

The Minneapolis Collaborative Plan

The Minneapolis public school system is positioned for excellence with a plan, resources and commitment to quality educational programs. As we enter the first year of the experimental plan, it is evident that the management and staff must find new ways to meet the challenges before us. The goals of the plan can not be met without mechanisms being in place for the District to attract and retain the most qualified personnel and to utilize those people in the most effective manner to deliver education services as called for by the proposal.

As educators, it is our responsibility to see that the resources provided enable the child to grow intellectually and to develop personal judgement in the process. Our duty is to insure that the needs of the child are the basis for programs designed to meet those needs. It is important to recognize that we must fundamentally change the nature of what schools do, to insure that those who have not managed to learn under traditional programs will have an opportunity to learn, led in the process by teachers, administrators, fellow students and their families, and others associated with the education process. The role of the teacher is to make the educational decisions, organize the environment in which education can occur, and to pursue the science underlying the profession. Teachers cannot accomplish this in the isolation they have worked in during the past. They must have access to other teachers, and have the opportunity to research, plan, develop educational programs, and evaluate the outcomes. In the same way that the Virgin Islands Collaborative program is designed to improve educational opportunities for students, it is at the same time aimed at the professionalization of teaching.

The success of these efforts depends not only on having quality staff, but quality staff that understands what we are to accomplish and how. All employees need to understand the goals of the system before they become permanent employees. This applies to administrative, instructional, classified, and all other employees. Programs of induction will be developed so that all employees will demonstrate their understanding of district goals before being confirmed as permanent members of the staff of the school system.

Our objective is to develop a collaborative management format in which those who work in education institutions will share the responsibility for decisions that affect education programs. The intent of these proposals is to make collaboration real. It is designed to encourage teachers to work with teachers; principals to work with other principals. There is room for all to work together--teachers, principals, school related employees, administrators, students and their families--to produce an education collaborative in the Virgin Islands.

These then, are the elements of the proposal we hope to put in place. Some elements are new, but based on sound principles of education research or successful models found elsewhere. Some build on present programs, but redirect resources towards goals that have evolved in the first months of our experimental process. While we have made progress towards those initial goals, we have yet to accomplish all that will be necessary to insure the integrity of the plan. Logically, we have discovered needs during the process of implementation, and these proposals attempt to offer solutions consistent with the plan, and directed towards those needs.

We intend to utilize our resources as efficiently as possible, redirecting those that no longer fit the needs of students towards new programs that can achieve our goals. For example, in the first stages of our experimental program we found it useful to focus on the development and implementation of new curriculum objectives. Now, we find a need to focus on improving the delivery of services, and on insuring that the staff providing the education services will be

sufficiently prepared and supported to achieve our goals. We will apply the resources that have been directed at curriculum goals, to now assist in the employee induction process, and to provide guidance and support for those involved in the processes of education. Time formerly allocated to staff development aimed at improving our staff's understanding of the first phases of the experimental plan implementation will now be utilized in the second phase, in the collaborative effort to improve the quality of services provided. Our intention is to review all expenditure areas, and to identify areas that no longer contribute towards our needs. Those that can be redirected will be brought to the attention of the Board. By everyone working collaboratively to insure quality education, we will succeed in attracting and retaining the staff necessary to meet the diverse needs of students. We will, in the process, strengthen educational output and insure success for the students.

Length of the Collaborative Agreement

This collaborative agreement shall be for six (6) years beginning with the 1990-91 school year, and concluding with the end of the sixth complete school year. If adjustments are necessary to the time lines suggested, we will adhere as closely as possible to the original goals in so far as educational considerations allow.

Rationale: Many of the elements of this proposal will require some time to develop, and even longer to implement and evaluate. Six years may not be sufficient to see all of the positive benefits of these proposals, but it provides opportunity to bring most of the recommendations into reality and to assess the direction and needs of the system at that time.

Professional Governing Panel

In order to implement this plan, a Professional Panel is recommended to provide for the implementation. It is the responsibility of the district to provide each child with a quality educational opportunity, adjusted to the needs and learning styles best suited to the child. The responsibility for the development of educational programs for students should be shared by all parties to the process. It is important to have a group that assumes the responsibility for oversight of this collaborative plan and development of proposals related to the collaborative effort to insure the quality of the programs developed. The configuration of this panel is designed to recognize the joint responsibility of all of the professionals to monitor and assess their progress and the quality of both the resources provided as well as the outcomes accomplished. It is not the intention of the District to grant authority to this panel that interferes with the authority of the Board of Education. Rather, it is to insure the orderly processing of information, and to provide support for the policies, programs and orders established by the Board and those authorized to act on behalf of the Board in education matters.

A Professional Governing Panel shall recommend policies and actions regarding the development and implementation of programs of the collaborative plan. The panel shall consist of a chairperson and ten (10) additional persons nominated as follows and approved by the Board of Education. Five (5) members will be selected by the Superintendent and five (5) members selected by each of the President of the Minneapolis Federation of Teachers, and a chairperson will be selected by the Superintendent and the President of the Minneapolis Federation of Teachers. School based administrators will be represented on this panel. It is expected that the various groups will be consulted in the selection process. These include, but are

not limited to teachers, building level principals, central office administrators, school related employees, and others in the educational community. The Superintendent, the President of the Minneapolis Federation of Teachers, and a representative of Minneapolis Public Schools' building level administrators shall be ex-officio members of the Governing Panel. The agenda for meetings shall insure all issues of concern will be brought up for discussion in recognition of the role each group plays in the development of educational programs. Regularly scheduled meetings shall be held to insure timely consideration of concerns, and the committee shall meet at such times and places as their work requires.

