teachers, and 20 percent of teachers receive compensation for additional leadership roles. A new educator participating in SPIP can reach the top of the salary schedule in as few as eight years.

SPIP facilitates collaboration at multiple levels. School and district committees engage in issues related to professional development, curriculum, and student achievement. Under SPIP, student performance is connected to individual teacher evaluations and is also a factor in the awarding of school-wide bonuses based on academic targets. In the first four years of SPIP implementation, fifth- through ninth-grade students have improved their performance from the national average to exceeding achievement expectations by one year.

In a Jan. 23, 2010, editorial in the *Star Tribune*, SPIP Coordinator Keillor observed, "Q Comp provides a golden opportunity to leave our profession better than we found it."

PRESENTATION TEAM:

Harry Grams, *Vice Chair of School Board, Independent School District 15-St. Francis*
 Jim Hennesy, *Teacher and Union President, Education Minnesota St. Francis Local 1977*
 Randy Keillor, *Student Performance Improvement Program Coordinator, Independent School District 15-St. Francis*
 Edward Saxton, *Superintendent, Independent School District 15-St. Francis*

USEFUL LINKS:

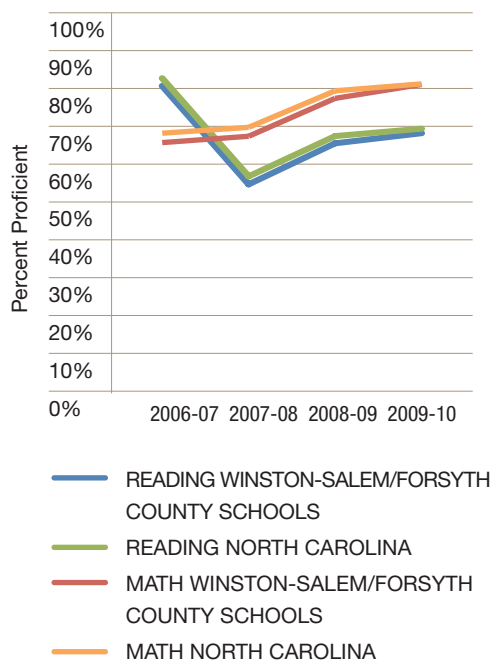
District Website: <http://www.stfrancis.k12.mn.us>
 District Contract: http://www.stfrancis.k12.mn.us/uploaded/departments/humanResources/workAgreements/09-11_contracts/Teachers_09-11.pdf

Winston-Salem/Forsyth County Schools

DATA AT A GLANCE:

Total students	52,000
Total certified teachers	4,000
Total full-time staff	7,900
Number of schools	80
Enrollment, by race/ethnicity	
White:	44%
Black:	30%
Hispanic:	19%
Multiracial:	4%
Asian:	2%
American Indian:	1%
Students eligible for free and reduced-price meals	51%
English learners	13%
Graduation rate	74%

STUDENT ACHIEVEMENT:



WINSTON-SALEM/FORSYTH COUNTY SCHOOLS (WSFCS), the fifth-largest school system in North Carolina and the 83rd-largest in the country, has cultivated a strong, collaborative relationship with the Forsyth County Association of Educators (FCAE), an affiliate of the North Carolina Association of Educators (NCAE) and the National Education Association. The long-standing relationship between the teachers' association and the district, in this non-bargaining state, has allowed WSFCS to move forward on a number of innovative projects:

- Yearly surveys of teachers, first developed collaboratively more than 20 years ago, capture information about working climate and school conditions. This data is used to inform professional development activities and principal evaluation.
- FCAE members serve on multiple committees at the district level, sharing responsibility with district leaders and board of education members for initiatives such as the district's federal Teacher Incentive Fund and Race to the Top applications.
- FCAE participates in the district's Teacher Advisory Committee, which allows for teacher input in district vision and policy.
- Recent policy developments include the new Reduction in Force (RIF) agreement, which states that RIF decisions will be based on both teachers' work experience and their performance on evaluations.

WSFCS uses the North Carolina Teacher Evaluation Process (adopted in 2008), which is designed to assess teacher performance in relation to the five NC Professional Teaching Standards. FCAE provides the required teacher training on the evaluation process, which asks principals to assess teacher progress using a rubric that details four levels of performance (Developing, Proficient, Accomplished, and Distinguished). Ratings are based on classroom observations and artifacts compiled by teachers as evidence of their practice. Beginning this school year, documentation for at least one standard must include an example of student growth data, including SAS EVAAS (Education Value-Added Assessment System) results or other approved measures. The local and state teachers' associations collaborate to provide much of the targeted professional development given to teachers as part of the evaluation and growth process.

