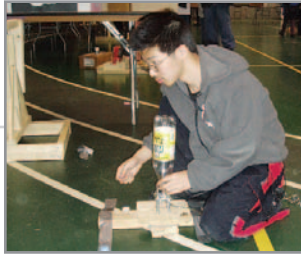


CPSD

Cambridge Public School District



District Improvement Plan

2004-2006

Cambridge Public Schools School Committee Members 2004-2005

Michael A. Sullivan, Mayor and Chair of the School Committee

Richard Harding, Jr., Vice Chair

Alfred B. Fantini

Joseph G. Grassi

Benjamin R. Lummis

Marc McGovern

Nancy Walser



Administration:

Dr. Thomas Fowler-Finn, Superintendent

Dr. Carolyn L. Turk, Deputy Superintendent

James Maloney, Chief Operating Officer

Barbara J. Allen, Executive Director of Human Resources

James Conry, Chief Financial Officer

Maryann MacDonald, Acting Executive Director of Student Achievement & Accountability

Maureen MacFarlane, Legal Counsel

Dr. Jo Sullivan, Executive Director of Curriculum Development

Additional support provided by the Office of Student Achievement & Accountability:

Barbara Van Sickle, Acting Director of Student Achievement & Accountability K-8

Mary Grassi, Title 1 Coordinator

Dr. Kathleen Ivins, Assessment Specialist

Marie Bernard, Secretary

TABLE OF CONTENTS

Introduction	1
District Mission Goal Statement	2
District Demographic Profile	4
District Academic Profile	6
Action Plans	11
Goal #1.....	12
Goal #2.....	15
Goal #3.....	21
Goal #4.....	27
Appendices	
A – District Professional Development Plan.....	29
B – District Curriculum Accommodation Plan (DCAP).....	43
C – Individual Student Success Plan.....	47
D – New Teacher Induction Program.....	52

INTRODUCTION

In 2003, Superintendent Thomas Fowler-Finn and the Cambridge School Committee established four major goals for the Cambridge Public School District. These four goals were reaffirmed in November 2004 and continue to guide the improvement efforts of the Cambridge Public Schools. They include:

1. Focus and align school improvement and individual departmental goals to raise achievement for all students and to close the achievement gap.
2. More fully develop a system for evaluation and student learning and personnel.
3. Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high school in the state and nation.
4. Establish a data base system to provide the information necessary to measure the achievement gap and support better decision making.

To assist us in realizing these goals, the District Improvement Plan spells out specific strategies to be undertaken in an action plan for each of the four goals. The action plans specify a timeline for implementation as well as the evidence that will be collected to ensure progress is being made. The responsibilities of individual departments are also laid out in this document.

The District Improvement Plan is data-driven and results oriented. It identifies specific areas of weakness in student achievement and subgroup of students in need of further support in English Language Arts and Mathematics. The plan is informed not only by district data but also by data that emerged from the individual school improvement planning processes. School Climate Plans for individual schools and the district will be further developed during the 2004-05 school year when the Effective School Battery surveys are administered and results analyzed in the elementary schools. Related professional development in the area of school climate will be further developed as needs are identified.

In order to streamline mandated documentation, the Department of Education (DOE) recommends a consolidated district improvement planning format that includes the following:

- District Professional Development Plan
- District Curriculum Accommodation Plan
- Individual Student Success Plan document
- New Teacher Induction Plan

These documents are included in the appendix of this plan.

The CPS Professional Development Plan is based on the identified needs of the district and individual schools in English Language Arts and Mathematics. It offers researched-based teaching strategies to increase teachers' skills and improve outcomes for all students.

The District Improvement Plan outlines the focus and direction of the work of the Cambridge Public School District over the next two years. It is our intent that this document:

- highlight areas of focus for the current school year
- guide the actions of all staff for the school years 2004-2006
- encourage collaboration among individual schools and departments

Our improvement efforts will focus on consistent implementation of standards and assessment, professional development that supports teachers in the use of researched-based strategies, and accountability at all levels to ensure improved student achievement.

CAMBRIDGE PUBLIC SCHOOLS

DISTRICT MISSION STATEMENT

The Cambridge Public Schools will be the first diverse urban school system to work with families and the community to successfully educate all of its students at high levels. The school system will provide all students with a safe and nurturing environment, and with a core curriculum that is rich and rigorous and which respects diversity in students' learning styles. We have one guiding principle: Excellent Instruction in Every Classroom. We strive for our students to be proficient in all curricular areas.

District Goals 2004-2005

- 1. Focus and align school improvement and individual departmental goals to raise achievement for all students and to close the achievement gap.**
 - Ensure that all school improvement plans have measurable goals and high standards to quantify and narrow the achievement gap.
 - Establish benchmarks for assessing school quality and progress in reaching Goal #1.

- 2. More fully develop the system for evaluation of student learning and personnel.**
 - Implement new documents for the evaluation of principals and teachers.
 - Ensure that principal and teacher evaluations reflect an improvement in the information necessary to increase excellent instruction.
 - Develop the first pilot instruments for the more regular assessment of student learning in the areas of reading, writing, and mathematics.
 - Develop additional measures of performance appraisal for other employee groups as time allows.

- 3. Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.**
 - Ensure that curriculum and courses reflect high standards and are consistent across all CRLS schools and classrooms.
 - Align CRLS' 2003-2004 School Improvement Plans on rigorous benchmarks for closing the achievement gap and increasing achievement for all students.
 - Achieve full accreditation for the high school as soon as possible.
 - Administer CRLS climate surveys to students and teachers and implement action plans to achieve Goal #3.
 - Support the principal to conduct an investigation/study in 2003-04 to recommend schedule changes. It is anticipated that in-service/staff development will occur in 2004-2005, and full implementation in 2005-2006.

- 4. Establish a data base system to provide the information necessary to measure the achievement gap and support better decision-making.**

DISTRICT PROFILE

Demographics

**Cambridge Public Schools
District Profile Data
End of Year 2004**

Table 1: Student Demographic Data

	02-03 Number	02-03 Percent	03-04 Number	03-04 Percent
Total	6747		6415	
Female	3280	49%	3102	48%
Male	3467	51%	3313	52%
Native American	44	1%	40	1%
Asian	687	10%	652	10%
African American/Black	2574	38%	2500	39%
Hispanic	1616	24%	931	15%
White	1826	27%	2292	36%
Free Lunch	2766	41%	2731	43%
SPED	1370	20%	1319	21%
ELL	695	10%	647	10%

	2002-2003	2003-2004
No Title I Program	7	5
Targeted Assistance	2	4
School Wide Title I Program	7	4

Table 2: School Risk Factors

	02-03 Number	02-03 Percent	03-04 Number	03-04 Percent
In District Suspension	50	1%	39	1%
In School Suspension	319	5%	229	4%
Out School Suspension	488	7%	279	4%
Retentions	51	1%	91	1%
Median Absences	7		7	

DISTRICT PROFILE

Academic Indicators

The following information is a summary of district MCAS and Adequate Yearly Progress. Progress on district Benchmarks of Student Achievement including other academic indicators as well as school climate will be completed in November 2004.

2004 AYP Data - For QC Only

Cambridge - 2004 AYP Data

District: Cambridge (00490000)

ENGLISH LANGUAGE ARTS													
Student Group	Participation (2004)				Performance			Improvement		Attendance (2004)			AYP 2004
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1897	1887	99	Yes	3768	76.4	Yes	7.0	Yes	93.6	-0.5	Yes	Yes
Lim. English Prof.	358	355	99	Yes	588	63.4	No	36.4	Yes	94.4	-0.4	Yes	Yes
Spec. Ed.	471	468	99	Yes	934	60.7	No	10.9	Yes	92.6	0	Yes	Yes
Free Lunch	796	791	99	Yes	1569	69.2	No	8.5	Yes	94.0	-0.7	Yes	Yes
Afr. Amer./Black	762	761	100	Yes	1476	68.6	No	8.4	Yes	93.7	-0.6	Yes	Yes
Asian or Pacif. Isl.	181	181	100	Yes	339	85.0	Yes	6.0	Yes	95.4	0.2	Yes	Yes
Hispanic	253	251	99	Yes	535	68.4	No	8.6	Yes	92.3	-1	Yes	Yes
Native American	13	13	-	-	26	87.5	-	32.3	-	93.2	-0.1	-	-
White	682	675	99	Yes	1376	85.5	Yes	5.3	Yes	93.5	-0.2	Yes	Yes

MATHEMATICS													
Student Group	Participation (2004)				Performance			Improvement		Attendance (2004)			AYP 2004
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1945	1938	100	Yes	3882	61.8	Yes	6.1	No	93.6	-0.5	Yes	Yes
Lim. English Prof.	350	349	100	Yes	559	52.9	No	30.4	Yes	94.4	-0.4	Yes	Yes
Spec. Ed.	524	521	99	Yes	1052	43.2	No	6.4	No	92.6	0	Yes	No
Free Lunch	802	799	100	Yes	1621	51.2	No	7.5	No	94.0	-0.7	Yes	No
Afr. Amer./Black	767	765	100	Yes	1558	50.2	No	7.2	No	93.7	-0.6	Yes	No
Asian or Pacif. Isl.	179	179	100	Yes	332	80.5	Yes	9.0	Yes	95.4	0.2	Yes	Yes
Hispanic	264	263	100	Yes	565	50.2	No	5.7	No	92.3	-1	Yes	No
Native American	8	-	-	-	-	-	-	-	-	-	-	-	-
White	717	713	99	Yes	1383	74.7	Yes	6.7	Yes	93.5	-0.2	Yes	Yes

Adequate Yearly Progress History								Accountability Status
		1999	2000	2001	2002	2003	2004	
ELA	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	
MATH	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	No	No	

**District
ELA**

	Cycle III CPI Baseline	Cycle IV CPI Baseline	Improvement Target for 2005
Aggregate	69.4	76.4	3.2
LEP	27	63.4	4.9
SPED	49.8	60.7	5.3
Lunch	60.7	69.2	4.1
Black	60.2	68.6	4.2
Asian	79	85	2.0
Hispanic	59.8	68.4	4.2
Na Amer	55.2	87.5	
White	80.2	85.5	1.9

District Math

	Cycle III CPI Baseline	Cycle IV CPI Baseline	Improvement Target for 2005
Aggregate	55.7	61.8	5.1
LEP	22.5	52.9	6.3
SPED	36.8	43.2	7.6
Lunch	43.7	51.2	6.5
Black	43	50.2	6.7
Asian	71.5	80.5	2.6
Hispanic	44.5	50.2	6.7
Na Amer		-	
White	68	74.7	3.4

Summary of MCAS District Results and Trends

English Language Arts

Spring 2004

The CPI (Composite Proficiency Index) is based on the number of students scoring in each of the MCAS performance categories. A CPI of 100 means that all of the students in the district are proficient. The shaded areas represent CPS subgroups that exceeded the state subgroup performance.