Persons may be appointed to this panel for a term of two (2) years. Appointment to successive terms may be made by the respective parties. Six (6) persons shall constitute a quorum to do the business of the panel.

The full time staff of the committee shall consist of Master teachers selected from among qualified applicants. The committee will identify its specific requirements based on the work to be accomplished. Up to four positions may be requested. The request will include estimates of resources necessary to accomplish the purposes of the Panel. Such estimates will include provision for clerical and technical support, supplies, space, and such other resources as will be required.

Initial responsibilities for the staff will include the development of recommendations for the new configuration of the teaching staff, the employee evaluation system, the Peer Assistance and Review program, and assessment programs related to the Collaborative Plan. The committee may request assistance from the regular district staff for specific assignments. Requests will be presented to the Superintendent and forwarded to the Board of Education for action.

The Professional Governing Panel is granted its charter to operate under the authority of the Board of Education. It is limited to matters related to the implementation of the Collaborative Plan. Communications with the Board shall normally be through the office of the Superintendent of Schools, or, if appropriate, the Panel shall communicate through its chairperson directly with the Board. In matters requiring action by the Board, the Panel shall direct its communications to the Superintendent for processing in accordance with District policies. The Panel shall be available to meet with the Board of Education and provide a report of its activities at least annually, but nothing shall prevent more frequent meetings of the Board and Panel to consider items of mutual interest.

Some duties of the panel will include:

a. Establish a new configuration for the teaching staff consisting of Intern, Resident, Professional, and Master teachers. The configuration will include the requirement of a Masters degree for all new employees as a condition of achieving Professional status, and a requirement for all presently employed teachers to acquire a Masters degree before proceeding to move on the Professional teacher schedule.

b. Develop an employee evaluation system within three (3) years.

c. Develop a Peer Assistance and Review program. This system should provide for an induction process for interns, a certification process for residents, and a peer review and assistance program for professional teachers. It should provide a way to evaluate resources provided, goals pursued, and outcomes accomplished. It should in some manner serve formative purposes, guiding employees as a part of the process. In addition, summative conclusions about

performance should be derived as part of the process. This system must involve employees in their evaluation, offering opportunities for each person to consider the resources under their control, their responsibilities and goals, their activities, outcomes, and future directions. It can combine the best features of a portfolio, in which a collection of activities and outcomes can be evaluated and presented to peers for their consideration and comment. It should be more than a test or observation. It must be an interaction between the employee, the evaluators, and the peers of the employee. As outlined in the proposal on Peer Assistance and Review, Professional teachers will participate in the induction process, meeting periodically with the Master teacher assigned to assist teachers. Principals may play a role in the evaluation of teachers, working collaboratively with other professional staff in guiding and advising teachers. The professional staff at the building will receive recommendations from the Master teacher assigned to work with the teachers in their building, and will confirm or reject the recommendation. The staff will receive assistance and support from the district's professional assessment center.

The Panel will prepare a proposal to develop a professional assessment center for all certified staff. Some attention should be given to the development of an assessment system for Master teachers. That system should contain elements of the basic evaluation system, but recognize the special factors that are part of the duties and standards that apply to teachers who serve in the capacity of Master teacher. Consideration will be made for special criteria applicable to the roles performed. These criteria should include appropriate provisions for Master teachers working in school based assignments, those who are floating between schools, those who serve as mentors, and those who work in curriculum areas. These criteria should be recognize duties identified in this collaborative plan or as described in the job descriptions provided with the posting of the positions.

The assessment center and the new evaluation center will be important in helping staff understand the context of the collaborative plan and the application of the plan to the goals of the experimental plan. It can serve to identify areas of expertise that will be needed to implement the various magnet themes. It can serve to guarantee that the experimental plan will be enhanced by developing among the professional staff the best practices of the profession.

- d. Develop assessments for newly certified employees.
- e. Assess school accomplishments related to the collaborative plan.
- f. Serve as an appeals panel in the resolution of differences that arise from provisions of this collaborative plan; for example, evaluation, or assignment of duties under the new configuration of Intern, Resident, Professional, and Master teachers.
- g. Consider and make assignments for Master teachers. In the first year this shall include consideration of the needs for Master teachers, and assignments to be made. An estimate of the needs of the district for Master teachers will be developed by the panel during the first year, and may include a process in which recommendations for the number of positions are made by the Governing Panel, and forwarded to the Superintendent or his designee for action. Discussion of assignments and standards for selection are properly the responsibility of the Governing Panel.
- h. Establish an administrative career ladder that will include configurations of Intern, Professional and Master administrators. It will set criteria for each category in consultation with those affected, and develop an implementation schedule for the collaborative plan.
- i. Set its rules for operation, adhere to Roberts Rules of Order for its meetings, keep records of the committee's work and provide minutes of their meetings. Policies and actions of the panel may not conflict with the policies of the Board of Education or the laws of the state of Minnesota.

Rationale: The Governing Panel is charged with analyzing the quality assurance and distribution of resources allocated by the district to the purposes of the Collaborative plan. Their role is to insure that the decisions made are consistent with the policies of the Board of Education and the interpretation of those policies outlined by the administration and professional staff, reserving to the school site level those activities most effectively and efficiently performed at that level.

School Site Responsibility

The Site Committee will propose educational programs consistent with the goals of the district and tailored to meet the needs and learning styles of students as determined by the professional staff closest to the student. Consistent with School Board policy, school site committees shall make provision for parental and community involvement. These Site Committees shall provide for participation in its deliberations by school staff, parents of school students, and where appropriate, representatives of area businesses and community groups, and students at the middle and high school levels.

