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HAMMOND, INDIANA'S SCHOOL IMPROVEMENT PROGRAM

I. INTRODUCTION

The Hammond Federation of Teachers (AFT Local #394), under the leadership of President Pat O'Rourke, is co-participant in the construction of a program of shared school ownership. The concept of ownership is important to this school-based management program because it is a key component of "good" schools according to the research of the Kettering Foundation, one of the sponsors of this unique project. The design of the entire program is unique, but of particular significance in Hammond is that teachers can, on a building by building basis, set aside elements of their collectively bargained contract to embark on endeavors that the teachers feel will improve the school's educational program.

II. PROGRAM SPONSORS AND/OR CONTRIBUTORS

- Kettering Foundation's Institute for Development of Educational Activities (IDEA)
- Eli Lilly Endowment Foundation
- Indiana Criminal Justice Planning Agency (seed money)
- Hammond Federation of Teachers
- Hammond Board of Education

III. SCHOOL BASED PARTICIPANTS

- School Administration
- Parents

- Students
- Faculty
- Community Representatives

IV. SAMPLE LIST OF SUBJECTS WHICH HAVE BEEN CHANGED AT SCHOOL BUILDING LEVEL

- Kindergarten Curriculum
- Procedure for development of master school day schedule
- Length of school day
- Teacher to teacher coaching (mentor teacher)
- Building-unique discipline procedures
- Teaching methodology changed on a building basis as a result of a group of teachers' research
- Parent involvement in creating school based discipline procedures
- A non-threatening peer evaluation program has been piloted in one building and could be done differently in another building
- Development of a business education partnership with Inland Steel which has demanded adjustment of the Science Department schedule in one building

V. PROCESS

The process, as well as the product, is what makes this program so unique. A key concept is ownership of schools by parents, students, community representatives, teachers and administrators. This ownership takes place at the building level. Testimony to this ownership is the ability of a school based SIP team to change the curriculum, discipline process, length of school day, number of faculty, allocation of funding, etc.. The HFT has a very comprehensive contract which extensively addresses working conditions. Despite this, the HFT has added language to the agreement which allows, at the building level, a group of teachers involved in the process to set aside the contract and waive the grievance procedure to accommodate a change in the school program. Each individual is still protected by the contract because prior to the implementation of any proposed building level change which would contravene the contract each person votes his/her position on the change according to the attached Semantic Differential Voting Procedure. Consensus must be achieved thru the process and then the change is limited to a specific length of time (not to exceed one year); criteria for evaluation must be

established; data must be developed on the impact and success of the experiment, and finally an assessment must be made of the school experiment.

VI. BRIEF HISTORY

In late 1981 Hammond school administrators began meeting with educational consultants from the Kettering and Eli Lilly Foundations to review a limited Secondary School Improvement Project taking place in Indianapolis, Indiana. By spring of 1982 the Kettering Foundation's IDEA program was funding facilitator training programs for administrators, teachers, community representatives, etc., in the Hammond School System. The program at that time was limited to a pilot project in Hammond High School. The high school project identified three areas in which they wished to make improvements: attendance, drop-out reduction, and increased parental involvement. Significant improvement was achieved in all three areas. Attendance was increased 3.3 percent. Membership in parental programs rose dramatically. In one year parent participation in a ninth grade orientation meeting rose from a low of seven parents to three hundred. The parent booster organization doubled its membership. Academic failures were down by 382 and by virtue of cause or coincidence, but certainly good fortune, for the first time in years Hammond High School had not one, but six National Merit Scholarship winners.

During the 1984-85 school year the program was expanded to three buildings with results warranting, in the current school year, district wide school building participation.

Throughout the entire development the HFT, under the leadership of Patrick O'Rourke, facilitated the implementation of this enormously successful program.

VII. SUMMARY AND MAJOR PROGRAM FEATURES

1.) The Hammond SIP Program represents a very successful and sophisticated level of whole school partnership.

2.) The Hammond Federation of Teachers has devised a unique and adaptable method for balancing the potentially conflicting interests of building based work decisions against the need for a district wide strong collective bargaining agreement.

3.) The SIP Program was very thoughtfully and gradually introduced into the system over a three year period.

4.) Throughout the entire period of the experiment data has been collected and the program monitored to ascertain its success and alter its design as necessary.

- 5.) Demographics
 - # of students 15,000
 - # of buildings 30 school sites
 - # of faculty 930

6.) Approximate three year costs for consultant fees, substitute teachers, meetings and travel: \$90,000.00.

7.) The HFT has cooperated in the establishment of a possible prototype of what the Carnegie Reports espouses as an ideal school atmosphere for greater teacher autonomy and school development (pgs. 57-58 of report).

8.) In the bargaining scheduled for the 1986-87 school year the union is considering modifying the system for changing building-based-decisions to create a slightly less cumbersome procedure. However, the current system is not really viewed as burdensome.