Grade	2004 Results	CPI CPS	CPI State	3 year Trend	Subgroups		
					CPI	CPS	State
3	5% increase in proficiency (50% - 55%) 2% decrease in warning (12% - 10%)	81.7	85.5	Positive trend Continue to focus on increasing proficiency Need to address 10% in warning % warning state – 6%	Asian	91.3	85.9
					Afr. Amer./Black	73.7	74.6
					Hispanic	68.5	69.0
					White	91.8	89.5
					Free/R Lunch	75.3	74.0
					SPED	68.6	70.6
					LEP	66.7	65.3
4	4% increase in advanced (5% - 9%) 19% failed (no change from 2003)	73.3	81.0	With exception of increase in advanced, trends have remained constant % of students in failing in grade 4 is an issue	Asian	85.6	80.9
					Afr. Amer./Black	64.3	68.1
					Hispanic	62.3	63.1
					White	81.2	85.3
					Free/R Lunch	63.6	67.3
					SPED	55.2	62.7
					LEP	59.3	57.0
7	6% increase in proficiency (48% - 54%) 5% decrease in needs improvement	82	86.4	Positive trend	Asian	94.9	88.0
					Afr. Amer./Black	74.6	74.9
					Hispanic	83.0	69.0
					White	87.9	90.3
					Free/R Lunch	78.5	73.7
					SPED	64.3	66.6
					LEP	61.7	56.6
10	3% increase in proficiency 5% decrease in advanced (17%-12%) 20% failing	72.3	88.5	Proficiency has increased over the past 3 years Failing has decreased 10% from 2002 However, % of students in failing continues to be an issue at CRLS	Asian	83.3	81.6
					Afr. Amer./Black	62.8	67.8
					Hispanic	70.2	61.1
					White	82.4	87.1
					Free/R Lunch	61.7	66.2
					SPED	49.5	59.7
					LEP	41.0	47.8

Summary of MCAS District Results and Trends

Mathematics

Spring 2004

The CPI (Composite Proficiency Index) is based on the number of students scoring in each of the MCAS performance categories. A CPI of 100 means that all of the students in the district are proficient. The shaded areas represent CPS subgroups that exceeded the state subgroup performance.

Grade	2004 Results	CPI CPS	CPI State	3 year Trend	Subgroups		
					CPI	CPS	State
4	Warning decreased by 10% (30%-20%) Proficient increased by 4% (19%-23%)	67.7	74.0	Positive trend – drop of 14% in warning and 7% increase in Proficient	Asian	84.6	79.8
					Afr. Amer./Black	56.1	57.2
					Hispanic	58.3	55.5
					White	76.0	78.5
					Free/R Lunch	56.9	59.3
					SPED	51.8	55.9
					LEP	59.5	54.6
6	Advanced increased by 3% (10%-13%) Proficient decreased by 3% (20%-17%) Warning increased by 1% (38%-39%)	57.3	68.4	Needs work – increase of 3% in warning, decrease of 4% in proficient; advanced is the same as two years ago.	Asian	87.8	78.1
					Afr. Amer./Black	41.7	47.5
					Hispanic	41.9	45.3
					White	73.0	74.1
					Free/R Lunch	44.1	49.8
					SPED	36.3	42.8
					LEP	45.0	41.9
8	Warning decreased by 9% (44%-35%) Proficient increased by 4% (17%-21%) Advanced increased by 2% (9%-11%) Needs Improvement increased by 4% (29%-33%)	60.2	65.0	Smaller changes from two years ago, but positive trend – up 2% in advanced, proficient, and needs improvement; 6% decrease in warning	Asian	74.2	76.5
					Afr. Amer./Black	50.0	44.4
					Hispanic	49.3	41.5
					White	71.7	70.3
					Free/R Lunch	49.4	46.1
					SPED	40.1	39.0
					LEP	37.5	41.1
10	Warning decreased by 6% (31%-25%) Proficient increased by 1% (22%-23%) Advanced increased by 3% (20%-23%)	69.3	78.0	Very positive trend – up 6% in advanced; 10% in proficient; down 2% in needs improvement; decrease of 16% in failing. Still lagging behind State.	Asian	90.6	85.7
					Afr. Amer./Black	60.4	61.0
					Hispanic	62.7	56.0
					White	77.8	82.1
					Free/R Lunch	61.0	61.5
					SPED	46.5	55.0
					LEP	46.2	56.7

ACTION PLANS

Cambridge Public School Goal #1: Focus and align school improvement and individual departmental goals to raise achievement for all students and to close the achievement gap.

Priority Objective A: Ensure that all school improvement plans have measurable goals and high standards to quantify and narrow the achievement gap.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
1. Engage each school in a comprehensive planning process that results in individual school improvement plans with specific performance goals and improvement objectives in English Language Arts (ELA) and Mathematics	School Improvement Plans that reflect data analysis, improvement objectives and measurable action plans.	Student Achievement & Accountability (SAA) Curriculum / Development (C/D) Title I	To be completed October, 1, 2004 Supported, reviewed and re-evaluated by June, 2005
2. Design specific professional development within school plans to address identified areas of need in ELA and Math	Professional development that provides teachers with the skills necessary to increase student achievement	SAA C / D Title I SPED Bilingual/ English Language Acquisition	To be completed October, 1, 2004 Supported, reviewed and re-evaluated by June, 2005
3. Engage each school in an analysis of school climate that includes students, teachers and families by: <ul style="list-style-type: none"> Administering the Effective School Battery (ESB) for CRLS teachers and students Administering the ESB for K-8 teachers and students in grades 6-8 Develop a survey for families using the Family Climate Survey 	Implementation of Action Plans that address areas of focus as identified in School Climate Data Analysis	SAA	Fall 2003 (CRLS) Fall 2004 (Family Survey K-8) Spring 2005 (ESB K-8 teachers & 6-8 students)
4. Analyze results of school climate data and develop action plans for each school that address areas of school climate as identified by survey results from students, teachers, and families	Analysis of school climate data from each school. Development of specific action plans for each school to address areas of focus with measurable outcomes Improved climate outcomes in district benchmarks and bi-annual survey results	SAA Principals CRLS Deans Health, Phys.Ed., Athletics Dept.	CRLS action plan completed Fall 2004 Implementation Fall 2004- Spring 2005 Family Surveys K-8 Fall 2004 ESB teachers K-8 Spring 2005 ESB students 6-8 Spring 2005 Action plans K-8 June 2005

5. Design a District Professional Development Plan that incorporates the major needs of schools in ELA, Math and school climate	District Professional Development Plan (included in appendix)	Deputy Supt. C / D Title I SAA	Fall 2004 Revised and updated Spring 2005
6. Develop District and School Curriculum Accommodation Plans that articulate specific strategies	District and School Accommodation Plan (included in the appendix)	SPED Bilingual Title I SAA C/D	October, 2004 Annually
7. Develop and maintain an Individual Student Success Plan for each student who has failed either the English Language Arts (ELA) , Mathematics or both sections of the MCAS	Well written Individual Student Success Plans that are systematically maintained and reviewed by school level teams (included in the appendix)	Principals School teams SAA SPED Bilingual	Annually

Cambridge Public School Goal #1: Focus and align school improvement and individual departmental goals to raise achievement for all students and to close the achievement gap.

Priority Objective B: Establish benchmarks for assessing school quality and progress in reaching Goal #1

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
1. Establish primary and secondary indicators of student achievement	Benchmark document that reflects input from principals, teachers, site council regarding the most important indicators that assess school quality and progress in closing the achievement gap	SAA Principals Teachers Coordinators RSTA Site Councils Director of Bilingual and English Language Acquisition Program	Process of development December 2002-March 2003 Benchmark documents completed June 2004
2. Determine improvement benchmarks for each indicator	Benchmark template that reflects an appropriate continuum of progress in school quality and student achievement	SAA Assessment Specialist Principals RSTA Director of Bilingual	Spring-Summer 2004 Completed July 2004
3. Establish a data warehouse to provide information necessary to measure overall achievement and gaps among subgroups as indicators	Data Report generated from data warehouse that inform benchmark reports	Director of Management Information Systems SAA Assessment Specialist	Spring-Fall 2004
4. Produce annual benchmark reports for each school to document progress in raising achievement for all students and closing the achievement gap	Use of annual benchmark reports to inform continuous school improvement planning	SAA Assessment Specialist	Fall 2004

Cambridge Public Schools Goal #2: More fully develop the system for evaluation of student learning and personnel.