The purpose is to involve those affected by the decision in the process of reaching that decision, while recognizing that professionals have the obligation to act based on their best judgement, and the ultimate responsibility for decisions is theirs. One model could be site based teams, consisting at the elementary school level of four members of the professional staff, the principal, three parents, and a representative of business; at the middle school level the committee would have six professional staff, a principal, four parents, two students and a representative of business; and at the high school the committee would include eight professional staff, the principal, five parents, three students and a business representative. Other models may be appropriate, and considered based on the conditions at the local school site.

Personnel decisions, and some educational decisions are properly reserved to the professional staff for their consideration. Other matters, including general broad curriculum information or budget considerations related to the operation of the school may be brought to a forum in which those affected may express their views on the needs of the students, and participate in the discussion of school goals, programs, and operations.

The teacher committee members will be elected for one year, during the staff attendance period prior to the opening day for students. The committee may organize in the way most convenient and efficient to accomplish its responsibilities in the areas of Professional service, educational matters, and Personnel and Budget functions. It is expected that all members of the professional staff will serve on various subcommittee activities, through work on subcommittees working on regular or special projects. It is an obligation of the profession to be involved in the matters that affect teaching, and all teachers shall without additional compensation pursue some aspect of committee work. Their contributions can evenly distribute the work to be accomplished, and will facilitate professional growth.

Teachers not elected to the Site Committee will be available to serve on subcommittees, and will volunteer or be assigned as necessary to carry out the purposes of the committee.

Once organized, the Site Committees should solicit participation of the parents and other representatives who will work with them throughout the year.

An orientation, self assessment, and training program should be available to all selected for committee participation. Resource materials related to participation on the Site Committee should be made available so that positive contributions can be made by all. Special

attention should be given to the selection of a committee chair or facilitator, so that real participation can occur.

School based administrators, teachers and members of the instructional staff assigned to the building will have primary responsibility for professional and education related decisions, working cooperatively to insure the standards of the profession are met and the educational programs meet the needs of students. It will be their responsibility to determine how to use all but one planning period each day, and plan, design if necessary, and/or schedule staff development related to these areas. The staff development should, if possible, take into consideration the calendar adopted in collaboration with the school administration.

Examples of parental involvement could include assistance with special projects, field trips, the schedule of educational activities consistent with the district calendar, and other items agreeable to the parties.

Voluntary transfers to vacancies at the school site will be reviewed by the professional staff members of the School Site Committee, and the person most qualified to fill the vacancy shall be determined by that committee, and their recommendation forwarded to the Superintendent for action. A majority of the faculty can agree to implement programs affecting these areas.

On personnel and budget matters, the building principal will consult with the site committee so they can work in the selection of certified personnel, the development of budget priorities and the allocation of resources, consider and propose the schedule of educational activities consistent with the district's calendar, make adjustments to the instructional program, and review the daily operation of the school. Budget recommendations may include portions of the operating budget of the district if consistent with the policies of the Board of Education. Staff development related to these areas shall be the responsibility of the instructional staff working collaboratively with administration. A majority of the faculty can recommend actions in these areas.

Principals, or his or her designee may serve on any or all committees at the option of the principal. Principals serve as the agent of the faculty in the selection and appointment of certified staff, and shall recommend employment of personnel. The principal shall be responsible for the operation of the facility, and provide a schedule to accommodate the program needs of the faculty, students, and others who share the facility.

Voluntary Transfers

In order to accommodate the educational needs of each school, and to provide staff members who are, in the judgement of the staff at the school, the persons most able to contribute to the local school's goals and activities, the School Site Committee shall include provision for a subcommittee of its professional staff members to assist in the interview process related to voluntary transfers. This group shall consult with the faculty, in a manner to be prescribed by the faculty through their appropriate committee structures, and determine the necessary qualifications for the position prior to the posting of a vacancy. Applicants for the vacant position will be screened by the school administration, to determine that the criteria for the position have been met. The faculty interview process shall include an opportunity for those qualified to be interviewed, and their records and pertinent materials to be considered. It is not anticipated that the entire faculty will be involved in every case, but rather individuals selected by the School Site Committee, such as department or grade level personnel, staff members with a particular knowledge of program needs, or other such persons as may provide an informed

view. A recommendation shall be provided to the school administrator in a timely schedule so that the person identified as the primary candidate can be offered the position. This process can be continued until all vacant positions for which applications have been received are filled, and assignment of teachers presently on staff accomplished. The process of filling the remaining vacancies through initial assignment or involuntary transfer may follow the basic process for that of voluntary transfer, with the exception that the position will be provided to the qualified person with the longest service in the system if all other considerations are equivalent.

New hires will be recruited from the available pool of applicants and hired to meet the needs identified by the School Site Committee when possible. While it may not be possible in every instance to hire for the specialized qualifications that may be described by the various schools, when the needs have been identified the school administrator shall represent those needs to those responsible for recruiting, and hold them responsible for their efforts to meet the requests of the school.

While most issues that arise under this structure will be resolved through informed discussion and exchange, disputes are possible as to the course of action to be taken. Where possible, as indicated above, the respective responsibilities will be respected and the operative decisions will be made by those who have responsibility to make them, but after consideration of viewpoints by those affected. In the event of a dispute that cannot be resolved through discussion and persuasion, a procedure must be in place to offer relief to the parties. Faculties are urged to develop and adopt a resolution mechanism that will serve to meet their needs. The final step of the resolution procedure may include an application to the Governing Panel for consideration and advice as to a solution, but the Governing Panel is under no obligation to do more than hear the dispute, and offer counsel.

