

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141

15-245



9

October 20, 2015

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT AWARD: Professional Development

RECOMMENDATION: That the School Committee award a contract to the following vendor for Professional Development; funds to be provided from the General Fund budget, Chapter 30B of the laws of the Commonwealth of Massachusetts having been complied with.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
Research for Better Teaching One Acton Place Acton, MA 01720	9/1/15 – 6/30/16	\$121,200.00

DESCRIPTION: This contract will provide professional development for principals, coordinators and other staff on instructional practices.

SUPPORTING DATA: RULES OF THE SCHOOL COMMITTEE: Chapter III, Section 12... "motions calling for the appropriation or expenditure of money shall require the affirmative vote of four members."

BUDGET REFERENCES:

ACCOUNT: 53107 Professional Development
FUND: 15000 General Fund
ORG: 893660 Deputy Supt Teaching & Learning
Professional Development
PROJ:

Respectfully Submitted,

Jeffrey M. Young, Ed.D.
Superintendent of Schools



Research for Better Teaching, Inc.

One Acton Place • Acton, MA 01720
Phone: (978) 263-9449 • Fax: (978) 263-9959
Email: Pennoyer@RBTeach.com • Web: www.RBTeach.com

August 21, 2015

Dr. Carolyn Turk
Deputy Superintendent
Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02141


Dear Dr. Turk:

Enclosed is a contract for training services to be provided by Research for Better Teaching, Inc. for the Cambridge Public Schools during the **2015-2016** year. Please return to my attention, one signed copy of the contract at your earliest convenience. If you have any questions about the contract, please call me Cynthia Pennoyer, Director of Finance at 978-263-9449.

At least three weeks before each course begins, please call the Publications Manager, Gail Vettrus, at the RBT office at 978-263-9449 and order **The Skillful Teacher** and the **SST Handout Packet**.

We look forward to working with your staff on this professional development program and appreciate your continuing commitment to the study of teaching.

Sincerely yours,


Beverly Ross Denny
Chief Operating Officer

AGREEMENT

August 21, 2015

Contract No. 16-197

Research for Better Teaching, Inc. agrees to provide the following services to the Cambridge Public Schools during the 2015-2016 year:

- Three cohorts of a course entitled, "Studying Skillful Teaching" at \$480 for 90 participants. Two cohorts will be taught by RBT Consultant Ann Stern. One cohort will be taught by RBT Consultant Elizabeth Imende

Fee	\$43,200
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The Cambridge Public Schools agrees to purchase for each participant, **The Skillful Teacher** and the **SST Handout Packet** (\$100 which includes shipping and handling)

Fee	\$9,000
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ATSR follow up for 2014-1015 (Three sessions per current cohorts) (9 days @ \$2,000 per) provided by RBT Consultant Kathleen Spencer.

Fee	\$18,000
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Building Cadre of In-District Instructors (3 phases at \$9,000 per) provided by RBT Consultant Ann Stern.

Fee (3K per IDI)	\$27,000
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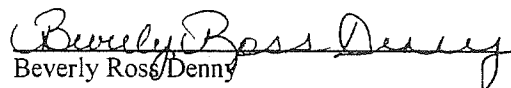
High Expertise Teaching (HET) Steering Committee (12 days @ \$2,000 per) provided by Dr. Jonathon Saphier

Fee	\$24,000
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Total (progressive invoicing)	\$121,200
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Authorized by Purchase Order # _____

Authorized Representative
 for the Cambridge Public Schools


 Beverly Ross Denny
 Chief Operating Officer
 Research for Better Teaching, Inc.

Office of Teaching & Learning

Memo

To: Superintendent Jeff Young
From: Carolyn L. Turk, Deputy Superintendent
Date: October 9, 2015
Re: Research for Better Teaching (RBT) Update

Handwritten signature of Carolyn L. Turk

I am pleased to report that Year 2 of district implementation of the High expertise Teaching Project is in place and on schedule. Instructional leaders across the district were introduced to a CPS Plan of Work Logic Model (developed by the Teaching and Learning Team) during the August Back to School Week which provides the overall framework for sustained momentum toward continuous school improvement. This in turn led to the development and implementation of two district instructional impact goals for ALL educators JK-12. The impact goals are intentionally designed to improve Tier One Instructional Practices across all classrooms:

- Impact Area 1: Reduce the variability of high expertise Tier One instructional practices across the district (Target Intentional Practices for Improving Instruction focused on lessons based on challenging, measurable objectives and checking for understanding/making student thinking visible)
Impact Area 2: Reduce the variability of instructional leaders/coaches' expertise to serve as resources and provide feedback and accountable follow-up to teachers to develop repertoire of Tier One instructional practices (Instructional Leadership, Shared Responsibility, and Professional Collaboration)

Professional learning goals, student learning goals and corresponding supports and resources for the 2015-2016 school year have been aligned to support the district focus.