Priority Objective A: Implement new documents for the evaluation of principals and teachers

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
<p>Focus evaluation process on improving professional practice to support student achievement.</p> <p>Align with State standard of 2-year evaluation cycle.</p> <p>Expand and enhance performance standards.</p> <p>Provide for greater distinction in assessing levels of performance for teachers and principals.</p> <p>Implement specific evaluation instruments for specialist teachers.</p> <p>Achieve greater consistency and clarity in performance-related feedback.</p>	<p>Developed and implemented new teacher evaluation process effective 9/1/04:</p> <ul style="list-style-type: none"> • Performance rubrics tied to professional practice. • 2-year evaluation cycle aligned with State standard. • Expanded teacher performance standards including alignment of curriculum with State and CPS frameworks and learning expectations; communication of high standards and expectations to students; communication with parents regarding curriculum and instruction and student progress towards meeting learning goals; shared responsibility for achieving school and district improvement plan objectives; engagement in professional development; and application of policies and procedures in performing professional responsibilities • New teacher and principal performance rating categories to reflect outstanding and unsatisfactory performance and levels in between • Specific evaluation instruments and performance standards initiated for Guidance Counselors, Special Educators, Library/Media Specialists, and Phys Ed teachers 	<p>Human Resources</p>	<p>Spring – Fall 2004 (Completed)</p>

	<ul style="list-style-type: none"> Implementation of standard Observation form and Corrective Action Plan form to achieve greater consistency and clarity in performance-related documentation. 		
	All administrators trained in new Teacher Evaluation process	Human Resources	August – September 2004 (Completed)
	District-wide information sessions conducted for teachers on new evaluation process	Human Resources	September 2004 (Completed)
	Administrative training conducted in developing Teacher Corrective Action Plans (CAPs)	Human Resources	September 2004 (Completed)
	On-line accessibility to evaluation instruments and forms.	Human Resources	September 2004 (Completed)

Cambridge Public Schools Goal #2: More fully develop the system for evaluation of student learning and personnel.

Priority Objective B: Ensure that principal and teacher evaluations reflect an improvement in the information necessary to increase excellent instruction

In addition to the development of new evaluation documents for principals and teachers, the following plan outlines strategies that will support new teachers and administrators in the district. A complete summary of Cambridge's NTIP (New Teacher Induction Program) is included in the appendix..

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Massachusetts Department of Education (DOE) mandated New Teacher Induction Program for newly hired educators with District and school-based induction activities.	CPS plan was approved by DOE and is in its 3 rd year of implementation.	Deputy Supt. Lead Teacher Induction Programs	August 16, 2004 – June 30, 2005
District Orientation for newly hired educators.	Orientation, training, handbook and resources distributed.	Deputy Supt. Lead Teacher Induction Programs	August 25-26, 2004
School-based Orientation	Experienced CPSD educators selected via HR posting	Principals	August 31, Sept. 1-2, 2004
Mentor selection, training, & assignment	Mentor Teacher Training held, and NTIP mentors assigned to teachers with "Initial" and "Preliminary" licenses. Mentors assigned to experienced newly hired educators by principals.	Lead Teacher Induction Programs	May 2004 – November 15, 2004 (as needed thereafter)
Professional Development Seminar	NTIP participants are provided training on mandated topics and receive curriculum support and resources to improve the teaching abilities of new teachers based on CPSD and Massachusetts teaching standards.	Lead Teacher Induction Programs, Principals, Deans, HR staff	September 15-June 30, 2005
Mentor Study Group	Mentor Handbook developed Training, curriculum support, and resources for NTIP mentors	Deputy Supt. Lead Teacher Induction Programs	August 16, 2004 – June 30, 2005
New Teacher Development	Graduate courses ("Studying Skillful Teaching" & Differentiated Instruction I and II) offered to experienced newly hired educators and NTIP participants in 2 nd and 3 rd year.	Deputy Supt. Lead Teacher Induction Programs	

Massachusetts Department of Education (DOE) mandated Administrator Induction Program for newly hired administrators with school-based and professional development support.	AIP set up per DOE Guidelines for Induction Programs	Deputy Supt. Lead Teacher Induction Programs	August 2004 – June 30, 2005
Administrator Program Planning and mentor assignment	Administrator Consultants identified & contracted. Plan for year reviewed and approved. Visits and Observations set	Deputy Supt. Lead Teacher Induction Programs	August 2004 – September 15, 2004
Administrator Professional Development	Graduate course: “Observing and Analyzing Teaching I” offered	Deputy Supt. Lead Teacher Induction Programs	September, 2004 – February 2005
DOE funded (Title V) Career Horizon Initiative enlists experienced CPSD teachers as instructors, facilitators, and planners for teacher development activities.	Title V proposal funded by DOE	Deputy Supt. Lead Teacher Induction Programs	August 2004 – June 30, 2005
Paraprofessional development	Title V funds available for tuition reimbursement for paraprofessionals who take courses.	Deputy Supt. Lead Teacher Induction Programs	August 2004 – June 30, 2005
Assign National Board Teachers as mentors, planners, and facilitators	Assignment of teachers as mentor, planners, and facilitators approved by DOE	Deputy Supt. Lead Teacher Induction Programs	November 2004 – June 30, 2005
CLIP (Cambridge In-District Licensure Program) Planning	Submitted previously to DOE, the CLIP proposal (CPSD, CTA, and MTA collaboration) is under review by DOE. Comments received and integrated into proposal. Upon DOE approval, plan for implementation in Spring and Summer 2005	Deputy Supt. Lead Teacher Induction Programs	August 2004 – June 30, 2005

Cambridge Public Schools Goal #2: More fully develop the system for evaluation of student learning and personnel.

Priority Objective C: Develop the first pilot instruments for the more regular assessment of student learning in the areas of reading, writing, and mathematics

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Draft and pilot CPS assessments in reading, writing, and math	Assessments piloted in grades 2-10	C/D	November 2003 -March 2004
Analyze results from CPS assessments to improve instruction	Principals in each school to lead improvement teams by grade level after each assessment is given	Principals	Fall 2003 thru Spring 2005
Revise and refine assessments based on teacher feedback and updated Mass frameworks	Multiple opportunities for teacher feedback. Revised assessments	C/D ELA/Math SAA	Fall 2003 – Spring 2004
Administer revised assessments in 2004-2005	Revised assessments implemented	C/D	Fall 2004 – Spring 2005
District team supports school teams in the analysis of assessment	Improved student outcomes as a result of principal-led cluster discussion	C/D SAA	Fall 2004 – Spring 2005
Pilot the use of scanners in selected schools	A focus group of teachers will work with MIS Dept. and curriculum leaders in ELA and Math to develop scannable answer sheets for the assessments	C/D MIS	Fall 2004

Cambridge Public Schools Goal #2: More fully develop the system for evaluation of student learning and personnel.

Objective D: Develop additional measures of performance appraisal for other employee groups as time allows.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Implement revised performance evaluation instrument and updated performance standards for Clerical staff.	Revised evaluation instrument with updated performance standards.	Human Resources	Summer – Fall 2004 (Completed)
Implement revised performance evaluation instrument and updated performance standards for Substitute teachers.	Revised evaluation instrument, performance standards. Currently under negotiation with CTA Unit D.	Human Resources/Legal Counsel	Summer – Fall 2004 (In negotiation)

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective A: Ensure that curriculum and courses reflect high standards and are consistent across all CRLS schools and classrooms

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Identify agreed-upon curriculum content and concepts in each discipline area	Written curriculum and taught curriculum are aligned and assessed	CRLS C/D	Initiated 11-03 Implementation reviewed on an ongoing basis 2004-2006
Establish honors and college prep classes in each content area	Course catalogue Course Enrollment 2004-05	CRLS C/D	Fall 2004 On-going
Establish programs for the recruitment of minority students into honors, college prep and AP classes	Demonstrated increase in the achievement of minority students – closing achievement gap	CRLS C/D SAA	2004-05 Academic School Year
Identify and implement essential unit details for each content area, using the Teaching for Understanding model of curriculum development, and incorporating strategies for ELL and special education students	Development of course units, lessons and syllabi	CRLS C/D SPED Bilingual	2004-05 Academic School Year
Establish structures and curriculum for MCAS support for students in grades 9-12	Increased amount of students passing the MCAS test and/or appeals	CRLS SAA C/D	Sept-Nov 2004 On going as needed
Organize and staff MCAS support center with MCAS Coordinator and Math and ELA MCAS Teachers	MCAS Center in full operation Students assigned classes being conducted	CRLS SAA	Fall 2004 Completed
Coordinate support for students with principal, Deans of Curriculum and Office of Student Achievement and Accountability	Development of CRLS Strategic Plan	CRLS SAA	On-going since Fall 2003
Embed strategies in all math and ELA classes	Teacher lesson plans and student portfolios	CRLS C/D	Process began in Spring 2003
Support students in preparing MCAS appeal portfolios	ELA and Math Portfolio Development school wide	CRLS MCAS Coordinator SAA	On-going since Spring 2004

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective B: Align CRLS' School Improvement Plans to rigorous benchmarks for closing the achievement gap and increasing achievement for all students.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Use English Language Arts and Math data analysis to create student learning objectives	MCAS scores reviewed when MCAS data received	CRLS SAA C/D	Department Meetings Fall 2004
Take actions to ensure graduation of students in the class of 2005 including	Increase in number of graduates in class of 2005	CRLS	June 2005
Establish MCAS Center	Schedules classes and sessions	CRLS SAA	In operation Fall 2004
Clarify graduation procedures and protocols	Procedures and required forms being used	CRLS	Completed October 2004
Use Individual Student Success Plans(ISSPs) to support student academic needs	Effective implementation of ISSP	CRLS SAA Data Center	January 2005
Tutoring Center	Students' Attendance	CRLS	On-going
Homework Center	Students' Attendance	CRLS	On-going
Mentors for students	Formal development of a mentor program	CRLS	January 2005 On-going
Clarify and disseminate information to parents in a timely manner	Publications, brochures, and letters in various languages	CRLS	Fall 2004 On-going
Work with Math and ELA teachers to establish transition classes for 9 th and 10 th grade students at risk of not passing MCAS	Targeted students enrolled in the transition classes	CRLS - SAA Middle School Teachers	Spring preceding each new school year
Increase 8 th grade transition plans in collaboration with K-8 schools and 8 th grade teachers	8 th Grade transition timeline published and provided to Middle School team, Deans, and Guidance Counselors	CRLS Principals Middle School Teachers	By October of each school year
Modify promotion requirements and the process of student grade level status	Letters sent with copy of transcript and grade level states to every student	CRLS Data Center	September through November 2004 On-going
Implement ELA portfolios for each student	Student binders with student selected assignments	CRLS	Completed school year 2003-04