Superintendent Donald Martin says the value of the relationship with the teachers' association is immeasurable: "It is hard to put into words the value of a collaborative relationship with the teachers' association that is built on mutual trust—the residual benefits are great, and we probably take them for granted."

PRESENTATION TEAM:

Tripp Jeffers, *President, Forsyth County Association of Educators*
 Donny Lambeth, *Chairman, Winston-Salem/Forsyth County Board of Education*
 Donald Martin, *Superintendent, Winston-Salem/Forsyth County Schools*

USEFUL LINKS:

District Website: <http://wsfcs.k12.nc.us>
 District Contract: http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=236326077&depth=2&infobase=forsyth.nfo&softpage=PL_tocframe



PRESENTERS, PANELISTS, AND DISTRICT ATTENDEES

PRESENTERS AND PANELISTS



Russlynn H. Ali

Assistant Secretary for Civil Rights, U.S. Department of Education

Russlynn is Secretary Duncan's primary advisor responsible for enforcing civil rights laws as they pertain to education. Until her appointment, she had been a vice president of the Education Trust and the founding executive director of the Education Trust-West. Russlynn has served as a teacher, a liaison for the president of the Children's Defense Fund, an assistant director of policy and research at the Broad Foundation, and an attorney at several law firms in Los Angeles.



Andrés Alonso, Ed.D.

CEO, Baltimore City Public Schools

Andrés was born in Cuba and came to the United States when he was 12. He graduated *magna cum laude* and Phi Beta Kappa from Columbia University and earned a J.D. from Harvard Law School, practicing in New York City before becoming an educator and earning a doctorate in education from Harvard. He taught special education students and English learners before joining the NYC Department of Education, first as chief of staff and then deputy chancellor for teaching and learning. He was named CEO of Baltimore's schools in 2007.



Jo Anderson

Senior Advisor to the U.S. Secretary of Education

Jo works on a variety of issues, including teacher outreach and relations. He came to the Department after serving as the executive director of the Illinois Education Association (IEA-NEA) since 2005. Prior to becoming IEA-NEA's leader, he held a variety of other positions with the union, working particularly on efforts of the union to involve its leaders and members in improving student learning and the public school system in Illinois.



Christopher Barclay

President, Montgomery County Board of Education

A member of the school board since 2006, Chris currently serves as president and a member of the fiscal management and the policy committees. Last year, he was appointed by the governor to the Maryland Council for Educator Effectiveness. Chris has served in a number of volunteer leadership roles with the Montgomery County Council of PTAs.



Stephanie Baxter-Jenkins

Executive Director, Hillsborough Classroom Teachers Association

In her current capacity, Stephanie serves as the chief negotiator for the union and as a key staff person on issues related to the Empowering Effective Teachers project. Prior to joining HCTA, she worked at the American Federation of Teachers as an attorney (1995-2004) and as director of human resources (2004-2010).



Tom Boasberg

Superintendent, Denver Public Schools

Since taking the helm of DPS in January 2009, Tom has focused on improving teacher quality, strengthening school options, eliminating the achievement gap, and preparing all students for success in college and career. Under his leadership, DPS is seeing strong growth in student achievement and college readiness, as well as record-setting enrollment increases. Tom previously served as the district's chief operating officer and, before DPS, as a telecommunications executive and policymaker.



Anne L. Bryant, Ed.D.

Executive Director, National School Boards Association

In her capacity as executive director of the NSBA, Anne represents state associations of school boards and their more than 90,000 local school board members throughout the country. She has written widely on K-12 education, volunteer-staff leadership issues, and the role of the federal government in education.



Imma Canelli

Assistant Superintendent of Curriculum and Instruction, New Haven Public Schools

Imma has been with New Haven Public Schools for 32 years. Before her appointment as assistant superintendent, she held positions as the director for low-performing schools, reading language arts supervisor, curriculum staff developer, and K-8 classroom teacher. Imma has presented at several national conferences including "Lead and Learn" and the International Reading Association.