For your review, the information that follows provides a timeline summary of district collaboration with Research for Better Teaching (RBT) to move our district school improvement work forward.

During the 2014-2015 school year, as part of the budget process, a requested was made and approved for new funds to launch the High Expertise Teaching Project.

This year (2015-2016) lessons learned from Implementation Year 1 have now become the core of the instructional work and expectations for all instructional staff across the district. Subsequently, no new funds were requested. Rather, Teaching & Learning Accountable Unit funds were evaluated and redeployed to align with the district-wide focus.

Implementation Background Information from SY:2014-2015

Setting the framework for strengthening District-wide capacity for Sustained School Improvement through:

1. The design and delivery of an enhanced **New Teacher Induction Program** focused on student learning and teacher effectiveness. Approximately 93 participants engaged in 25 hours of instruction on topics specifically designed for beginning teachers.
2. Project planning, design, consultation, and implementation of the course **The Skillful Teacher**. Approximately 25 teachers engaged specifically designed to address pedagogy.
3. Project planning, design, consultation, and implementation of the course **Analyzing Teaching for Student Results**. Approximately 110 district leaders including Principals, Assistant Principals, Deans, Curriculum Coordinators, Instructional Coaches, and Central Office staff engaged in collaborative study and school-based application of key teaching & learning skills with a focus on targeting improved instructional quality.
4. Facilitation of the **High Expertise Steering Committee**. Approximately 25 participants including educators representing a range of grade levels, content areas and schools along with union and parent representation began collaborative work to: (1) map all proposals identified in the Instructional Coaching Review Report; (2) discuss merits of the proposals and; (3) formulate recommendations to be submitted to the Superintendent regarding the instructional coaching model for grades JK-12.

Current School Year Implementation (SY:2015-2016)

Building on the work of year one, expand the circle of influence on sustained school improvement through:

- Continued collaborative learning experiences and school-based implementation of district agreed upon high-leverage instructional leadership strategies for administrators;
 - Increased level of delivery of specialized professional development for classroom teachers aligned to improved student outcomes;
 - Introduction of training for in-district RBT trainers;
 - Completion of advisory work by the HET Steering Committee.
1. Continued implementation, monitoring, and evaluation of the administrator course ***Analyzing Teaching for Student Results***. During the 2015-2016 school year the number of meeting sessions per cohort is reduced to three and at the same time the number of targeted school-based classroom walkthroughs increases to an average of five times a week for fifteen minutes. The purpose of each visit is for analyzing instruction --- specifically the presence or absence of six logic chain elements tied to CLARITY as stated by RBT:
 - a. worthwhile objectives for these students
 - b. that students understand
 - c. with aligned activities that will logically lead to learning the objective
 - d. and clear criteria for success the students know
 - e. lots of ongoing teacher evidence collection of how each and every student is doing with the learning (formative assessment)
 - f. and students receive feedback according to those criteria
 2. Continued implementation, monitoring, and evaluation of the ***New Teacher Induction Program***. This year approximately 89 teachers new to Cambridge will benefit from this professional learning opportunity.
 3. As a result of overwhelmingly positive feedback from teacher participants, during the 2015-2016 school year the district has increased the number of available slots for the course ***Studying Skillful Teaching***. A total of 90 teachers will complete the course by the end of the school year. Thirty (30) of those slots were reserved for the full Putnam Avenue Upper School staff and the remaining sixty (60) slots were made available to teachers from across the district JK-12.
 4. Developing in-house trainers for the course Studying Skillful Teaching is an interest and commitment of the Teaching and Learning Team. To support this capacity building approach, during the 2015-2016 school year a minimum of two (2) CPS

teachers will be identified to complete the *RBT Certification Training Program for In-District Instructors*.