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective C: Achieve full accreditation for the high school as soon as possible.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Two-Year NEASC Progress Report	Report submitted September 2004 and July 2005	CRLS Deputy Superintendent	August 2004
Creation of mission and school-wide academic, social and civic learning expectations	Mission statement with learning expectations and rubrics	CRLS	Completed Sept. 2003-June 2004
Leadership of principal and reorganization of Small Learning Communities	New Deans hired and consolidation of Small Learning Communities	CRLS	Completed June 2003 and June 2004
Administration of Effective School Battery school climate survey	Analysis of results reviewed March 2005	CRLS SAA	December 2003 (Completed) and December 2005
Creation of Curriculum Review Cycle	Procedure for curriculum review cycle	C/D	Completed October 2004
Implement school-wide rubrics for academic learning expectations in each content area	School wide use of all teachers included in course syllabi and grading procedures	CRLS	November 2004 through January 2005
Demonstrate significant progress aligning the written curriculum with the academic expectations articulated in the school's mission	School wide use by all teachers evident in the course content	CRLS C/D	November 2004 through January 2005
Illustrate the impact of the teachers' intensive training in the use of various assessments on assessment practices in the school	Various assessments created and used	CRLS	September 2004 through June 2005

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective C: Achieve full accreditation for the high school as soon as possible. (Continued)

Explain and illustrate the school's efforts to ensure depth of coverage (over breadth) for all students as through engagement of students in inquiry, problem-solving, higher order thinking and the authentic application of skills	Units created and shared by teachers and evaluated by rubrics	CRLS C/D	September 2004 through June 2005
Describe the school's plan and timeline to assess the achievement by each student of the academic expectations in the mission using the school-wide rubrics developed by the faculty	Reports created by the CRLS Data Center	CRLS Data Center	Sept. 2005 though June 2006
Provide an update on the impact of the new four small learning communities, including data showing the improvement in utilization of faculty, more equitable distribution of students, and improved student learning though increased access to course offerings	Information in identification and analysis required by the CRLS Leadership Team Reports created by the CRLS Data Center	CRLS Data Center	September 2004 through June 2005
Provide an update on the effectiveness of professional development regarding teacher preparation for the move to the 4 x 4 block schedule	Report submitted by teacher in charge of Block Scheduling Professional Development and Training	CRLS	On-going assessments of the Professional Development Sept. 2004 through June 2005

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective D: Administer CRLS climate surveys to students and teachers and implement action plans to achieve student safety.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	Responsible Dept	<i>Specific Timeline</i>
Administer Effective School Battery (ESB) school climate survey, analyze survey data and present to CRLS stakeholders	March thru Sept. 2004 Analysis reviewed by faculty, parent & student focus groups	CRLS SAA	Administered December, 2003 Analysis & focus groups completed Mar.- Sept. 2004
Implement a plan based on the ESB data	Clarity in rules and procedures in Student & Faculty handbooks	CRLS	Conducted Sept. 2004 thru June 2005
Clarify school roles and staff responsibilities	Clarity in rules and procedures in Student & Faculty handbooks	CRLS	Conducted Sept. 2004 thru June 2005
Develop a clear operational policy and timelines for daily attendance	Published in Student & Faculty handbooks and fully implemented	CRLS	Complete Sept. 2004 (on-going)
Develop clear operational policy and timeline for the implementation of class period attendance system	Use of electronic attendance beginning 2005-06 school year	CRLS MIS	On-going Sept. 2004 thru June 2005
Implement a system for an automated parent notification of class and school absences	Automated system installed and activated	CRLS MIS	December 2004
Conduct pre-service meetings to focus on school climate, classroom management and de-escalation strategies	Clarity of attendance, tardy and other procedures being used school wide for students	CRLS	Aug. 31 & Sept. 1, 2004
Focus twice monthly Small Learning Community meetings on school climate	Procedures & systems created to assist in clarity of rules & enforcement	CRLS	Sept. 2004 thru June 2005
Include a school climate goal in each dean's goals	Goals successfully achieved by the end of the school year	CRLS Principal	Specified by Oct. 15, 2004

Cambridge Public Schools Goal #3: Support the high school principal to strengthen the CRLS educational community towards a goal of student achievement and safety comparable to the top urban high schools in the state and nation.

Priority Objective E: Support the principal to conduct an investigation/study in 2003-04 to recommend schedule changes. It is anticipated that in-service/staff development will occur in 2004-2005, and full implementation in 2005-2006

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	Responsible Dept	<i>Specific Timeline</i>
Implement block scheduling	Implementation of Block schedule Sept. 2005	CRLS	September 2004 thru June 2005
Identify common strategies needed to successfully teach in the block	Implementation of Block schedule Sept. 2005	CRLS C/D	September 2004 thru June 2005
Establish a professional development committee to plan offerings for 2004-2005 academic year	Implementation of Prof. Dev. Plan for Block strategies	CRLS	Completed March 2004 thru Aug.2004
Provide professional development for all faculty members on the utilization of a wide range of instructional strategies.	Implementation of Block schedule and AVID program Sept. 2005	CRLS C/D	September 2004 thru June 2005

Cambridge Public Schools Goal #4: Establish a data base system to provide the information necessary to measure the achievement gap and support better decision-making.

<i>Strategies</i>	<i>Evidence of Quality Implementation</i>	<i>Responsible Dept</i>	<i>Specific Timeline</i>
Accurately identify and prioritize the information (data domains) that must be contained in the Warehouse.	Project plan developed for the next 2 years with milestones for identifying each data domain and the source.	MIS SAA Assessment Specialist	Completed – April 2004
Manage the scope of each data domain that will be implemented into the Warehouse.	Each data domain is broken down into a domain template which identifies each column and row of all source records within the data domain.	MIS	In progress. This is an iterative process throughout the life of the data warehouse project.
Develop a scaleable architecture to serve as the Warehouse’s technical and application foundation, and identifying and selecting the hardware/software/middleware components to implement it.	Established server, software, access, security, and backup processes.	MIS	2003 (Completed)
Extract, cleanse, transform and validate the data to ensure accuracy and consistency.	Successfully load data domain(s) into the warehouse and view data density and quality reports.	MIS	In progress. This is an iterative process throughout the life of the data warehouse project.
Define the correct level of reporting to support decision making.	View and analyze built-in reports from the data warehouse. Compare with MIS department reports using the same data. Create custom reports.	MIS	In progress. This is an iterative process throughout the life of the data warehouse project.
Provide user-friendly, powerful tools at the desktop to access the data, including training.	Office of Student Achievement and Accountability view the initial reports. Continue training on reporting tool as other data domains are loaded into the warehouse.	MIS SAA Assessment Specialist	Fall 2004 and continuing throughout school year (04-05) with more training to be conducted prior to next school year (05-06).
Establish processes for maintaining, enhancing, and ensuring the ongoing success and applicability of the Warehouse.	Produce the District Benchmark of Student Achievements. Office of Achievement and Accountability will be able to use the warehouse with schools to help analyze achievement for use with the School Improvement Plans.	MIS SAA Assessment Specialist	Warehouse can be used for some data in Fall of 2004 report. More comprehensive report due Fall 2005. This is an iterative process throughout the life of the data warehouse project.

APPENDIX

District Professional Development Plan
District Curriculum Accommodation Plan (DCAP)
Individual Student Success Plan
New Teacher Induction Program

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The District Professional Development Plan was developed in response to the needs of individual schools as they emerged through each school's School Improvement Planning Process. The areas of focus include English Language Arts, Mathematics, and School Climate.

Cambridge Public Schools
K-8* Professional Development Needs
English Language Arts

The chart below represents specific professional development needs in English Language Arts as they emerged from the improvement plans developed by each school

Professional Development Needs	Amigos	Baldwin	C'Port	F/M	G & P	Haggerty	K/Lo	King	K/Open	Morse	Peabody	Tobin
Development of Literacy blocks	X	X										X
Guided Reading	X	X	X	X			X	X	X	X	X	X
Reading Comp. Strategies	X	X	X	X	X		X	X	X	X	X	X
Word Solving Strategies	X	X	X	X			X	X			X	
Phonics Lessons (K-3)	X	X	X	X			X	X	X		X	
Reading Strategies Non-Fiction	X		X		X		X				X	
Vocabulary Oral Language Strategies	X	X	X	X			X		X			
Test-Taking as a Genre		X	X	X			X					X
Genre Study			X	X			X					
6 Trait Rubric Training	X			X	X		X				X	
Reading Workshop			X	X					X			X
Writers' Workshop	X	X		X	X			X	X		X	X
Differentiated Instruction -Learning strategies for struggling readers	X		X	X	X	X		X		X		

The following plan developed by the English Language Arts Department articulates professional opportunities in the teaching of reading and writing which will be offered to teachers in response to needs identified across all school improvement plans.

*CRLS Item Analysis is being conducted to identify specific areas of need in English Language Arts.