Structure of the Teaching Faculty

Under the direction of the Governing Panel, a structure of faculty will be adopted and implemented. The underlying notion here is that on the first day of teaching a person will not be expected to perform all of the duties that a professional teacher with several years experience might be expected to accomplish. While all of the duties of the profession are required of all in the profession, those being inducted into the profession or serving a residency will focus more attention on growth and development of skills than those who are more experienced and expected to practice their skills. It is expected that lateral transfers, special recruits to the system, and other circumstances may from time to time present the need to consider special procedures for the induction into the profession or the necessary orientation to the collaborative plan. The panel may recommend special procedures in these cases, but normally the following will apply.

The structure shall consist of Interns, Residents, Professional teachers, and Master teachers. Qualifications and responsibilities will differ for each group as follows.

Intern

Interns are qualified candidates for induction into the teaching profession who are entering their first year of teaching. To assist in their development, and insure their readiness to enter into practice, they will successfully complete an assessment process during their first

year that includes a formative tool in advance of the internship to set goals, and a summative evaluation near the end of the first year of teaching. This pre- and post evaluation is intended to identify strengths and weaknesses that need attention as the Intern progresses toward professional status, and is not meant to screen out individuals.

The timing of all evaluations will correspond to the requirements of Massachusetts law regarding the issuance of contracts. The work day will be arranged to allow the interns time to meet with a mentor and the Master teacher assigned to their development and evaluation. They will offer guided service, under the direction as necessary of Master teachers. They will be required to work an extended year of 10 additional days, which may include 5 days before the opening work day for teachers, and five additional days of staff development within the calendar for the year. The purpose of the period prior to the beginning of school is to insure the new employee is oriented to the practices and procedures of the district. In some cases the orientation may be accomplished in less time, providing additional uses for the staff development days.

Before becoming a Professional teacher the teacher must complete their internship, a residency if appropriate, and obtain a Masters degree. A person with prior experience teaching must serve an internship of appropriate length to acquire the experience necessary to teach in this system, but may be paid at a rate that reflects their experience and qualifications. To accommodate this goal, all newly hired employees will work the same first year as an Intern. Graduation for Interns will be held upon successful completion of the first year.

Resident Teacher

A Resident Teacher must have completed their internship, and will remain a Resident for the next four years at which time they must qualify as a Professional Teacher. The Resident will work a year that is from six, up to nine days longer than Professional teachers, to allow for inservice and staff development opportunities. The number of days declines as service increases, from nine in the first year of residency, to six in the fourth year of Residency. The Resident will work with a Master teacher serving as mentor, will develop goals, and visit Professional teachers, colleges and universities, and other community resources appropriate to their development goals. The experience may include working with children who are at-risk, provided the work is done under the supervision of a Professional or Master teacher, and is part of a broad exposure to the various types of students and needs that will confront the Resident once Professional status is achieved. The Resident will enter the Peer Review process with the understanding that a recommendation will be made for promotion to Professional teacher status upon successful completion of four years of residency, and that their peers will confirm the recommendation of the committee. Failure to complete the program successfully may result in a recommendation for termination.

Professional Teacher

A Professional teacher is one who has successfully completed five years of service with the school system, and has been offered a contract for a sixth year or more. Provision for

lateral transfers are likely to create the need for exceptions in some cases, and should be considered by the Professional Governing Panel.

Service on school committees is expected as a part of the Professional Teachers responsibility to their colleagues and to the profession.

A Professional teacher is expected to function in any assignment, but only Professional teachers will have primary responsibility for students "at-risk". They may assist Resident teachers working with at-risk children provided it is part of an experience in which the Resident is provided with an opportunity to experience the range of responsibilities that accompany Professional status. The assignment of Professional teachers to assist in the education of children most likely to require expert assistance is consistent with the best professional practices. Students in split classes, or rooms with high concentrations of students identified who would be able to benefit from alternative educational delivery systems are examples of the students at risk; there may be other appropriate definitions. Voluntary acceptance of these opportunities to both assist and grow would be characteristic of a Professional teacher.

To be offered a contract as a Professional teacher, persons hired after the present school year will be required to hold a Masters degree. All other teachers are expected to obtain a Masters degree. Without a Masters degree, no one will move upward on the salary schedule after 1991-92 except for initial placement on the schedule at the lowest step above their 1991-92 salary level. Efforts to develop additional resources to assist in obtaining a Masters will be explored by the Joint Governing Panel.

Professional teachers are eligible for the Peer Assistance and Review program, as mentors through participation as a Master teacher, or as part of the faculty committee on professional services in their School Site Committee. They are also eligible for intervention services through the Peer Assistance and Review Program.

Master Teachers

To be eligible to become a Master Teacher, a person must have completed 5 years of service in the school district, and have a total teaching experience of ten (10) years or more. The Governing Panel may recognize outstanding achievements of candidates and substitute those in lieu of years of teaching experience when recommending appointments. They must hold a Masters degree. They will apply for advertised positions to perform duties including acting in the capacity of trainers, mentors, peer evaluators including intervention assignments with Professional teachers, curriculum writers, department or grade level chairpersons, Instructional Assistants, Instructional Coordinators, or such duties as are identified in the posting of the position. Those duties will be performed during the period of the school calendar for Professional teachers and on an additional fifteen days each year. A portion of the time may be prior to the opening of school, as in assignments working with Intern and Resident teachers, during the school year, including days not scheduled for student attendance or other teacher assignments, and following the close of the normal school year. Schedules for Master teachers will reflect the needs of their assignment. The Master teacher will be selected by the Governing Panel for renewable terms of three years.