Marlene Canter

Former board member, Los Angeles Unified School District

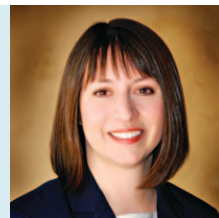
Marlene began her career as a special education teacher at Alta Loma Elementary School. She went on to co-found Canter & Associates, now Laureate Education, Inc., a teacher-training company. During her tenure on the L.A. school board, Marlene made teacher quality and children's health her priorities, authoring resolutions calling for increased scrutiny in teacher evaluations, tenure awards, and changes to school nutrition standards. She sits on LAUSD's Teacher Quality Task Force.



Michael Casserly

Executive Director, Council of the Great City Schools

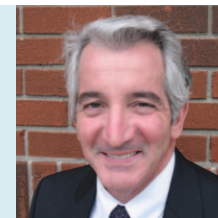
Prior to becoming executive director of the Council of the Great City Schools in 1992, Mike served as the organization's director of legislation and research for 15 years. As head of the urban school group, Mike has unified big-city schools nationwide around a vision of reform and improvement.



Elizabeth Celania-Fagen, Ed.D.

District Superintendent, Douglas County School District

Elizabeth is the superintendent of Colorado's third-largest school district, serving approximately 60,000 students. Prior to moving to Douglas County in 2010, she was the superintendent of the Tucson Unified School District in Arizona. Elizabeth holds a MS, Ed.S. and Ed.D. in educational leadership from Drake University in Des Moines, Iowa.



David Cicarella

President, New Haven Federation of Teachers

Prior to his election as union president in 2007, Dave was a classroom teacher, staff developer, and instructional coach for 28 years in the New Haven Public School system. Most recently Dave has led the school reform efforts, which have produced a new four-year contract emphasizing collaboration and cooperation.



Jean Clements

President, Hillsborough Classroom Teachers Association

Following 23 years teaching and working in Hillsborough County Public Schools, Jean began serving as president of the Hillsborough Classroom Teachers Association more than eight years ago. She has served on panels for the Aspen Institute, Council of the Great City Schools, American Federation of Teachers, and CEC's Council of Administrators of Special Education, among others.



George H. Cohen

Director, Federal Mediation and Conciliation Service

Confirmed unanimously by the U.S. Senate in 2009, George has had a distinguished career as a labor lawyer, negotiator, and mediator. Until 2005, he was a senior partner at Bredhoff & Kaiser, a Washington, D.C., law firm specializing in representing private- and public-sector labor organizations in collective bargaining involving a variety of industries and government entities. He also served as an appellate court attorney with the National Labor Relations Board.



Carolyn Crowder

Executive Director, Denver Classroom Teachers Association

Before coming to Colorado, Carolyn taught for 19 years in Mustang, Okla. She has served as the president of the Oklahoma Education Association and as a National Executive Committee member for the National Education Association. Carolyn has been the executive director of DCTA since 2009.



Merle Cuttitta

President, SEIU Local 500, Montgomery County, Md.

Merle began working with Montgomery County Public Schools in 1972 as a paraeducator before leaving after five years to pursue a career in the private sector with a concentration on service industries. She returned to MCPS in 1991 and has served as the local union's president since 2001. She has been a member of SEIU's Executive Board since 2004.

PRESENTERS AND PANELISTS



Daniel A. Domenech

Executive Director, American Association of School Administrators

Dan has nearly 40 years of experience in public education, with 27 served as a school superintendent. He has served on the U.S. Department of Education's National Assessment Governing Board and on the advisory board for the Department of Defense schools.



Neil Duke

Chair, Baltimore City Board of School Commissioners

An attorney, Neil is a principal in Ober/Kaler's employment group and handles a variety of labor and employment-related cases. Active in numerous civic and professional organizations, he is the author of several articles and is frequently called upon to speak at educational and professional seminars. Neil also serves as an adjunct faculty member at Loyola University Maryland, where he teaches a course on international negotiations.



Arne Duncan

U.S. Secretary of Education

From June 2001 through December 2008, Arne served as the CEO of the Chicago Public Schools, becoming the longest-serving big-city education superintendent in the country. Prior to that, he ran the nonprofit education foundation Ariel Education Initiative (1992-1998). He served on the boards of the Ariel Education Initiative, Chicago Cares, the Children's Center, the Golden Apple Foundation, and Jobs for America's Graduates, among many others. Duncan graduated *magna cum laude* from Harvard University.



Nate Easley, Jr.

