

Contract Corner by Don Luckie, CFT Field Representative

Welcome Back!! With the "new" CBA contract come several changes that you need to be aware of including Section 500 Class Size, the Cincinnati Teachers Evaluation System (CTES), and Section 250 Early Retirement Notification.

Looking back to last school year, our office processed and resolved 79 grievances, many of which were concerning class size and reflected poorly on the Districts inability to hire Para-Professionals and qualified Teachers to staff classrooms. Overload was paid out at a record high number for the 2013/14 school year.

In an effort to alleviate that problem, Section 500 of the new CBA allows Teachers in grades K-3 to "choose having a para-professional or overload beginning with student 19" and Teachers in grades 4-6 to "choose having a para-professional beginning with student 31". Overload will be paid out quarterly and forms will be available prior to the end of the first quarter.

By now most of you have been introduced to the CTES which replaces the TES evaluation system. There are many changes in the new evaluation and we hope these will be used to insure that Teachers are getting the best opportunity to succeed in their professional careers.

In addition to the "extensive" training you will be receiving from your building Administrators, **CFT will also be offering "Teacher Performance Training"** throughout the school year for those who want training that might be more "substantial" as implementation begins. We have already completed 2 and the interest has been very high. Our next to training dates are August 27th from 4:00 to 6:00 and September 17th starting at 5:30 to 7:30. Both sessions will be held at the CFT Office.

Finally, in Section 250(1) "Early Retirement Notification" there are now two options to choose from:

Option 1: "Teachers will declare their intent to retire at the end of the school year by September 30. If a teacher chooses this option, they will sign a contract to this effect and be exempt from evaluation, and creation of SLO's. Teachers will receive an incentive of five (5) additional days of sick leave conversion (1 for 1).

Option 2: "Teachers will declare their intent to retire at the end of the school year by December 31. If a teacher chooses this option, they will undergo evaluation and create SLO's. Teachers will receive an incentive of five (5) additional days of sick leave conversion (1 for 1).

This is only the beginning! We at the CFT Office are here to support you, please contact us if you need any assistance.



CFT/CFOP Members Receive Recognition at Annual BR Workshop

By Ralph Jackson, Director of Organization

The CFT Building Representative Workshop was held August 15, 2014, at the Marriott Kingsgate Conference Center. Awards were given to CFOP and CFT members who served with distinction during the 2013-2014 school year.



Pam Williams, Transportation Specialist, at the Ed Center was presented with the **CFOP/ CFT Future Leader Award**.

CFOP/CFT Inspirational and Helping Hands Award was given to Angel Green, Senior Administrative Assistant, of the CFT/CFOP Office.



CFOP/CFT Member of Year Award went to Steve Spohn, Intermediate Account Tech, in the Office of the Treasurer.



CFT Member of the Year was presented to Theresa Allen, Office of Innovation, at the Ed Center.

CFT/CFOP Building Representative of the year was awarded to Angela Nichols, School Psychologist, at Pleasant Ridge Elementary.



The award for **New CFT Building Representative of the Year** was given to Dorian White, of Oyler School.

Finally, the **CFT/CFOP Lifetime Achievement Award** was presented to Joyce M. Johnson, of Ethel M. Taylor. Joyce has served in numerous roles as a CFT Member during her career at CPS. She has been a BR, Area Coordinator, Bargaining Team Member, member of the OFT Tom Mooney Scholarship Committee, headed the CFT Leadership Class during the 2012-2013 school year, and is a member of the Contract Action Response Team (CART).



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AFT Innovation Fund Grant Project Focus Schools—Ready for Year 2!



By Amy Guzi-Parkinson,
Project Director

Teachers at the five AFT Innovation Fund Grant Focus Schools will begin Year 2 of the Grant Project by receiving additional training on the

Student Achievement Partner's (SAP) Instructional Practice Guide (IPG) tool in order to work through indicators in ELA and Math Core Actions. This will guide their lesson planning and instructional practice toward successful implementation of the Common Core State Standards. Teachers will continue to have the opportunity to use the tool during classroom visits providing colleagues with feedback and reflections to ensure the goals and expectations of the Common Core are being met. Usage of the IPG provides guidance about what the CCSS should look like in the classroom in order to both strengthen practice and build understanding.

ELA teachers at Cheviot, Covedale, Dater Montessori, Midway and Saylor Park will plan lessons around novels and informational CCSS exemplar text sets, provided through participation in the AFT Grant Pro-

ject, that meet the shift in criteria for text complexity that is at or above the level expected for each grade. Teachers will be able to choose books from the grade level CCSS sets which provide them with collections of exemplar titles from the Common Core State Standards for English Language Arts, Appendix B.

Various Math pilot programs are being used throughout the Focus Schools this year, prior to district wide adoption, to ensure transition to the shifts in instructional practice for Math, focus, coherence and rigor. All schools focused on indicators in Core Action 1 in the IPG last year, ensuring the work of the lesson reflects the shifts required by the CCSS for Mathematics, and will begin this year working on Core Action 2, to employ instructional practices that allow all students to master the content of the lesson.

In April, two Grant Leadership Teachers had the opportunity to participate in Student Achievement Partner's Spring Core Advocate event, immersing themselves in an entire weekend of CCSS professional development in an effort to build stronger, teacher-led networks of Core Advocates across the country. Plans are in the works to send the Teacher Leaders from

the three other schools this year that are willing to sacrifice a weekend!