It is expected that persons applying for Master teacher positions shall be able to demonstrate their ability to present appropriate teaching lessons and identify the pedagogic basis for their choices.

Professional Practices and Peer Review

Under the new structure, it will be the responsibility of Professional teachers to participate in the induction of new teachers into the profession, and periodic reviews or interventions to assist teachers presently practicing. One portion of that process will include a Peer Assistance and Review Program to be developed under the guidance of the Governing Panel. As new employees come into the system, they will be assigned a Master teacher to serve as mentor, and together with the Master teacher, develop goals, skills, and begin teaching under the guidance of the Professional teaching staff. This process will include observation and evaluation designed to improve the Intern's performance. A review of the recommendations of the Master teachers assigned to the school or working with the teachers will be the responsibility of the Peer Review committee. The Master teachers assigned to staff at the school shall first present their recommendations to the Intern teacher, and periodically inform the Peer Review committee of recommendations. The Master teacher may enlist the staff at the school to assist in the program for the Intern. A recommendation for retention or non-retention will first be presented to the Intern, and then to the school Peer Review Committee. The recommendation of the Master teacher will be considered and confirmed or rejected by the committee. Rejection carries with it the responsibility to appear before the Joint Governing Panel to defend the position of the committee. Confirmation of the decision carries the responsibility to appear with the Master teacher at the request of the Joint Governing Panel to support or explain the recommendation.

Evaluations will reflect the responsibility of the teacher, and may include observation, tests, portfolio audits, or other instruments or processes as determined and approved by the Joint Governing Panel. The Panel will develop the system in cooperation with the professional staff during the first three years of this agreement, and expect to implement the plan no sooner than the fourth year from the adoption of this agreement.

Resident teachers will be eligible for assistance in the Peer Review Program, with the expectation that successive years of satisfactory review will reduce their reliance on a formal program, and allow them to develop a cadre of support among their peers outside of the formal review process. Assistance in preparing for the formal process will be provided through staff support, staff development and inservice programs, association with the academic community, and work related to their field and assignment.

Professional teachers are expected to perform all of the duties of the profession, and maintain a portfolio of their activities to assist in a periodic review process. This includes but is not limited to their teaching assignments, committee work, professional development, community activities, and other activities that enhance their ability to provide service to students and the profession. They are eligible for the Peer Assistance Program including an intervention process should their performance fail to meet the standards of the profession. Any Professional teacher identified by their peers as eligible shall be notified of the eligibility, and within ten days provided with an initial review of their performance by a Master teacher assigned by the Gov-

erning Panel. An initial review shall be completed within five working days, and presented to the teacher along with a preliminary plan for intervention. The Peer Review Committee shall be informed of the decision, and the terms of the intervention recommended by the Master teacher. In the event of a disagreement with the assessment or recommended plan, either the teacher or the Peer Review committee may appeal the decision to the Governing Panel for an expedited decision.

Once a plan is adopted, the Professional teacher shall seek to comply with the recommendations in the time limits provided. While a person is in an intervention program they will remain on their present salary level, and not advance to their next salary level until satisfactory intervention is completed. While a person will normally remain in the assignment held when the intervention was initiated, the Master teacher may recommend and the Peer Review committee concur with temporary assignments designed to facilitate improvement. As outlined in the intervention plan, there shall be a re-evaluation made at the appropriate times, and a recommendation for conclusion of the plan made if satisfactory improvement is noted. If satisfactory improvement is not achieved, a recommendation for continuation of intervention status or termination of employment shall be made and presented to the Professional teacher, and then to the Peer Review Committee and the administrator responsible for personnel matters at the building. That recommendation, along with the record of consideration by the Peer Review Committee shall be transmitted to the Joint Governing Panel for their consideration. The Master teacher assigned to the intervention shall present the findings and answer questions to the satisfaction of the Governing Panel. Recommendations for termination shall be consistent with the statutes of Massachusetts and the policies of the Board of Education.

The participation of Professional teachers in the various processes of Peer Review shall not limit their participation in professional or union activities, nor shall it be considered to limit their participation or coverage under any bargained agreement between the union representing employees and the employer now or in the future.

Teacher Salary Schedule

The attached salary schedule shall begin with the 1990-91 school year and continue thereafter until the 1995-96 school year is complete. It shall remain in effect, from year to year until a successor agreement is reached. Intern teachers will be paid on the Intern Schedule; Resident teachers on the Resident Schedule; and Professional teachers on the Professional Schedule. Master teachers will be paid according to the Master Teacher Schedule.

Movement on the schedules will be automatic, with teachers moving from schedule to schedule as they become eligible, or advancing one year for each year of service completed. There are two exceptions. Persons who fail to achieve the requirements of the schedule shall not move. This applies to individuals who do not receive satisfactory recommendations for successor contracts, who are subject to termination, and to individuals who are on an active intervention program. Individuals who are on an active intervention program will move one step on the schedule towards their appropriate level upon completing intervention, and one year for each year of service completed after that point. The second exception in which a person would not move on the schedule to reflect their years of service is the case of a present

employee who has not completed a Masters degree by the time they are placed on the Professional schedule in 1993-94. Until they complete their degree requirements, they will be placed on the next Professional step above their present salary level and will be frozen on that step until completion of their degree. Their salary will increase as the as the general wage schedule step increases in successive years, but not at the rate possible if advancement through the steps of the schedule would occur. They will begin advancement of one year for each year of service from the point of degree completion, subject to the terms of the Professional Schedule.