President, Denver Public Schools Board of Education

In addition to leading Denver's school board, Nate is deputy director for the Denver Scholarship Foundation, whose mission is to inspire and empower students to achieve their postsecondary education goals by providing the tools, knowledge, and financial resources essential for success. For more than 25 years, Nate has worked at the state, national, and international levels to create opportunities for first-generation, low-income, and ethnic minority students.



MaryEllen Elia

Superintendent, Hillsborough County Public Schools

MaryEllen is a lifelong educator who began her career as a social studies teacher in the state of New York in 1970. She moved to Tampa in 1986, when she was employed as a reading resource specialist. She has served the school district as the first magnet schools supervisor, general director of secondary education, and chief facilities officer. In 2005, she was appointed superintendent after a national search.



Marietta English

President, Baltimore Teachers Union

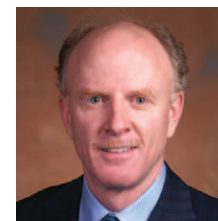
In addition to her role as BTU President, Marietta was elected as an American Federation of Teachers vice president in July 2010. She has served as the president of AFT's Maryland chapter and played a key role in negotiating the landmark contract that puts Baltimore teachers in control of their careers.



Frederick James Frelow, Ed.D.

Program Officer, Transforming Secondary Education, Ford Foundation

Before joining the Ford Foundation in 2008, Fred was director of early-college initiatives at the Woodrow Wilson National Fellowship Foundation and associate director of the Rockefeller Foundation. Fred taught for 12 years in Massachusetts and served as a curriculum and magnet school director in New York.



Dan Gerken

Vice President, Douglas County School Board

Dan holds a BA in Economics from Stanford University and an MBA from UCLA. For the past 20 years, he and his business partner have managed a commercial real estate investment and development company. A former nationally ranked tennis player, his hobbies include basketball, mountain biking, and golf.



Harry Grams

Vice Chair of School Board, Independent School District 15-St. Francis

A life-long resident of the Minnesota school district he serves, Harry has been a board member since 2006. He has served in a variety of capacities on the board, including as a member of the Career Ladder Study and Joint Standing committees.



Garth Harries

Assistant Superintendent, New Haven Public Schools

Garth is responsible for New Haven's School Change strategy. Previously, he was the chief executive for portfolio development in the New York City Department of Education, where he oversaw the creation of new school programs. Before NYC DOE, he was an engagement manager at McKinsey & Company, specializing in financial industries and nonprofit management.



Jim Hennesy

Teacher and Union President, Education Minnesota St. Francis Local 1977

Jim has served as an educator in variety of capacities for the past 34 years. Currently he teaches social studies at St. Francis Middle School and serves as an instructional specialist within the Teacher Academy.



Kim Herman

Building Resource Teacher, Northeast Elementary School, Douglas County Public Schools

Kim has been an educator for 15 years, teaching 3rd and 5th grade. As a building resource teacher for the last five years, she has provided staff development at Northeast Elementary. At the district level, she is involved in committees such as negotiations, insurance/benefits, and the elementary progress report.



Trip Jeffers

President, Forsyth County Association of Educators

Tripp serves on the governing boards of both the North Carolina Association of Educators and the National Council of Urban Education Associations. He spent 14 years as a high school teacher of history, government, and philosophy in Virginia and North Carolina.



Deborah Johnson-Graham

Principal, Stedman Elementary School, Denver Public Schools

Deb has been an educator with Denver Public Schools for 35 years. Prior to accepting the opportunity to provide leadership at Stedman Elementary in Northeast Denver, she was principal at Green Valley Elementary. Deb is passionate about children; their academic, intellectual, emotional, and social well-being and growth are her primary concerns.



Brad Jupp

Senior Program Advisor, U.S. Department of Education

Brad is on loan to the Department from Denver Public Schools, where for the past 24 years he has been a teacher, union leader, and senior administrator. His most recent assignment was senior academic policy advisor to Superintendent Michael Bennet.



Randy Keillor

Student Performance Improvement Program Coordinator, Independent School District 15-St. Francis

Randy started his teaching career at St. Francis High School, where he taught English for 34 years. For the last 14 years, he has served as the chief negotiator for the teachers union. He led the work to establish the district's Teacher Academy in 2001 and the alternative pay system in 2005. He has worked as the coordinator of that system since it was approved by the Minnesota Department of Education.