Cambridge Public Schools
English Language Arts Department

2004-2005 Professional Development Opportunities (Grades K-2)

Writing

- Getting Started with Writing Workshop
- Using the K-2 CPS Writing Rubric to develop Writing Workshop Mini-Lessons
- How to confer with students in Writing Workshop
- Using Units of Study for Primary Writing (a year long Writing Curriculum)

Reading

- Understanding and implementing Guided Reading
- Teaching Reading Strategies through Read-Alouds
- Teaching Vocabulary through Read-Alouds

Word Study/Vocabulary

- Implementing a systematic phonics and Word Study Curriculum (Phonics Lessons)
- Vocabulary instruction through Read-Alouds

Assessment

- DRA Training
- Using Writing Samples and the CPS Writing Rubric to inform instruction
- Using ELA Spelling Assessment to focus instruction in Word Study

*Cambridge School Department
English Language Arts Department*

2004-2005 Professional Development Opportunities (Grades 3-8)

Writing

- Getting Started with Writing Workshop
- Using the Six Traits in your Writing Workshop Mini-Lessons
- How to confer with students in Writing Workshop
- Making a year long plan for Writing (areas of focus, writing genres to be covered, and timeline)
- Linking Writing Workshop teaching with the Writing Prompt assessments

Reading

- Getting Started with Reading Workshop
- Understanding Guided Reading
- Using developmental assessments to begin Guided Reading
- Genre Studies
- Teaching Comprehension Strategies through Read-Alouds
- Using Comprehension Strategies throughout a Reading Workshop in both fiction and non-fiction
- Embedding test-taking preparation in a Reading Workshop

Word Study/Vocabulary

- Vocabulary instruction through Read-Alouds
- Using Developmental Spelling assessments
- Implementing Word Study Lessons
- Study group which further develops the CPS ELA Curriculum Guide/Binders in Word Study/Vocabulary (3-5, 6-8)

*Cambridge School Department
English Language Arts Department*

**2004-2005 Structures for Professional Development Opportunities
(Grades K-8)**

On-site at individual schools:

- during Cluster meetings
- during Staff Meeting
- for a morning/afternoon training
- setting up a demonstration classroom in a school where teachers can be released to watch lessons given by an instructional coach (with follow-up debriefing sessions)

At the English Language Arts Office (Kennedy-Longfellow Rm. 215):

- half or full day workshops
- after school sessions (3-5pm)
- Saturday morning workshops
- year-long study group which meets monthly
- school clusters (by region of the city; by common opening and closing times)

Cambridge Public Schools
K-8* Professional Development Needs
Mathematics

The chart below represents specific professional development needs in Mathematics as they emerged from the improvement plans developed by each school

Professional Development Needs	Amigos	Baldwin	C'Port	F/M	G & P	Haggerty	K/Lo	King	K/Open	Morse	Peabody	Tobin
Math Vocabulary		X			X	X	X	X	X			X
Problem Solving Strategies	X			X		X		X	X			
Reading & Writing in Math				X	X							X
Represent word problems mathematically	X						X					
Consistent/Coherent instruction		X		X			X					
Test-Taking (open-response & multi-step problem) strategies			X	X	X		X			X	X	
Differentiated Instruction		X		X	X					X	X	
Concrete to abstract	X											
Basic Skills			X	X								
Metacognitive Strategies						X						
Geometry								X				
Practice at Home								X				
Solving equations							X					
Working with fractions							X					
Data collection and analysis											X	

The following plan developed by the Mathematics Department articulates professional opportunities in the teaching of mathematics which will be offered to teachers in response to needs identified across all school improvement plans.

*CRLS Item Analysis is being conducted to identify specific areas of need in Math.

Math Support Plan 2004-2005

11/9/04

District Support for Mathematics

District support is based on the action plans of all the School Improvement Plans. After careful item analysis of each school's School Improvement Plan, the following district math priorities were determined:

Identified areas of need across the district:

Mathematics vocabulary
Open-response and multi-step problems/test-taking familiarity
Differentiated instruction
Reading and writing in mathematics
Consistent and coherent math instruction

Other areas identified by individual schools:

Problem-solving strategies
Representing work problems mathematically
Concrete to abstract representation
Basic skills
Metacognitive strategies
Geometry
Practice at home
Solving equations
Working with fractions
Data collection and analysis

Schools in need of improvement or corrective action and schools and teachers who are new to Investigations will receive additional support.

Workshops:

The proposed K-8 workshops, open to all teachers system wide, will:

- Address learning objectives identified in the School Improvement Plans of K-8 schools
- Make connections between the alignment of content in the *Investigations* and *CMP* with the MA Mathematics Curriculum Frameworks and the areas that need additional support
- Provide work on math content at specific grade levels in the *Investigations* and *CMP* curriculum units
- Encourage collaboration among teachers to share teaching and learning experiences, as well as challenges in teaching the math curriculum and periodic assessments
- Support teachers in learning and practicing effective teaching and questioning strategies

Grades K-2 INVESTIGATIONS IN NUMBER, DATA, AND SPACE WORKSHOPS: 2004-2005
Jean Williams: K-2 Math Instructional Coach

Kindergarten

Units

Nov. 2, 2004

Mathematical Thinking at Kindergarten (Introduction)
Patterns Trains, Hopscotch Paths (Exploring Patterns)

March 1, 2005

Collecting, Counting, and Measuring (Developing Number Sense)
Counting Ourselves and Others

May 3, 2005

Making Shapes and Building Blocks (Exploring Geometry)
How Many in All? (Counting and the Number System)

First Grade

October 19, 2004

Building Number Sense (Number System)

December 14, 2004

Survey Questions and Secret Rules (Collecting and Sorting Data)

February 15, 2005

Quilt Town Squares and Block Towns (2-D & 3-D Geometry)

April 5, 2005

Number Games and Story Problems (Addition and Subtraction)

Second Grade

October 14, 2004

Coins, Coupons and Combinations (Number System)
Does It Walk, Crawl or Swim? (Sorting and classifying data)

December 7, 2004

Putting Together and Taking Apart
(Addition and Subtraction)

February 8, 2005

Shapes, Halves, and Symmetry (Geometry and Fractions)
How Long? How Far? (Measuring)

April 12, 2005

How Many Pockets? How Many Teeth?
(Collecting and Representing Data)
Time Lines and Rhythm Patterns
(Representing Data)

GRADES 3-5 INVESTIGATIONS IN NUMBER, DATA, AND SPACE WORKSHOPS: 2004-2005
Lynne Godfrey 3-5 Math Instructional Coach

GRADE THREE

October 13, Wednesday	<i>Combining and Comparing</i> (Addition and Subtraction)
November 17, Wednesday	<i>Things That Come in Groups</i> (Multiplication and Division) and <i>Landmarks in the Hundreds</i> (The Base Ten Number System)
February 9, Wednesday	<i>Fair Shares</i> (Fractions)
March 9, Wednesday	<i>Turtle Paths</i> (2-D Geometry) and <i>Exploring Solids and Boxes</i> (3-D Geometry)

GRADE FOUR

October 21, Thursday	2-D and 3-D Geometry Units
November 30, Thursday	<i>Arrays & Shares</i> (Multiplication and Division) and <i>Packages & Groups</i> (Multiplication and Division)
January 13, Thursday	<i>Different Shapes, Equal Pieces</i> (Fractions and Area) and <i>Three Out of Four Like Spaghetti</i> (Data and Fractions)
March 15, Thursday	<i>Shape of the Data</i> (Statistics) and <i>Changes Over Time</i> (Graphs)

GRADE FIVE

October 27, Wednesday	Review of <i>Picturing Polygons</i> (2D Geometry) and <i>Name That Portion</i> (Fractions, Percents, and Decimals)
December 8, Wednesday	<i>How Likely Is It?</i> (Probability)
January 5, Wednesday	<i>Building on Numbers You Know</i> (Computation and Estimation Strategies)
February 16, Wednesday	<i>Containers and Cubes</i> (3-D Geometry: Volume)
March 23, Wednesday	<i>Patterns of Change</i> (Tables and Graphs) and <i>Data: Kids, Cats, and Ads</i> (Statistics)

Mary Alice Murdoch 6-8 Math Instructional Coach: 2004-2005

Middle School Mathematics

Grade 6

Support for MCAS Strand: Patterns, Relations, and Algebra:

Focus: Patterns, Relations, and Algebra

Curriculum: CMP Variables and Patterns, Groundworks, and other resources.

Many schools have included Data, Graphing, Tables, and other related skills as an area for improvement in their SIP's. The questions on the grade 6 MCAS include a large percentage of these concepts and skills. A unit devoted to this strand has been added to the grade 6 curriculum.

Part of the focus this year will work on the new Groundworks supplemental materials.

Specific Workshop Dates:

Thursday, November 18, 2004, Time 8:30 – 2:30

Thursday, January 6, 2005, Time 8:30 – 2:30

Middle School Mathematics

Grade 7/8

Support for work on pacing, framework alignment, and use of supplementary materials.

Focus: Grade 7/8 curriculum alignment with MA State Frameworks.

Curriculum: CMP Units, Groundworks, and other resources.

Specific Meeting and Workshop Dates:

October 20, 2004, Time 3:15 - 5:00

December 15, 2004, Time 8:00 – 4:00

February 16, 2005, Time 3:15 – 5:00

April 13, 2005, Time 8:00 – 4:00

June 8, 2005, Time 3:15 – 5:00

Coaching

- Priority of individual coaching will be given to K-8 teachers at the Kennedy/Longfellow and Morse Schools to support their implementation of the K-5 Investigations and CMP math curricula
- Coaching provided to teachers in other schools as requested.