- 5. *The HET Steering Committee* will reconvene during the period of Sept.-Nov. of 2015 for the purpose of completing the charge of formulating recommendations to be submitted to the Superintendent specific to the instructional coaching model for grades JK-12.

I hope you find this update helpful. My intention is to provide updates throughout the year. In the meantime, please let me know if there is any additional information you would like to have regarding this work.

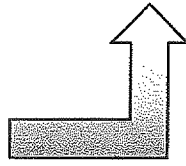
Lastly, for your files I have enclosed three short documents I thought you might want to have related to current HET activities:

- 1. H.E.T. Theory of Action
- 2. * TLT Plan of Work Logic Model (Working Draft)
- 3. Recent correspondence from Chris Colbath-Hess documenting the impact of the RBT work through the lens of professional development

* Draft status is because the outcomes column will need to be revisited due to changes in the definition of low income and finalization of MCAS results.

H.E.T. THEORY OF ACTION

**SUPERVISION
AND COACHING
OF PRINCIPALS**



**PRINCIPALS
and Teacher Leaders**

Access to H.E.T. with
Embedded P.D

Instructional Coach
Role and
Relationship to
Principal

Adult
Professional
Culture (APC)

Building Instructional
Leadership Team
(B.I.L.T.)

School-as-Workplace

High-Functioning
CPTs

High-
Expertise
Teaching
(H.E.T.)