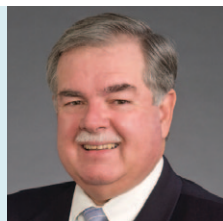
PRESENTERS AND PANELISTS



Carol W. Kurdell

School Board Member, Hillsborough County Public Schools

Carol was elected to the Hillsborough school board in 1992 and is currently serving her fifth term. She is one of seven members responsible for making policy decisions and overseeing a budget of \$3.1 billion for the eighth-largest school district in the nation, which is also the county's largest employer, with more than 25,000 employees.



Donny C. Lambeth

Chairman, Winston-Salem/Forsyth County Board of Education

Donny is president of North Carolina Baptist Hospital. He also serves on numerous community, state and national boards, and has served on several statewide task forces on health care finance, and as a national panelist on educational issues. The local *Business Journal* has recognized him as one of the Winston-Salem region's most influential leaders.



Kevin Larsen

Parent, Douglas County School District

Kevin is a father of three daughters who attend, or have attended, schools in the Douglas County School District. He coaches math teams, announces softball games, serves on the school district's Fiscal Oversight Committee, and chairs the District Accountability Committee. When Kevin is not at school events and activities, he makes a living as an actuary.



Christopher Lloyd

Vice President, Montgomery County Education Association

Christopher is a National Board Certified teacher at Baker Middle School. In his leadership role with the teachers association, he works on program areas of school climate, on-boarding, and professional growth systems.



Don Martin, Ed.D.

Superintendent, Winston-Salem/Forsyth County Schools

Don has served as superintendent since 1994. He was recently named 2011 North Carolina Superintendent of the Year. Don earned bachelor's and master's degrees from Duke University and an Ed.D. from the University of Kentucky.



Reginald Mayo, Ph.D.

Superintendent, New Haven Public Schools

Reginald has devoted most of his professional career to the New Haven district: first as a teacher, department head, and assistant principal at Troupe Middle School, and later as principal of Jackie Robinson Middle School. After entering a post-doctoral fellowship at Yale University, in 1981, he was promoted to K-8 director of schools, and in 1984, executive director of school operations, a post he retained until becoming superintendent in 1992.



Bruce Messinger, Ph.D.

Superintendent, Helena Public Schools

Bruce has been Helena's superintendent since 1997. Before coming to Montana, he held teaching and administrative positions in Colorado and Nebraska. Bruce earned a doctorate from the University of Nebraska-Lincoln. Student success is achieved in Helena Public Schools through shared decision-making and a commitment to educating the whole child.



Ted Mitchell

Board member, Green Dot Public Schools

Ted heads NewSchools Venture Fund, a venture philanthropy firm focused on transforming public education for underserved children. Prior to joining NewSchools, he served as president of Occidental College, as deputy to the president at Stanford, and as dean of the School of Education and Information Studies at UCLA. He has also served as president of the California State Board of Education.



Annie Murphy

Senior, Daniel C. Oakes High School, Douglas County Public Schools

Annie, 20, returned to high school three years ago following a two-year absence and will graduate in May. Her next stop is Colorado State University, where she plans to major in history, minor in philosophy, and return to Daniel C. Oakes High School as a teacher.



Lori Nazareno

Lead Teacher, Mathematics and Science Leadership Academy, Denver Public Schools

Lori is in her 24th year of teaching and is a dually certified National Board Certified Teacher. She currently serves on the NEA Commission for Effective Teaching, the Gates Professional Development Advisory Board, and recently served on the board of directors for the National Board for Professional Teaching Standards.



Rebecca Newman

President, Montgomery County Association of Administrators and Principals

Rebecca has been president of MCAAP for the past eight years. During that time, she has represented members in contract negotiations, in collaboration with Montgomery County Public Schools, and in building a partnership with both executive staff and other unions in the district. Prior to this position, she has served as a school principal.



Larry Nielsen

Field Consultant, MEA-MFT

Prior to his employment with the Montana teachers association, Larry served for seven years as the president of the Helena Education Association and vice president of MEA-MFT.



Michael M. O'Neil

Board Chair, Helena Public Schools

Michael is in his seventh year of school board service—two as chair and three as vice-chair of the Helena board. He has been a strong supporter of the Helena Schools' model Professional Compensation Alternative Plan (PCAP) linking educators' salaries with student-centered quality professional development and service requirements.