CPS Assessments

- Writing, revising and getting feedback on periodic assessments three times: November, January, and March
- Making revisions to assessments as a result of changes in pacing charts
- Incorporating the use of scanning in the development of the periodic assessments
- Writing teacher notes, rubrics, answer keys and scoring procedures

Timeline Draft for Developing CPS Assessments

Period One

9/2 – 9/24 Distributing revised Pacing Charts and Supplemental Materials to schools

9/27 – 10/8 Revise Drafts of 1st Periodic Assessments and Scoring Guides

10/11 – 10/15 Collect Feedback from Schools at Regular Cluster or Staff Meeting Times

10/18 – 10/22 Incorporate Feedback from Schools and Math Team

10/25 – 10/29 Printing and Distribution

11/1 – 11/10 1st Periodic Assessments Administered

11/15 – 12/3 Assist Schools in analyzing results of CPS Assessments and receive feedback on Implementation of Assessments

Period Two

- 12/6 – 12/17 Revise Drafts of 2nd Periodic Assessments and Scoring Guides
- 12/20 – 12/23 Collect Feedback from Schools at Regular Cluster or Staff Meeting Times
- 1/3 – 1/7 Incorporate Feedback from Schools and Math Team
- 1/10 – 1/14 Printing and Distribution
- 1/18 – 1/27 2nd CPS Assessments Administered
- 1/31 – 2/4 Assist Schools in analyzing results of CPS Assessments and receive feedback on Implementation of Assessments

Period Three

- 2/7 – 2/18 Revise Drafts of 3rd CPS Assessments and Scoring Guides
- 2/28 – 3/4 Collect Feedback from Schools at Regular Cluster or Staff Meeting Times
- 3/7 – 3/16 Incorporate Feedback from Schools and Math Team
- 3/18 – 3/24 Printing and Distribution
- 3/28 – 4/8 3rd CPS Assessments Administered
- 4/11 – 4/29 Assist schools in analyzing results of CPS Assessments and receive feedback on Implementation of Assessments

Cambridge Public Schools
District Professional Development Needs
School Climate

The chart below represents specific professional development identified by schools in their improvement plans to enhance the climates of their respective communities.

Professional Development Needs	Amigos	Baldwin	C'Port	F/M	G & P	Haggerty	K/Lo	King	K/Open	Morse	Peabody	Tobin	*CRLS
Analysis of student surveys Effective School Battery Gr. 6-8	X	X	X	X	X	X	X	X	X	X	X	X	
Analysis of CPS Family Surveys Gr. K-8	X	X	X	X	X	X	X	X	X	X	X	X	
Analysis of Teachers Surveys Effective School Battery Gr. K-8	X	X	X	X	X	X	X	X	X	X	X	X	
Faculty Study Groups to make recommendations regarding professional culture			X					X					
Peace Games				X									
Analysis of Individual School Climate Surveys	X		X	X		X		X	X				
Community Service Projects				X				X					
Design and implement a well articulated set of school climate principles	X												
Collegial team building	X							X	X				
Developing excellence and high expectations at the middle school										X			
Family Involvement			X	X				X	X				
Development of School Climate Committees	X								X				
Community Building Events				X				X	X				
Responsive Classroom	X								X				
Discovering Justice	X								X				

Cambridge Public Schools
District Professional Development Needs
School Climate

Professional Development Needs	Amigos	Baldwin	C'Port	F/M	G & P	Haggerty	K/Lo	King	K/Open	Morse	Peabody	Tobin	*CRLS
Anti-Bullying and teasing curriculum	X								X				
Collaborative after school programming						X							
Informational workshops for parents regarding the periodic assessments						X							
Involvement with STARS program (Student Teaching About Respect)									X				
City Sprouts									X				
Peer Mediation									X				

The climate of a school is critical to its success. Cambridge is committed to ensuring that all schools foster a positive school climate. Towards that goal all schools K-8 have administered the CPS Family Survey. With support from the district, they will analyze their data and update Their School Improvement Plans in the spring of 2005 with specific action plan strategies that will positively address the areas of need identified in their climate analyses.

In addition to the CPS Family Survey, all teachers K-8 will be administered the Effective School Battery. Students in grades 6-8 will also be surveyed using the Effective School Battery. With support from the district, this data will be analyzed and individual school communities will use their data to update their school climate action plans in the spring of 2005.

*The Effective School Battery was administered to the teachers and students at Cambridge Rindge and Latin last year 03-04. With support from the district, the principal, deans and teachers analyzed the results. The strategies chosen to address the areas of need identified by the Effective School Battery are contained in the action plan in District Goal #3 of this document.

Cambridge Public Schools
CRLS Professional Development
2004-2005

- Block Strategies
- Teaching For Understanding (TFU)
- SEED (Seeking Educational Equity and Diversity)
 Reflective Teaching:
 Administrators, Teachers, Parents, Students, New Teachers
- Curriculum Meetings
 Refining honors/college prep course
- Learning Community
 School Climate – Action Plan Implementation
- Office of Special Education (OSE) Restraint Training
 AVID training, planning, implementation
- Common Planning Time
 Teacher meetings
 Curriculum implementation
- Teachers as Scholars
- Primary Source
- Teaching American History
- Technology and Data Analysis
 Thru CRLS Data Center & MIS
- MCAS Workshops

DISTRICT CURRICULUM ACCOMMODATION PLAN

The District Curriculum Accommodation Plan outlines specific strategies targeted at supporting all students to achieve at high standards. The CPS District Curriculum Accommodation Plan (DCAP) is aligned with the DOE requirements in each of five areas:

Assistance to regular (*and English language acquisition programs*) education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;

Support services that are available to students through the regular education program (*and English language acquisition programs*), including services to address the needs of students whose behavior may interfere with learning;

Direct and systematic instruction in reading for all students;

Encouragement of teacher mentoring and collaboration;

Encouragement of parental involvement in their children's education.

Individual schools have aligned their Curriculum Accommodation Plans with the district plan. These are included in each school's School Improvement Plan.

CPS District Curriculum Accommodation Plan (DCAP)

<p style="text-align: center;">DOE Requirements/Recommendations</p>	<p style="text-align: center;">District Curriculum Accommodation Plan</p>
<p>Assistance to regular (<i>and English language acquisition programs</i>) education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;</p>	<p>Based on documented needs a staff development program was designed with attention to accommodating instruction to students' diverse learning and programmatic needs, to include the following items among others:</p> <ul style="list-style-type: none"> • School-based TATs can access support from district behaviorist in terms of: <ul style="list-style-type: none"> Observation (classroom or individual student) Positive Behavior Intervention Plans (classroom/individual student) Modeling Access to training on Inclusion Strategies by in-house inclusion specialists (classroom/curriculum accommodations for reading/math) Community Mental Health Counseling Groups Social Skills Curriculum Social Workers/Adjustment Counselors: Small Group and/or Individual Counseling ART Teams (Administrative Response Teams) District Assistive Technology Specialists (classroom observations) Psychiatric Interns Hospital/School/Transition Team Outreach/Counselors • Specialized training for Structured English Immersion (SEI), ESL teachers, regular education teachers, tutors, and former transitional bilingual teachers on instructional strategies for English Language Learners • Alignment of curricula with the Framework for Benchmarks and Outcomes for English Language Learners in MA by Bilingual and English Language Acquisition Department staff • Creation of Learning Expectations for all ESL K-12 courses, as well as adaptation of benchmarks and outcomes for the beginning ESL levels • ESL Certification Endorsement, and optional Masters, in Instructional Technology through U Mass Applied Linguistics Dept. • Training in differentiated instruction • Training mainstream and new teachers in the administration of the MELA-O Assessment Protocol • Training in the use of technology, Humanities by Collaborative Design teams • Study Group of teachers to establish links between the Cambridge SSALD (local assessment) with the Massachusetts mandated MELA-O Assessment Protocol and the LAS R&W • Observing and Analyzing Teaching (RBT) • Study Groups for the development of appropriate placement assessment and exit tests for new ESL course sequence in grades 9-12 • Develop course sequence/ curricula for grades 10-12 in Interpretation and Translation for the Bilingual Health Professions (Teacher training included) • Training in the Kurzweil Program to support accommodations for ELL students and students on IEPs

<p>Support services that are available to students through the regular education program (and English language acquisition programs), including services to address the needs of students whose behavior may interfere with learning;</p>	<ul style="list-style-type: none"> • Alternative school programs for chronically failing middle and high school students in regular education programs, <i>Extension School, Challenge Prep</i> • Work Force collaboration with Cambridge Housing Authority in after school and summer programming • Amistad Middle School After School Programs in the AMIGOS School, OLA Program, King Ni Hao Program, Graham & Parks SEI Program, with the focus on English Language Arts and Math • Amistad High School After School Program, MCAS and SAT Prep, ESL and MATH support • Community Service Program for high school bilingual students, <i>City Links Program</i>. <ul style="list-style-type: none"> • Title 1, 21st Century, and Academic Support programs in various schools. • District Behavior Specialist
<p>Direct and systematic instruction in reading for all students;</p>	<ul style="list-style-type: none"> • Students in grades K-2 are administered Early Literacy Assessment to identify early reading and writing strengths and weaknesses. • All teachers K-2 have been trained in the administration of running records • Students in grades K, I and 2 are taught using Fountas Pinnell phonics-based reading instruction and participate in guided reading groups. • Students, on IEPs, receive Wilson Reading instruction to correct language-based weaknesses. • Students in 7 elementary schools are part of the Literacy Collaborative K-2 • Lexia Program • Phonemic Awareness Training • Students in 6 schools are part -of the Literacy Collaborative in Grades 3-5 • One school is piloting the Literacy Collaborative in the middle grades.6-8 • Middle school programs also employ specific reading programs such as "Mosaic of Thought." • Some teachers in grades 4-8 administer the DRA • Implementation of SPELLS Summer Discovery Academies of English Language Arts for English Language Learners: Grades 6-8 at MIT and Grades 9-12 at CRLS • Training by Hampton Brown on using Avenues/High Points for reading instruction for English Language Learners • Training by Hampton Brown on using English at Your Command for integrated writing instruction for English Language Learners
<p>Encouragement of teacher mentoring and collaboration</p>	<ul style="list-style-type: none"> • An induction Program for new teachers provides for pre-service program, assignment of a trained mentor, release time to participate in peer observation, meetings with Support Team established in each building and meeting with district Induction Program coordinator Support for National Board Certified teachers • Support for classroom teachers through literacy and math coaches • Harvard mentoring program for CRLS teachers • <i>Training of all bilingual and ESL teachers in charge on the determination of AYP annually for sub-groups of Limited English Proficient Students and other DOE data collection</i> • Collaboration between the 8th Grade Teachers and CRLS teachers to facilitate the transition and orientation to of all 8th grade students entering the 9th grade at CRLS • Harvard Kindergarten Vocabulary Project for an integrated group of K teachers to focus on the analytical aspects of vocabulary instruction

Encouragement of parental involvement in their children's education.