To relieve the burden of the cost of obtaining the advanced degree, a plan will be devised that provides a combination of direct assistance, grants, or loans to defray the cost of the required education. One method would be to provide a declining stipend of \$2000 for each teacher who develops a study plan and obtains approval by the Professional Governing Panel according to guidelines it prepares. In the first year, the teacher may receive up to \$2,000 for actual expenses incurred. In each succeeding year of the approved plan, the award will be reduced by 20 percent until the final year of the approved education plan in which up to \$400 can be provided to offset expenses.

Persons holding a Masters degree at present may present education plans as well, and if approved receive up to \$2000 in the first year, and an amount reduced by 20 percent each succeeding year for a total of five years.

Additional Teacher Programs

Additional provision for Work Year Length, Teacher Assignment, Home Based Guidance, Student Extracurricular Function, Staff Development and similar topics and detail are part of this proposal. Basically, the present work year of 183 days will increase to 200 days by the fourth year of the agreement, with appropriate additional days for various groups of employees such as Interns, Residents, and Master teachers working beyond the 200 year day and student days increasing from the present level of 175 days to 180 days. Teacher Assignment will outline the proposal that the most experienced and able among the professional staff will work with the students requiring the most diverse and intense programs, to insure that the highest quality of program is designed and implemented on the student's behalf.

Home Based Guidance

A Home Based Guidance Program will allow all certified personnel to accept responsibility for a discrete group of students each day, and chart their progress. As necessary, the personnel involved will counsel and recommend changes in the educational program of the student to recognize their unique situation. An integral part of the Home Based program is counseling students and parents regarding the information assembled through this process. Details of the program may vary from school to school as appropriate to the circumstances of the building and students. Phased introduction of the program will be made so that all levels eventually will be covered, but the initial effort will begin at the Middle school level or other schools configured to benefit from the program.

Because of the importance of parental involvement to the success of the program, planning for the Home Based Guidance program will be one of the duties of the Site Based Committees, and parents are encouraged to take an active role in the development of the program. It may be necessary to provide additional telephone lines or other communications devices for each school to facilitate communications. Hours of access to the building may also

need reconsideration, so the widest participation can be obtained from parents who may not be able to attend during regular school hours, but could meet at other reasonable times.

Extracurricular Eligibility

A program to insure that students will benefit from extracurricular functions will be developed and implemented. Master teachers will be involved with students who are identified as eligible for tutoring programs due to their academic achievement, and students will participate in the tutoring program as a condition of eligibility for extracurricular programs. It is anticipated that initially 1000 students from grades 6 to 12 will be affected by failing to maintain a "C" grade average in one or more core subjects of Language Arts, Math, Science, or Social Studies, and guidelines for staffing must be developed to accommodate that number. Development of the program will be under the direction of the Governing Panel.

Staff Development

Staff Development must be considered in the implementation process, and appropriate segments implemented in sequence. For example, initial plans should include an overall introduction to this Chelsea Collaborative Plan proposal, so that the goals and purposes are understood and accepted. This will require preparation and presentation more frequently in the early years, but should also be retained to allow new employees in the future the opportunity to understand the culture they are entering. As School Based Planning is introduced, certain skills will be necessary for teachers to participate fully in their responsibility areas. For example, management techniques, budgeting, peer review and evaluation all need to be considered and developed prior to the introduction of these elements in the program. Prior to the introduction of Home Based Guidance, staff development aimed at guidance, observation, and similar components of the program should be developed, remembering that individual schools will have unique responses developed through their School Based Planning structure. Teacher Assignment staff development needs to recognize that not all teachers are equally prepared to deal with the responsibility of providing individual attention to students with varied learning styles and needs. The staff development should help teachers reach their goals of being able to meet each child's need with alternate approaches as appropriate. Staff development to assist in local staff development needs will be necessary, as individual schools develop needs for their own responses. Alternate student assessment techniques will be needed to identify various student learning styles, and new evaluation instruments will be necessary to provide consistent useful information to the district on the progress of the students. Teachers can benefit from staff development that encourages this assessment and evaluation component.

Staff development programs will be the joint responsibility of the teachers and principals in the district, assisted by the Educational Research and Development Department of the American Federation of Teachers, the ER&D local coordinator, and the staff of the district assigned to staff development. They will work together to identify programs, materials, sequences for presentations, and such other information as will be necessary for the implementation of the necessary programs.

The Beginning

This proposal is a beginning, and will change in response to the information developed by teachers, administrators, and in response to evaluation and assessment. It is a whole made up of essential parts, and cannot proceed without the uniform support of all interested parties. So long as consensus can be reached, the process outlined above shall continue.

Implementation Schedule for Virgin Islands Collaborative Plan

The following schedule for implementation of the proposal known as The Virgin Islands Collaborative Plan is an integral part of this agreement. While adjustments may be necessary to some of the timelines, care should be taken not to unnecessarily delay the process or to alter the intent of this proposal. Significant changes in this schedule are properly considered and proposed by the Governing Panel and shall take effect when ratified by the respective parties if requested by the Governing Panel. Minor adjustments can be made as necessary to the implementation process upon notification of the respective parties.

The parties shall be the school administration, the Board of Education, the representatives of employee groups, or their representatives.

Year One, 1990-91 School Year

In the first year of this agreement, the school year shall be increased to accommodate increased inservice, staff development, and student attendance days. The service year for staff will increase from 183 to 188 days for teachers, and will include 2 parent conference days, 2 staff development days, and one additional student attendance day.

Committees

The Joint Governing Panel will be established and begin operations. They will establish work groups to begin School Site planning, and the functions of School Based Management will begin as soon as possible. Magnet School Planning will begin for the magnet school to be developed by the St. Thomas & St. Croix Teachers Union. A Joint Staff Development Committee will be appointed and begin operations subject to the directions of the Professional Governing Panel.