Marco Petruzzi

President and CEO, Green Dot Public Schools

During Marco's tenure, Green Dot won Los Angeles School Board approval to rejuvenate Locke High School in Watts and began operating it in fall 2008, re-structuring Locke into eight smaller college-prep schools. A former management consultant, Marco has also helped Green Dot establish itself as a leading agent of reform, creating a world-class school and instructional leadership model as well as an efficient central office.



Tammy Pilcher

President, Helena Education Association

Tammy's professional career includes 17 years as a K-8 educator. Her union involvement includes work on the bargaining team and the contract maintenance/grievance committee, as vice president, and on the MEA-MFT board of directors.



Doug Prouty

President, Montgomery County Education Association

Before becoming president of NEA's local union in Montgomery County, Doug served as vice president, coordinator for the Teacher Professional Growth System for Montgomery County Public Schools, and was the English resource teacher at Walter Johnson High School in Bethesda, Md.

PRESENTERS AND PANELISTS



Laura K. Rico

President, ABC Federation of Teachers

For more than 31 years, Laura was a child development teacher at the Artesia High School Children's Center before becoming full-time president of the ABCFT. At the national leadership level, she has been an AFT vice president since 2002. In 2005, Laura was elected to the AFL-CIO executive council. She also serves as the state senior vice president for the California Federation of Teachers.



Virna Rodriguez

Member, Student Board of Education, Denver Public Schools

Virna Rodriguez is a senior at Bruce Randolph School, which she has attended since 6th grade. Proud of her school, she credits "Bruce" with teaching her leadership skills, developing her character, and getting her involved in school life and the community. Virna has been accepted to a number of colleges and would like to remain in Colorado to continue her education.



Henry Roman

President, Denver Classroom Teachers Association

Henry started his career as an elementary grade teacher. His interest in DCTA began during his second year, when he served as building representative. He later served on a design team that was tasked with developing student growth objectives and examining factors to incentivize teachers. In 2004 the project took on the title ProComp and was adopted as part of the Denver Public Schools' pay system.



Charles P. Rose

General Counsel, U.S. Department of Education

Charlie serves as chief legal officer for the Department and as legal advisor to the Secretary. Prior to his appointment, he represented school districts, municipalities, and other public employers across Illinois with respect to labor relations and collective bargaining. Rose served as the lead negotiator on hundreds of collective bargaining agreements for public employers, including the Chicago Public Schools.



Tracy Rotz

Vice President, Plattsburgh City School District Board of Education

With three school-aged children, Tracy and his wife are founding members of the North Country Down Syndrome Association. He has served in a leadership capacity for the local parent-teacher organization and other community-based youth functions.



Edward Saxton

Superintendent, Independent School District 15-St. Francis

Ed Saxton has been superintendent of Independent School District 15 since 2003. Prior to that, he served the students and staff at St. Francis High School as the assistant principal (1995-2001) and then principal (2001-2003). His teaching career spans 17 years as a theatre arts instructor and a reading consultant.



Rod Sherman

President, Plattsburgh Teachers' Association

Rod has taught secondary mathematics in the Plattsburgh City School District for more than 40 years. He is currently in his 38th year as president of the Plattsburgh Teachers' Association and is also a member of the NYSUT Executive Committee.



James Short

Superintendent, Plattsburgh City School District

Under James's leadership, the district is collaboratively refining a peer assistance and review model along with value-added measures for teacher and principal evaluations. Additionally, he is an adjunct instructor for the Educational Leadership Program at Plattsburgh State University of New York.



Brenda Smith

President, Douglas County Federation of Teachers and Classified Employees & President of AFT Colorado

Prior to being elected to her positions, Brenda was instrumental in starting the first educational research and dissemination professional development program and in helping to create Douglas County's pay-for-performance plan. Brenda has worked in Douglas County since 1993. She began her career as a fourth-grade teacher.



Gary Smuts, Ph.D.

Superintendent, ABC Unified School District

Gary grew up in the community and attended local public schools. He taught high school social studies for 14 years and since 1974 has been in ABC Unified, which is located on the southeast edge of Los Angeles County. Gary became superintendent in 2005. In 2009, the Association of California School Administrators named him Superintendent of the Year.



Celia Spitzer

President, ABC Board of Education

Celia has been on the ABC school board since 1999, serving three terms as president. She has worked for IBM as a systems engineer, while participating as a long-time classroom volunteer in ABC schools and substitute teaching as a secondary math teacher. In addition, Celia has been an active community member and supporter of teachers. She is a graduate of UC Berkeley.