- District Informational meetings with all site councils
- Reporting of student progress to parents, including parental involvement in review of and progress on Individual Student Success Plans for students failing the MCAS.
- District and -school MCAS report cards mailed to families to allow parents to make informed discussion regarding their children's education.
- Parent Compacts, parent training sessions, and an annual meeting involve parents in their children's education at Title I schools.
- Parent Involvement policy in all Title I schools
- Implementation of Parent Forums for parents of LEP students at CRLS
- ESL Classes for Parents of High School Students
- English as a Second Language Classes for Parents of Middle School LEP Students
- Spanish as a Second Language evening classes for Parents of students in the Amigos School
- Computer Literacy for parents of English Language Learners in the AMIGOS and King Schools
- Chinese Cultural Workshop for parents of students in the Ni Hao Mandarin/English Program
- Fall and Spring Breakfast Meetings with parents of all students in SEI and ESL programs to distribute the Individual Students Profiles discussing students' progress, results of assessments and program options
- Mid-Year mailing of Progress Reports to parents of all students in SEI and ESL programs

INDIVIDUAL STUDENT SUCCESS PLANS (ISSP)

Individual Student Success Plans are developed for every student who receives a score of warning/ failing on MCAS.

Plan Date _____

Cambridge Public Schools K-8 Individual Student Success Plan

The Cambridge Public Schools believes that every student should have the opportunity to learn the skills and knowledge needed to meet state performance standards. This plan describes the needs of a student who has scored in the warning category on the English Language Arts and/or Mathematics MCAS. The Student Success Plan is intended to describe, focus and communicate the instruction and supports for the student so that there is a coordinated strategy to help raise his/her educational performance.

1. Identifying Information

School Name: _____ Name of person completing form _____

Student Name: _____ SASID#: _____

School year: _____ Grade _____ IEP Yes _____ No _____

Date entered CPS: _____ English Language Acquisition Yes _____ No _____

TBA _____ ELL _____ SEI _____

Home Language: _____

2. Assessment Information

Math	MCAS year 2004	ELA
MCAS Scaled Score: _____ (date) _____	Grade _____ MCAS Scaled Score: _____ (date) _____	

CPSD Math Score: _____ (date) _____ CPS Reading Score: _____ (date) _____

CPS Writing Score: _____ (date) _____

3. Communication

Initial Communication/meeting: (date) _____

Principal: _____ reviewed date: _____

Teachers/Providers: _____ reviewed date: _____

_____ reviewed date: _____

_____ reviewed date: _____

Parent/guardian contact: (date and initials) Name _____ Letter _____ Phone _____ Meeting _____ Other _____

Comments: (responses, special circumstances, outside agency) _____

4. Areas of weakness (as identified from analysis of assessment information above) Individual Student Profile from Test Wiz may also be attached

Other information re: strengths, learning needs, etc.

Classroom IEP Review

5. Strategies for addressing areas of concern

(recommend at least one; parent/guardian accepts or declines recommendation, short description of program and location)

Interventions

School day options/Classroom modification

**Accepted/
Declined**

Implementation/Evaluation

_____	A /D	_____
_____	A /D	_____
_____	A /D	_____
_____	A /D	_____
<i>Extended day/year programs</i>		
_____	A /D	_____
_____	A /D	_____
_____	A /D	_____
Other programs/services		
_____	A /D	_____
_____	A /D	_____

Plan Date _____

Cambridge Public Schools 9-12 Individual Student Success Plan

The Cambridge Public Schools believes that every student should have the opportunity to learn the skills and knowledge needed to meet state performance standards. This plan describes the needs of a student who has scored in the warning category on the English Language Arts and/or Mathematics MCAS. The Student Success Plan is intended to describe, focus and communicate the instruction and supports for the student so that there is a coordinated strategy to help raise his/her educational performance.

1. Identifying Information

School Name: _____
Student Name: _____
School Year: _____ Grade: _____
Date entered CPS: _____

Name of person completing form: _____
SASID#: _____
IEP _____ yes ___ no ___
English Language Acquisition yes ___ no ___
TBA___ ELL___ SEI___
Home Language: _____

2. Assessment Information

MATH

MCAS Scaled Score: _____ (date) _____
CPSD Math Score: _____ (date) _____

MCAS year 2004

Grade _____

ELA

MCAS Scaled Score: _____ (date) _____
CPSD Reading Score: _____ (date) _____
CPSD Writing Score: _____ (date) _____

MCAS retest score: _____ (date) _____

MCAS retest score: _____ (date) _____

MCAS retest score: _____ (date) _____

MCAS retest score: _____ (date) _____

MCAS retest score: _____ (date) _____

MCAS retest score: _____ (date) _____

3. Communication

Initial Communication/meeting: (date) _____

Principal: _____ reviewed date: _____

Teachers/Providers: _____ reviewed date: _____

_____ reviewed date: _____

_____ reviewed date: _____

Parent/guardian contact: (date and initials) Name _____ Letter Phone Meeting Other _____

Comments: (responses, special circumstances, outside agency) _____

4. Areas of weakness (as identified from analysis of assessment information above)

Individual Student Profile from Test Wiz may also be attached

Other information re: strengths, learning needs, etc/

Classroom IEP Review

5. Strategies for Addressing Areas of Concern

(recommend at least one; parent/guardian accepts or declines recommendation, short description of program and location)

<u>Interventions</u>	<u>Accepted/ Declined</u>	<u>Implementation/Evaluation</u>
- <i>School day options/Classroom modification</i> _____	A / D	_____
_____	A / D	_____
_____	A / D	_____
_____	A / D	_____
<i>Extended day/ year programs</i> _____	A / D	_____
_____	A / D	_____
_____	A / D	_____
<i>Other programs/ services</i> _____	A / D	_____
_____	A / D	_____

Cambridge Public Schools

*Office of Teaching and
Learning*



**NEW TEACHER INDUCTION
PROGRAM**

Carolyn L. Turk, Deputy Superintendent
Frances Cooper-Berry, Program Developer

**Cambridge Public Schools
Office of Teaching and Learning**

NEW TEACHER INDUCTION PROGRAM

Table of Contents

	<u>Overview</u>	
Acknowledgements		2
Executive Summary		3
I. Introduction		4
Mission and Rationale		
	<u>NTIP Components</u>	
II. Expectations		4
A. Orientation Program		4
B. Support Team		5
III. Professional Development		
A. New Teacher Induction Program Courses and Activities		5
B. Mentoring		6
a. Activities		6
b. Recruitment		6
c. Training		6
d. Assignment		6
e. Support		7
f. Accountability		7
g. Compensation		7
IV. New Teacher Professional Portfolios		7
	<u>Administration and Implementation</u>	
V. Critical Success Factor		7
A. Planning and Preparation		7
B. Flexible Implementation		8
C. Administrative Training and Support		8
D. Funding and Resources		8
E. In-District Training Capacity		8
F. Assessment		8
VI. Roles and Responsibilities		9
A. New Teachers		9
B. Mentors		9
C. Principals		10
D. New Teacher Induction Program		10
E. Superintendent		10
F. Cambridge Teachers' Association		11
G. Other School Department Personnel		11
H. Advisory Committee		11
VII. NTIP Breakdown by Year		11
A. Year One New Teacher		12
B. Year One Experienced Teacher New to CPS		12
C. Year Two New Teacher		12
D. Year Three New Teacher		13

New Teacher Induction Program

EXECUTIVE SUMMARY

The Office of Teaching and Learning brings forward the three-year Cambridge Public Schools (CPS) New Teacher Induction Program (NTIP). This plan meets the basic standards included in the Massachusetts educator licensure regulations, while recognizing the unique needs and characteristics of the Cambridge Public Schools. The Induction Program aims to increase teacher learning and retention by creating an environment where new teachers learn and receive support from experienced teachers as well as knowledgeable school and district administrators. The NTIP has a “fast track” option to meet the needs of veteran teachers new to the district.

There are three main objectives of the New Teacher Induction Program:

- *Setting Clear Expectations*
- *Providing Ongoing Professional Development and Support*
- *Demonstrating Professional Growth*

In order to achieve these objectives, the New Teacher Induction Program includes the following components:

- *An Orientation program* in the beginning of the year in which district and individual school personnel will meet with new teachers to discuss school, district, and state requirements
- *A School-based support team* will be established for every new teacher to guarantee an ongoing resource for advice and clarifying expectations. School-based support teams shall consist of, but not be limited to, a mentor and an administrator qualified to evaluate teachers.
- *A Mentor* will be assigned to every new teacher within, at the very latest, the first two weeks of school. The mentor and new teacher will engage in regular classroom observations and discussions.
- *Classes and Activities* will be held by the Induction Program and other district personnel. The mandatory courses aim to aid new teachers in their instructional, content and classroom management skills.
- *Teacher Portfolios* will be used to demonstrate professional growth. Every beginning teacher will be asked to present a professional portfolio by the end of their third year. The portfolio should demonstrate that the teacher has met the MA DOE regulations for Professional Licensure.

The successful implementation of the NTIP will require:

- *Planning and Preparation*--the atmosphere of shared collaboration around planning and preparation of the NTIP will have to continue.
- *Flexible Implementation*--the continual restructuring of the program to ensure that it is current, sustainable, and reflective of the practices and needs of the Cambridge Public School personnel.
- *Administrator Training and Support*--the support and training of district administrators, and especially school principals, are critical to the success of the New Teacher Induction Program.
- *Funding and Resources*--the NTIP will require district commitment for needed time, personnel, and resources. District funding must be secure in order to institutionalize the program.
- *In-District Training Capacity*--the full implementation of the New Teacher Induction Program will depend upon an expansion of the district’s current training resources.
- *Ongoing Assessment of NTIP*--because of the myriad of issues still to be resolved, formative evaluations of the program will be ongoing and a summative evaluation will be conducted annually for internal and external audiences such as the Massachusetts Department of Education.