The Panel will determine the Master Teacher needs for year two of the agreement, set criteria for their employment, select and assign the teachers. An announcement of the terms of the general program of restructuring will be made so that students will be apprised of future educational opportunities. These shall include, but not be limited to eligibility for special services for academically at-risk students, such as summer school, and the requirement that

students who participate in extracurricular activities maintain a "C" average in core subjects or become eligible for special tutoring as a condition of participation in the activities. A basic calendar will be set for the second year of the program consistent with the proposed calendar of the Board of Education.

Teaching Staff

A career ladder will be established as provided for in the agreement, with all teachers notified of the requirements of the various classes of teachers. The effective date of implementing the classes known as Intern, Resident, and Professional shall be the fourth year of the agreement. Master teachers may be selected and begin work as soon as practical, but no later than the beginning of the 1991-92 school year. The intention here is to put these teachers in positions as soon as they become available and can be processed. Teachers will be notified of the restrictions on movement on the salary schedule for those without Masters degrees as of 1992-93, and of the requirement for all new hires to have a Masters degree by the beginning of their sixth year of service. Tuition reimbursement funds and other assistance will be provided on a priority basis to teachers presently employed who enter programs leading to a Masters degree.

Pay Adjustment

Salaries and related compensation and benefits will be increased according to the attached schedule. Extra pay shall be increased proportionately this year, and each year thereafter according to the general increase in the schedule. Master Teacher salaries shall be set at the salary of the employee selected plus \$7,000. School level committee work, which is part of the professional responsibility of all professional staff, shall be at no additional compensation.

Time Line Adjustments

Because the existing policies of the Board of Education and agreements with employee groups, state statutes, and other applicable policies affect the timelines to be considered for items such as transfers, assignments, and student placement, renewal and non renewal of contracts, etc., care should be taken to review and make allowances as necessary. For example, notification of renewal of contracts are affected by state statute. Voluntary transfers have requirements for posting so that eligible persons can make decisions regarding their interest in the vacancy. Planning at the school level will likely be affected by these decisions, so advance notice of intent to reassign staff to Master teacher positions will be necessary to avoid disruption of these plans. The Governing Panel shall act promptly to examine these conditions, and make recommendations to the parties affected for their consideration.

Year Two, 1991-92

School Year

The school year will be increased to 192 days in 1991-92. The year will consist of 8

staff development days, 178 student days, two teacher work days prior to the beginning of school, two days for parent/teacher/student conferences, and two work days for staff with one each being allocated to the end of each semester. Of the eight staff development days, two will precede the school year when students arrive, and six will be during the regular calendar. An optional calendar of days for staff development will be prepared by the Joint Governing Panel to allow for Saturday staff development or extended work year options that may be chosen by local school or other groups. Selections other than in the recommended calendar will be subject to review by the Professional Governing Panel.

Committees and Programs

The Peer Review and Evaluation system will be implemented, and shall include Master teachers functioning in their role as mentor, peer evaluator, and resource person. Peer Review committees at local school sites will begin to function, with their activities limited to Intern teachers.

The Magnet school proposal will be implemented and accept students.

Salaries shall be increased according to the schedule set forth in the attached salary schedule document. Extra pay schedules shall be adjusted accordingly based on the increase in general wage levels.

Site Based Management will be fully implemented.

Teaching Staff

The career ladder will be phased in beginning with this year. First to be affected will be interns, who will be placed on the existing salary schedule according to their experience and qualifications. Interns will be required to work an additional 10 days beyond that of regular teachers, and beyond that of Professional teachers when that class is implemented in the fourth year of the agreement. Five of the days to be worked shall be devoted to staff development and inservice prior to the beginning of the school year. Five days shall be used during the time provided in the calendar proposed by the Governing Panel. A Masters degree will be a condition of employment beyond the fifth year for persons hired this year.

Resident teachers will not be created this year, but will be implemented in the third year of the agreement.

Professional teacher status will not be implemented this year, but current staff will be advised of the requirement for a Masters degree in the fourth year of the agreement for those who intend to proceed on the Professional Teacher schedule.

Master teachers will be assigned according to criteria and placement of the Governing Panel. They will have responsibility to work with Intern teachers this year, Resident teach-

ers upon implementation of the program, provide for Professional Teacher intervention when implemented, participate in the Peer Evaluation process, work with students who are at academic risk, assist with curriculum development, or perform such other duties as are posted in the announcement for the position. To qualify as a Master teacher a person will have taught in the school system for 5 years, hold a Masters degree, and be selected by the Governing Panel for a vacant Master Teacher position. Their work year will be 15 days longer than that of regular teachers, and Professional teachers when the class is implemented. The case load for a Master Teacher shall be no greater than 5 Interns, Residents, or Professional teachers at any time. Assignments to meet emergency requests shall be made by the Governing Panel, but shall not normally alter the expectation that a case load shall be of sufficient size to allow for evaluation of the assigned teachers. Provision for leave from assignment will be developed by the Governing Panel to accommodate both short and long term leaves of absence consistent with present leave policies or those adopted generally for Professional teachers in the future.

Three categories of assignments shall be made by the Governing Panel. Master Teachers shall be assigned to work at one location, as in the case of a person assigned to duties involving curriculum (replacing Instructional Assistants and Instructional Coordinators), department activities, or similar professional responsibilities. A second category shall consist of teachers assigned to duties away from their base building. The third category shall consist of duties for special assignment such as work identified by the Governing Panel other than Peer Evaluation or curriculum and department duties.