Carlos Antonio Torre, Ed.D.

President, New Haven Board of Education

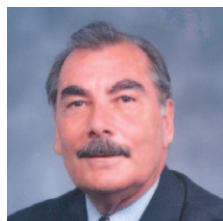
Carlos is a professor of education at Southern Connecticut State University and a fellow at Yale University, where he served as assistant dean and a member of the faculty. He has earned three degrees from Harvard University. His academic research seeks to identify characteristic patterns in the autonomic nervous system associated with particular emotions (i.e., the emotions children experience as they learn).



Penny Upton

UniServ Director, California Teachers Association

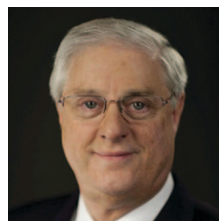
Before joining CTA, Penny was with the Illinois Education Association. She has extensive experience in the public and private sector in interest-based bargaining and problem-solving, and in collaborative budgeting and expenditures. She has negotiated more than 200 collective bargaining agreements in the public and private sectors. Penny is also a member of several organizations whose work is focused on school reform and restructuring.



Daniel J. Valdez

Deputy Superintendent, Hillsborough County Public Schools

Born in Tampa, Fla., Dan has served the Hillsborough County Public Schools as a social studies teacher, administrator, director of adult and community education, administrative assistant to the superintendent, and assistant superintendent for human resources. In 2004 he was named chief human resources officer and deputy superintendent.



Dennis Van Roekel

President, National Education Association

A high school math teacher for 23 years and longtime advocate for children and public education, Dennis leads NEA's 3.2 million members. As head of the nation's largest education union, he promotes collaboration and high-quality professional development for teachers as keys to creating great public schools for every student.



Jerry D. Weast, Ed.D.

Superintendent, Montgomery County Public Schools

Since 1999, Jerry has been superintendent of the 16th-largest district in the nation. Under his leadership, the district earned the U.S. Senate/Maryland Productivity Award in 2005 and the Malcolm Baldrige National Quality Award in 2010, and was a 2010 finalist for the Broad Prize in Urban Education.

PRESENTERS AND PANELISTS



Randi Weingarten

President, American Federation of Teachers

Since her election in 2008 as president of the 1.5-million-member AFT, Randi has launched major efforts to place education reform and innovation high on the nation's agenda.

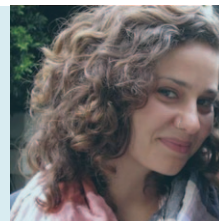
Previously, she served for 12 years as president of the United Federation of Teachers, representing approximately 200,000 educators in New York City, as well as home child care providers and other workers in health, law, and education.



Joanne Weiss

Chief of Staff, U.S. Department of Education

Joanne joined the Department in 2009 to serve as senior advisor to the Secretary and director of the Race to the Top fund. In this capacity, she led a program designed to encourage and reward states making system-wide, comprehensive, and coherent education reforms. Prior to joining the Obama administration, Joanne was partner and chief operating officer at NewSchools Venture Fund.



Arielle Zurzolo

Acting President, Asociación de Maestro Unidos

Arielle teaches sociology at Animo Venice Charter High School and focuses on the study of minorities in America. She believes that education is the great equalizer, and that is why she became a teacher. She also believes that we can only create the best education for our students by working together and incorporating the expertise and experience of all stakeholders.