Leadership Team teachers from 3 Focus Schools along with the CCSS Coach and Project Director, were invited to attend the GE conference, Re-Imagining Education, attending sessions supporting and encouraging teacher leadership. While there, the group had the opportunity to meet with the team from SAP to share their experiences with teacher IPG usage and the progress made during Year 1 with CCSS implementation. For more information on all the CCSS resources available developed by SAP, check out www.achievethecore.org.

With each Focus School creating their own specific work plan to guide the work of AFT Innovation Fund Grant Project in Year 2, we are ready for a productive year. Many thanks to the American Federation of Teachers, to all the Focus School Teachers, for being a part of this Innovation and to the Principals and CCSS Coaches for their continued support of the time and work it takes.



10 Tips to Ensure You Get the Evaluation You Deserve!

1. Read over the newly adopted OTES rubric thoroughly and note your understanding of what the Skilled and/or Accomplished levels describe specifically for your teaching assignment. Communicate your understanding of the rubric language and your current level of practice to your evaluator in order to confirm that you are on the same page.
 2. On your Professional Growth or Improvement plan, as well as throughout the evaluation year, document your request of support from your administrator that will help you to improve teaching and learning in your classroom. (Assign a paraprofessional to your overloaded classroom in a timely manner so that you can provide the interventions that are necessary for your students to grow and achieve, provide adequate instructional materials, uninterrupted instructional time, etc.)
 3. Make sure that your Pre-Conference is scheduled when you have had time to review student data and are prepared to demonstrate evidence based on the OTES rubric.
 4. Throughout the year, collect and formally document evidence and sort it by the performance descriptors on the OTES rubric. In addition, pay close attention to any feedback (written or verbal) that your evaluator provides and add that to your documentation. If you disagree with any of the feedback provided by your administrator, address it immediately. Depending on the situation, this might include following up with your administrator and/or contacting the CFT office.
 5. Look for patterns in the evidence that you have documented and which of the performance indicators it falls under. If needed, adjust your practice and/or submit documentation to provide evidence for the performance descriptor that you desire to meet
 6. Be aware of which student growth measurers will impact your evaluation.
 - Category A1 (teaches value added subjects only)- the entire 50% is based on value added
 - Category A2 (teaches value added but not exclusively)- 26% based on value added, 14% based on SLO, and 10% based on shared attribution
 - Category B (teachers who give a state vendor assessment that is required to be accounted for in the evaluation process)- 10% based on the vendor assessment, 30% based on SLO, and 10% based on shared attribution
 - Category C (no value added or state required vendor assessments)-40% based on SLO and 10% based on shared attribution
- Please note that the value added portion of your evaluation for this year (2014-2015) is based on last year's scores. Therefore, if you did not teach in a value added subject (grades 4-8 Math and ELA) last year, you are not considered a Category A1 or A2 teacher this year.
- A new law is now in effect for 2014-2015, that requires the entire 50% of student growth measures for educators who teach value added subjects exclusively (Category A1) be based on value added. Therefore, these Category A1 teachers will not complete Student Learning Objectives (SLO).
7. When developing Student Learning Objectives for your evaluation, make sure that the growth targets you set for your students are realistic. If unforeseen factors occur throughout the...**con't on pg. 4**

Cincinnati Federation of Teachers
Cincinnati Federation of Office Professionals
2055 Reading Rd., Suite 120
Cincinnati, Ohio 45202
513-961-2272
Local 1520, AFT-OFT / AFL-CIO

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Help Night Returns by Christie Bryant CFT Field Rep

As we start a new school year with a new contract, we want to make every effort possible to aid our members. Therefore, we are bringing back CFT Help Night to ensure members have direct access to CFT Field Representatives on a regular basis.

First Semester- they will occur every Wednesday of the month (except the night of the Membership Meetings) from 4-7 p.m. at CFT office located at 2055 Reading Road, Suite 120 (enter from parking lot on the south side of the building). The dates for First Semester are:

- August 27
- September 3, 17 and 24
- October , 15, 22, and 29
- November 5 and 19
- December 3 and 17

During CFT help Night, we encourage members who have questions, comments, or concerns for the Field Representatives to take advantage of both one-on-one time and group discussions, if there are questions applicable to a group.



It also gives members the opportunity to discuss concerns in private away from their school buildings. You may, also, choose to call the office during this time, and we will try to return all calls after in-person appointments conclude.

We will assist you with contract questions, transfer rounds, grievance procedures, building administration questions, TES guidance, updates on a current grievance you have pending and any other issue, question, or concern you would like to address with Don Luckie or me.

If you know in advance you would like to attend, please call 513.961.2272 and inform Kelly. As always, you are more than welcome to just show up!

Also, Don and I are constantly traveling to school buildings and central office, so please keep our cell phone numbers handy.

Don Luckie: 513.641.9054

Christie Bryant: 513.709.5919

10 Tips Con't

year that impact the students' ability to meet those growth targets, contact your evaluator to revise them in a timely manner.

8. This year the Department of Education has clarified that the standards included in the Student Learning Objectives should be a cluster (more than one) of "priority" standards. Priority standards are defined as those big ideas or skills that are most critical for students to master in order to be successful in future courses of that content area. To get individual help with your SLO, attend one of the help sessions listed in the Mayerson Course Catalog and/or contact one of the SLO trainers for the district (Mary Glynn Auer and Winona Oliver via CPS email).
9. Contact the CFT office (513-961-2272), in a timely manner, if you have questions, placed on an Improvement Plan, or being referred to the Comprehensive Assistance and Review process.
10. Attend a scheduled CFT Teacher Performance training if you would like a more in depth look at the process that will be used to calculate the "teacher performance" portion of your evaluation and how you can be in the driver's seat regarding it.