Audit Functions

To insure uniform performance of the highest quality, and to monitor the diverse offerings of the schools under school based management, an audit committee shall be established for the purposes of reviewing school operations and providing guidance. This committee shall consist of 2 Master Teachers, one person from a student records background, one person familiar with the curriculum objectives of the school level and purpose, one person familiar with school budgeting procedures, and one representative from administration. The audit committee will be appointed by the Governing Panel, and charged with the specific assignment of auditing the performance of a particular school or group of schools. The members of the committee will organize and proceed to review school operations, the resources provided, the goals set, the accomplishments met, and determine what if anything needs to be done to improve performance.

Prior to initiating site observations, the committee will contact the school site committee and inform them of the impending audit. They will request such records and information as necessary to the performance of their responsibility, and the school site committee will comply with the request in a reasonable period of time. Costs associated with the collection of the requested materials will be borne by the audit committee. The school site committee may provide an initial assessment of its condition, and may include documentation not requested which shall be considered by the committee.

After review of the documentation provided, the committee will arrange for site

visits as appropriate and in a manner that will provide minimal disruption to the ongoing program of the school. Access to students, parents, staff, and community representatives shall not be limited. Access to additional information will be granted.

After completing the review of documentation and the site visit, the committee shall report to the Governing Panel and the school. The report shall include recommendations to improve the operation of the school, and shall note both strengths and weakness of the program. Individual performance shall not be disclosed in the general report, but recommendations, if any, concerning individual staff members shall be sent to the Site Committee for the school audited. A response from the Site Committee shall be included in the final report of the audit, but shall be sealed from general public release.

The appeal procedure shall be available to the parties affected by the audit at any stage, including initial notification. The Governing Panel shall promptly consider such appeal, and provide a ruling that shall be binding on the parties.

The school shall provide a response to the audit recommendations, and indicate how deficiencies are to be remedied. The response shall include a timetable for performance, and periodic reports on progress toward the goals set out shall be provided to the Governing Panel. The Audit committee shall be disbanded upon completion of their report, but may be recalled by the Governing Panel for further assignment as necessary.

Year Three, 1992-93

School Year

The School Year shall be 196 days consisting of 180 student days, 2 additional staff development days for a total of 10, 2 days prior to the arrival of students, 2 days for parent conferences, and 2 days for record keeping with one scheduled at the conclusion of each semester.

Committees

Home Based Guidance will be introduced system wide, with the goal to introduce the program for all grade levels at all schools. There will be necessary differences between facilities, but programs will aim to accomplish the goal of following the activities of students and intervening with counseling and other assistance as appropriate. All certified staff will be responsible for a particular group of students, including administrative staff. This will reduce the ratio of students to adults, and facilitate a broader understanding of the needs of students.

A Career Enhancement Sabbatical will be introduced for persons with six years of service. Persons selected will have proposed a program of career enhancement, and have met criteria established by the Superintendent and considered by the Governing Panel. Persons selected will have one year at half pay, reduced by any earnings from the activities of the leave,

and shall return to service in the district for a period of three years. During the three years the obligation will be reduced by one-third for each complete year of service. A person can become eligible for successive career enhancement leaves after completion of an additional six years after satisfying the three year performance obligation.

Persons interested in applying for the leave shall submit a plan to their school level Professional Practices committee. The committee shall consider the merits of the request, and report their findings to the Governing Panel for their consideration. Priority shall be given to those requests that will prepare the individual for a greater contribution to the school upon return. In this way, the school staff will have an opportunity to recommend programs that will enhance the entire staff by the improvement of one of its members.

Salary Improvement

Salaries shall be increased according to the attached schedule. Extra pay schedules shall be increased by a proportionate amount.

Year 4, 1993-94

School year

The school year will be increased to 200 days, consisting of four additional days for staff development, with the student, work days, parent conference days, and semester record work days remaining at the 1991-92 levels.

Committees

The Extra Curricular Eligibility Program will be implemented. Staff will be assigned based on the estimates available at the beginning of the school year. Students ineligible based on the last grading period will be contacted and notified of their eligibility. At the completion of the first semester, students eligible shall participate in the program for the succeeding semester.

Student evaluation shall be the subject of a committee's work. The committee shall be appointed by the Governing Panel, and charged with developing a plan to explore student evaluations that are appropriate to the various types of programs offered in the various school sites.

Salary Adjustment

Salaries shall be adjusted as provided for in the attached schedule. Those eligible for Professional status shall be placed on the schedule, with the understanding they will advance on the schedule in succeeding years unless identified for intervention. Persons without a Masters degree, who were employed in 1991-92, shall be placed on the schedule at the next salary level above their 1991-92 salaries, and remain on that step until a Masters degree is earned.

Persons with more than one year but less than five shall be placed on the Resident schedule with one step equal to one year of service. New hires shall begin as Interns.

Master Teachers serving in their first year shall earn their salary plus \$10,000.

Fifth Year, 1994-95

The committees established will continue to function. The school year will be 200 days as in the fourth year. Salary adjustments will be according to the schedule set forth in the attachment. The Governing Panel shall request a progress report from the schools, and consider the reports provided. A statement will be issued by the Governing Panel to the School Board for their consideration.

Sixth Year, 1995-96

This will be the conclusion of the initial program. During the year an evaluation will be conducted by the Governing Panel, and a report including recommendations forwarded to the School Board and interested parties. Salary adjustments will be made according to schedule. Committees will continue to function. Negotiations for a successor program will commence with the employee representatives with the goal to extend the present successful effort.