DISTRICT ATTENDEES

ALASKA

Chugach School District

ARIZONA

Amphitheater Unified School District

Deer Valley Unified School District

ARKANSAS

Little Rock School District

CALIFORNIA

ABC Unified School District*

Escondido Union School District

Fresno Unified School District

Green Dot Public Schools*

Lindsay Unified School District

Lucia Mar Unified School District

Monterey Peninsula Unified School District

Pomona Unified School District

Ravenswood City School District

San Juan Unified School District

Twin Rivers Unified School District

COLORADO

Adams County School District 14

Colorado Springs School District

Denver Public Schools*

Douglas County School District*

Jefferson County Public Schools

Weld County Reorganized School District
RE-8

CONNECTICUT

Consolidated School District of New Britain

New Haven Public Schools*

Stamford Public Schools

DELAWARE

Caesar Rodney School District

Delmar School District

FLORIDA

Charlotte County Public Schools

Duval County Public Schools

Hillsborough County Public Schools*

Lake County Schools

Miami-Dade County Public School District

Pasco County Schools

Pinellas County Schools

Seminole County School District

Sumter District Schools

Volusia County Schools

GEORGIA

Gainesville City Schools

HAWAII

Hawaii State Department of Education

ILLINOIS

Chicago Public Schools

DePue Unified School District 103

Thornton Township High School District 205

INDIANA

Clarksville Community School Corporation

Evansville Vanderburgh School Corporation

South Bend Community School Corporation

IOWA

Des Moines Public Schools

Marshalltown Community School District

KANSAS

Topeka Public Schools

KENTUCKY

Boone County Schools

LOUISIANA

St. Helena Parish School District

MAINE

Maine School Administrative District 61

Maine School Administrative District 74

Regional School Unit 12

MARYLAND

Allegany County Public Schools

Anne Arundel County Public Schools

Baltimore City Public Schools*

Montgomery County Public Schools*

Prince George's County Public Schools

Wicomico County Public Schools

MASSACHUSETTS

Barnstable Public Schools

Boston Public Schools

Dennis-Yarmouth Regional School District

Fall River Public Schools

Quaboag Regional School District

Springfield Public Schools

Swampscott School District

Wakefield Public Schools

West Springfield Public Schools

Worcester Public Schools

MICHIGAN

Adrian Public Schools

Mount Clemens Community School District

MINNESOTA

Minneapolis Public Schools

Red Lake School District 38

Independent School District 15-St. Francis*

MISSOURI

Benjamin Banneker Charter Public School

Ferguson-Florissant School District

Normandy School District

St. Louis Public Schools

MONTANA

Helena School District*

Lodge Grass Schools

NEVADA

Clark County School District

Washoe County School District

NEW MEXICO

Albuquerque Public Schools

Santa Fe Public Schools

Socorro Consolidated Schools

NEW YORK

Amityville Union Free School District
Avoca Central School District
Bay Shore Union Free School District
Beaver River Central School District
Bedford Central School District
Buffalo City School District
Cattaraugus-Little Valley Central School District
Cobleskill-Richmondville Central School District
Cortland Enlarged City School District
Dobbs Ferry Union Free School District
Fort Ann Central School District
Geneseo Central School District
Grand Island Central School District
Greenburgh-Graham Union Free School District
Harrison Central School District
Hauppauge School District
Hilton Central School District
Holland Patent Central Schools
Islip Union Free School District
Ithaca City School District
Kenmore-Town of Tonawanda Union Free School District
Lyncourt Union Free School District
Mount Pleasant Central School District
New Lebanon Central School District
New Paltz Central School District
Norwood Norfolk Central School District
Plattsburgh City School District*
Sackets Harbor Central School District

Saranac Central School District
Solvay Union Free School District
Spackenkill Union Free School District
Spencer-Van Etten Central School District
Syracuse City School District
Watkins Glen Central School District
Webster Central School District

NORTH CAROLINA

Gaston County Schools
Madison County Public Schools
Winston-Salem/Forsyth County Schools*

NORTH DAKOTA

Mandaree 36 School District
West Fargo Public School District 6

OHIO

ADA Exempted Village School District
Akron City School District
Cincinnati City School District
Cleveland Heights-University Heights City School District
Cleveland Municipal School District
Columbus City Schools
Coventry Local Schools
Eastern Local School District
Fairfield City School District
Lorain City Schools
Sandusky City Schools
Toledo Public Schools
Tri-Valley Local Schools

OKLAHOMA

Crutch Public Schools
Oklahoma City Public Schools

OREGON

Beaverton School District
Ontario School District 8C
Portland Public Schools
Salem-Keizer Public Schools

PENNSYLVANIA

Duquesne City School District
Southeast Delco School District
The School District of Philadelphia
William Penn School District

RHODE ISLAND

Cranston Public Schools
Providence Public School District
Tiverton School District
Woonsocket Education Department

SOUTH CAROLINA

Spartanburg School District 7

SOUTH DAKOTA

Wagner Community School

TENNESSEE

Hamilton County Department of Education
Marion County School District
Metropolitan Nashville Public Schools

UTAH

Salt Lake City School District

VERMONT

Lamoille North Supervisory Union
St. Johnsbury School District
Windsor Southwest Supervisory Union

VIRGINIA

Fairfax County Public Schools
Westmoreland County Public Schools

WEST VIRGINIA

Hampshire County Schools

*Presenting Districts

Notes

Notes