9.) Beginning with the 1986-87 school year a new bargaining unit position will be created to oversee the implementation of the educational related initiatives including SIP, Critical Thinking, ER&D, Peer Evaluation and Mentoring. The funding for this full time position will come from the local city school system and a grant from the Teacher Quality Committee of the State Department of Public Instruction. The \$95,000.00 necessary for the program will afford salary, travel and staff released time.

10.) Dean Evans formerly of the Kettering Foundation and a creative force in the initiation of this program is now the State Superintendant of Public Instruction. He was appointed to complete the term of an otherwise elected position. He enjoys broad based support and respect. Additionally, he is very proud of the Hammond School System's cooperation and success. Hammond is very much the Indiana success story.

ARTICLE 7

PROFESSIONAL DEVELOPMENT

PROF -14

7.1 SCHOOL IMPROVEMENT PROCESS (SIP)

- a. The Hammond Teachers' Federation and the Board endorse the School Improvement Process. This process, predicated on the premise of shared decision making at the building level, is an opportunity for teachers to have shared ownership of the school in which they teach. The Hammond Teachers' Federation and the Board believe that when teachers are provided the opportunity through SIP to share in the ownership of decisions at their building, this process will lead to maximizing educational opportunities for Hammond's students.
- b. A specific procedure must be followed should a building based SIP decision require a deviation from the Hammond Contract. The procedure must include the following: (1) consensus must be reached by using the Modified Delphi Group Process as used by SIP teams in the Hammond Schools whereby small groups discuss the potential benefits and potential problems of any proposed change, (2) a determination of the time of the trial test, which may not exceed one school year, must be established and, (3) criteria must be established by the faculty which will be acceptable as evidence that this new procedure is successful at the end of the trial test period.
- c. Following the process referred to as the Modified Delphi Group Process, the faculty shall vote on the proposed change by using the Semantic Differential Voting Procedure detailed below.

Scale

- 5 I believe this is a good idea and I enthusiastically endorse a limited trial test of this idea based on our criteria for success-failure.
- 4 I feel this idea has merit and support a limited trial test based on our criteria for success-failure.
- 3 I am weighing the advantages and disadvantages of this idea and believe it is worthy of a limited trial test.
- 2 I am not convinced this idea is feasible but am willing to take a wait-and-see position by supporting a limited trial test.
- 1 I am strongly opposed to this idea but I would not exercise a veto to prevent a limited trial test.
- 0 I am so opposed to even a limited trial test of this idea that I would exercise a veto if it were within my power to do so.

- d. During the time trial, data shall be collected which will be used to determine the success or failure of the proposed change. The data shall be presented to the faculty following which the Group Process shall be repeated in order to reach consensus regarding the extension or termination of the new idea or practice. Since the School Improvement Process represents a departure from existing practice, it shall be subject to review by the parties during the term of this Contract.

- e. A grievance which alleges that a School Improvement project violates a provision of this Contract must bear the signature of a teacher who indicated by his School Improvement Semantic Differential vote that he would veto the project if it were within his power to do so.
- f. The System-Wide School Improvement Program Design Review Council will be convened whenever a SIP proposal requires a deviation from a policy other than the Hammond Contract. The Hammond Teachers' Federation Building Representative at the affected school shall be considered a member of the Design Review Council.
- g. The Design Review Council shall forward all requests to the Superintendent of Schools for action.

7.2 PEER EVALUATION STUDY COMMITTEE

The Hammond Teachers' Federation and the Employer shall form a study committee for the school year 1985-86 for the purpose of studying the feasibility of involving experienced teachers in the process of teacher evaluation. In addition, the committee shall study an Intern-Intervention Program, the purpose of which would be the training and evaluation of beginning teachers. The committee shall report its initial findings to the respective parties by May 1, 1986. Implementation of the committee report may be considered for implementation in the 1986-87 school year.

7.3 TEACHER INCENTIVE STUDY GROUP

The findings of the Hammond Teacher Incentive Study Group shall be reviewed by the parties. Proposed incentive options may be implemented during the term of this contract by agreement of the parties.

7.4 BUSINESS-EDUCATION PARTNERSHIPS

The Hammond Teachers' Federation and the Employer will cooperate in an effort to build partnerships with the private sector to improve the quality of its educational program. A Partnership is a mutually beneficial relationship between business and education based on meeting each others needs through a wise use of each others resources. An additional aim of this effort is to provide a method by which business people and educators can combine resources and expertise to address mutual needs by getting directly involved in classroom or business activities.

7.5 HAMMOND EDUCATION FOUNDATION

The Hammond Teachers' Federation and the Employer will continue to facilitate the development of the Hammond Education Foundation. The purpose of the Foundation is to enhance the quality of life in the community by improving and expanding educational opportunities. An additional purpose of the Foundation is to stimulate the professional development of the teaching staff and the improvement of teaching methods designed to meet the needs of Hammond's students.