STUDENT
LEARNING

Coherent
Curriculum
and Common
Assessments

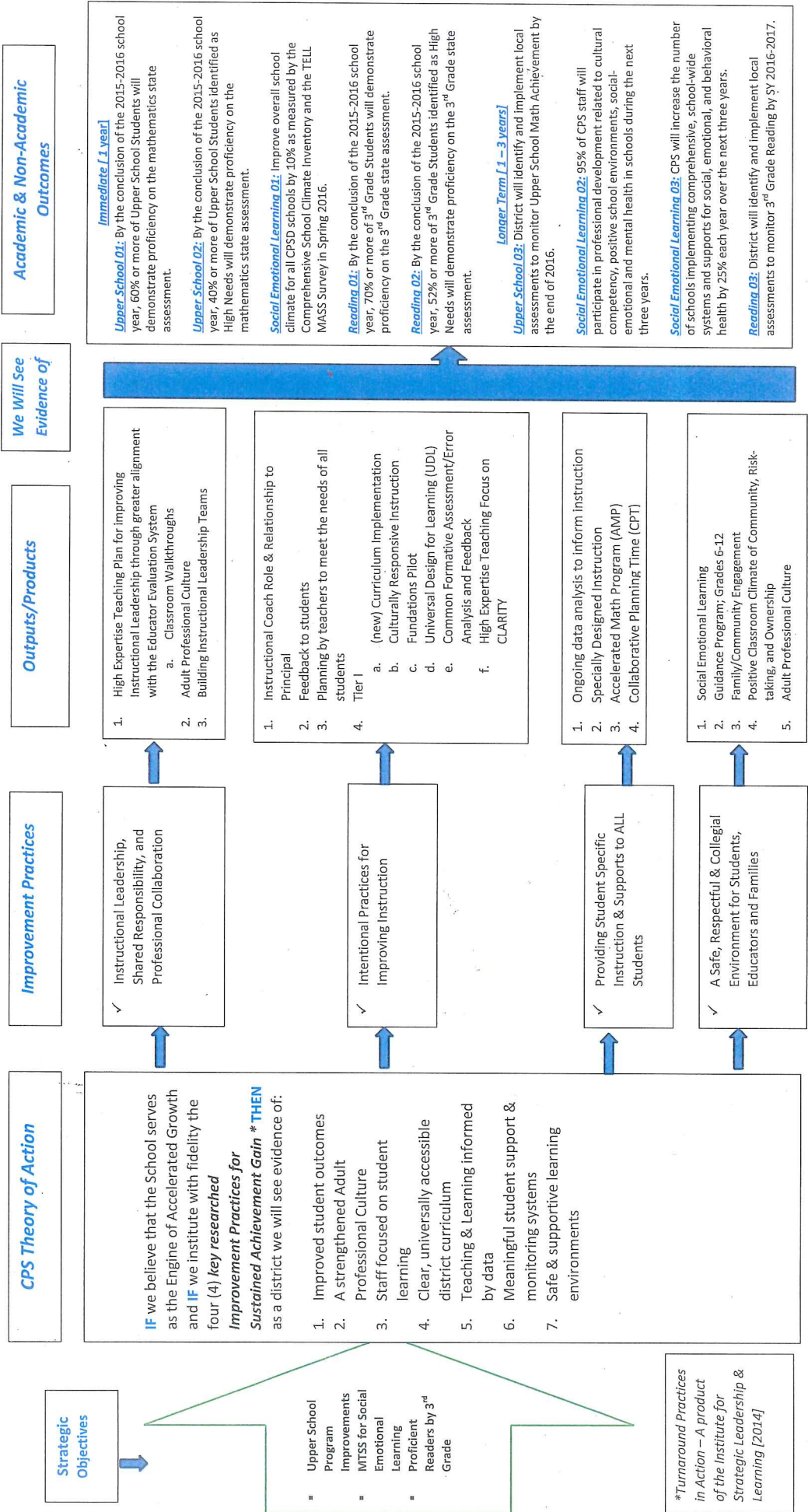
HIRING

INDUCTION

T&L ACADEMY



CPS District Strategy and Identified Priorities for the 2015-16 School Year August 26, 2015



Impact of RBT Work

Chris Colbath-Hess

1. As a result of the ATSR work, administrators engaged in a productive and focused conversation at the end the year (2014-15) to plan and determine an instructional focus for the district for school year 2015-2016.
2. Because the district is committed to excellent instruction in every classroom, the TLT then worked with RBT to fine tune and situate these 2 impact areas (challenging measurable objectives and making student thinking visible/checking for understanding) more deeply within other district strategic initiatives. This also connects to our work to establish greater consistency in implementation of the educator evaluation system.
3. Guidelines issued for all professional learning courses for this school year were taken from the "Big Rocks" of High Expertise Teaching project.
4. In order to build capacity and sustainability for this work, we selected and have begun training 2 in district trainers for the Studying Skillful Teaching course. These 2 teachers will work with the RBT trainer this year to learn the course and next year, will co-teach with supervision from RBT. At the end of the year, they will be full trainers for CPS.
5. In the spring of 2015, we trained 25 teachers in the SST course.
6. This year, we are training a total of 90 teachers in the SST course. The entire PAUC faculty is one cohort. The other 2 cohorts are drawn from every school in the district, including the high school and RSTA.
7. This year, we hired 89 teachers, 42 of whom are in their first or second years of teaching.
8. Beginning last year, all new hires are required to attend new to CPS seminars, differentiated by years of practice. The first seminar this year (attended by all) was devoted to introducing the clarity focus: including what a challenging measurable objective is and the importance of both making student thinking visible and student engagement strategies.
9. In their supervision and evaluation work with teachers, coaches, deans and coordinators report the following:
 - "I am working with the Middle School teachers and coaches in department meetings and coaches meetings to make sure they understand and are working on mastery objectives and making thinking visible/formative assessment."
 - "I told everyone that clarity was an over-arching goal related to posting and communicating clear, measurable learning goals/objectives and making thinking visible (checking for understanding)."
 - "I focused our September department meeting around "mastery objectives" and I am seeing this show up in many of their student learning goals."

- A district coach reports changes she is seeing in classroom practice after 1 SST class:
 - “One teacher was very focused on the responses she was giving to student answers. She used phrases such as “Say more so that I can better understand your thinking.”; “Can you give me an example to help me see your point?” and the discussion seemed to engage more students in a wider range of thinking than what I typically observe in her class.”
 - “Another was working hard to use the Do Now as a more effective tool in framing the lesson around the mastery objective (and has been working hard on the verbs she is using in her objective).”
 - “A third had printed out a list of verbs connected with Bloom's taxonomy and was trying to use those in her objectives (and unpacking what those words verbs mean with students, connecting them to the posted theme in her class, about how academic language is a language of power).”

10. The stated RBT outcome of year 1 is: “A common language and concept system for talking about teaching together...and common images of what it looks and sounds like.” The above data indicates we have met this goal. Continued support from RBT will ensure that this important focus becomes embedded at deeper levels so that we will realize the goal of excellent instruction in every classroom.