I. INTRODUCTION

A. Mission:

The New Teacher Induction Program’s mission is to create a clearly defined and tightly structured program for new teachers by setting clear expectations, providing intense professional development, and conducting thorough evaluation. It aims to have all new teachers, mentor teachers, and administrators to learn, implement, and demonstrate proficiency in all state and district standards. The New Teacher Induction Program will increase the retention rate of dedicated, intelligent, well-trained, and effective educators.

B. Rationale:

Researchers and educators alike share the conclusion that the national goals for higher student achievement cannot be reached without a focus on improving and maintaining the quality of our teaching force. Accordingly, one of the U.S. Department of Education’s seven priorities is that there be “a talented, dedicated, and well-prepared teacher in every classroom.”¹ The Massachusetts Department of Education (DOE) responded to this national call for quality teaching, requiring that every new classroom teacher in Massachusetts be provided a formal new teacher support program. The DOE regulations have shifted significant responsibility to the Cambridge Public Schools to insure that new teachers are proficient, competent educators and eligible to receive a professional license upon completion of three full years of employment. The New Teacher Induction Program (NTIP) answers the challenges put forth by the national and state DOE—ensuring that the district will have highly qualified, competent, and caring teachers in Cambridge Public Schools for many years to come.

In accordance to state regulation, the NTIP provides an orientation, induction program, mentor, and support structure for new teachers in their first three years of practice. [(603 CMR 7.12 (1)] The NTIP also fulfills the DOE requirement that incoming teachers new to the school system, but have one or more years of teaching experience, be provided an orientation program and various elements of the NTIP. We believe that this flexible support and development program will not only improve teacher learning, but also help Cambridge Public Schools weather the predicted future shortages of teachers.

The New Teacher Induction Program is administered and coordinated by the Office of Teaching and Learning and supported by the Cambridge Teachers Association (CTA).

II. Setting Expectations

A. Orientation Program

The orientation component of the New Teacher Induction Program consists of activities designed to introduce the new teachers to the philosophy, practices, programs, and procedures of the school district, the individual school building, the New Teacher Induction Program, and the community. The Orientation consists of twelve hours of training held prior to the beginning of the school year. Orientation sessions are held after-school for late hires.

The Orientation Program provides the new teachers with the following:

1. Introduction to: Mayor, Superintendent, School Committee Vice-Chair, Legislative Representatives, Executive Leadership Team, Resource District/School based administrators, CTA President and Representatives, National Board Certified Teachers, and Mentor Teachers
2. Superintendents’ Luncheon to welcome new teachers and acquaint them to colleagues
3. Overview of the New Teacher Induction Program
4. Professional License regulations
5. School-based Induction activities to prepare new teachers for the opening of school and the first few weeks of school (6 hour minimum)
6. Social Activity with the National Board Certified Teachers to introduce Cambridge
7. School tours and meetings between new teacher and his/her principal
8. Networking and conversations with National Board Certified Teachers and fellow new teachers.

New Teacher Hand Outs:

1. Cambridge Maps
2. Schools at a Glance, District profile and demographics
3. NTIP Handbook
4. CTA and MTA materials, including an orientation book for new teachers
5. Packet from Human Resources on Evaluation and Professional Growth
6. Copies of Cambridge Public Schools/Cambridge Teachers Association Teacher Contract
7. Payroll packet to include information on benefits, pay, sick leave, and holidays
8. Educator Registration Form
9. Professional Teacher Portfolio
10. Individual Professional Development Plans (IPDP)

B. Support Team:

The school-based support team is crucial for setting expectations and standards, and is needed to support and foster the sustained professional growth of all new teachers.

The support team members are as follows: (1-3 is required, 4-7 is optional)

1. new teacher
2. mentor teacher
3. administrator who can evaluate teachers
4. school in-service representative
5. new teachers' administrative sponsor
6. Professional Developer for New Teachers
7. Professional Developer for Mentor Teachers

The support team should meet before the start of the school year, and prior to the orientation program when possible. During this meeting the team should do the following:

1. Review the criteria and procedures by which the beginning teacher will be formally evaluated,
2. Schedule regular meetings in the first year to answer any questions or address concerns that the beginning teacher may have. These meetings should also provide an opportunity to review the CPS Evaluation and Professional Growth Plan and CPS and MA DOE Standards.
3. Schedule sacred time for the new teacher and the mentor teacher to work together, schedule observations and conferences, and outline professional development or training that the beginning teacher will receive.

III. Professional Development

The NTIP consists of mentoring, professional development seminar, school-based induction activities, and district-based graduate college courses and activities.

A. New Teacher Induction Program courses and district-based activities:

The New Teacher Induction Program offers the following courses over the three year New Teacher Induction Program:

1. New Teacher Professional Development Seminar
2. Studying Skillful Teaching
3. Differentiated Instruction
4. Professional Portfolio Seminar
5. Cambridge In-District Licensure Program (CLIP)

Curriculum coordinators, staff developers, and lead teachers provide periodic training. Professional Development days, elementary early release days, and specialized program training (i.e. Core Knowledge, Early Literacy, reading, and math) are designed to assist new teachers with content specific support.

B. Mentoring:

Mentoring is the core component of the NTIP. The mentor component guarantees that a new teacher will have a one-on-one relationship with an experienced teacher—providing invaluable advice and support grounded on the everyday activities of the classroom. In Cambridge a large cadre of National Board Certified Teachers serve as the core of the Mentor Program. Educators recognized for their sustained and successful teaching practices, such as the Crystal Award Teachers, join the cadre, thus creating an esteemed Mentor Network.

Activities:

In compliance with the licensure regulations, the district will provide release time for the mentor and the new teacher to engage in regular planned classroom observations and other mentoring activities [603 CMR 7.12 (2) (d)]. The investment of the mentors' time and expertise needs to be early during the first year to ensure the new teachers' practices are effective and will improve student achievement. Activities should include:

1. Meeting frequently during the school year to plan curriculum and lessons
2. Observing one another's classroom
3. Co-teaching the new teacher's class
4. Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher improve
5. Discussing and preparing professional portfolios

Mentor Recruitment:

The Office of Teaching and Learning through the Human Resources Department posting system does district-wide recruitment of mentors. Prospective mentors will be asked to submit a cover letter, letter of recommendation, and to complete a mentor application. To create a measure of uniformity and equity within the program, all prospective mentors must apply to become a mentor.

Candidates for becoming a mentor are:

1. Outstanding, experienced teachers whose teaching reflects excellent content knowledge of the state curriculum frameworks
2. Aware of the merits of different teaching styles and pedagogical strategies/methods
3. Able to teach to the diverse learning styles of students
4. Knowledgeable about the professional and community resources in the school and district
5. Willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year
6. Able to maintain a confidential relationship
7. Energetic and friendly

(Note: the NTIP also supervises the mentor assignment of National Board Certified teachers to new teachers)

Mentor Training:

Teachers are required to have the following elements of training to be a mentor:

1. role of a mentor
2. adult development
3. analysis of teaching strategies
4. observation skills
5. strategies for conferencing and feedback
6. diagnosing and analyzing classroom management issues
7. broad problem solving skills
8. designing portfolios and preparing for professional performance evaluation
9. reflective practice
10. using student work to evaluate and inform practice
11. standards-based curriculum, instruction and assessment

Training will be scheduled in the spring and summer of a school year to prepare mentors to begin work as a mentor to a new teacher in August. As a part of the training, mentors and their new teachers will come together to participate in a district seminar.

Mentor Assignment:

Overall, the NTIP will aim to create a large pool of mentor teachers, allowing for the best matches between mentors and incoming new teachers each year, based upon content area, school location, grade level and educational philosophy. Mentors will be assigned to the new teacher by using a criteria-based match no later than the first two weeks of teaching [603 CMR 7.12 (2) (b)]. The New Teacher Induction Program makes the assignments in concert with the supervising administrator. Whenever possible assignments will be at the building level. The New Teacher Induction Program informally meets with the mentor and new teacher during the first two months of the school year to ensure a successful relationship is being established.

Mentor Peer Support:

Being a mentor is an important form of professional development for the experienced teacher. It is important that the mentors be supported in their work as they induct a new teacher into the profession. Four mentor peer meetings will be held during the year, forming a “think tank” to reflect on best practices and evaluate the effectiveness of the Mentor Program and the Induction Program.

Mentor Accountability:

Since the mentoring program is so essential to the overall development of new teachers, an accountability structure is required to assure that the mentor relationship is a positive experience for both the new teacher and mentor. The mentor will maintain a record of their discussions and activities with the new teacher and present these records, orally or in writing to the professional developer once a month. Because privacy and intimacy is essential for the success of the mentor/new teacher relationship, the mentor reports should not reveal personal dilemmas or struggles of the new teachers; instead, it should give a general outline of topics covered and activities performed. This feedback will also help the advisory committee better understand the problems and strengths of NTIP implementation.

Compensation:

Due to the increased responsibility and time commitment required of mentors the following stipends will be provided:

1. Mentor assigned to a first year new teacher	\$1,500.00
2. Mentor assigned to a second year new teacher	\$750.00
3. Mentor assigned to a third year new teacher	\$500.00
4. Mentor with more than one assignment may not exceed	\$2,000.00

Professional Development Points are awarded to Mentor Teachers. Mentor teachers should confer with their principal to use their mentoring work for CPS Evaluation Professional Growth Plan requirements for either Phase II, or III, or IV.

IV. New Teacher Professional Portfolios

The NTIP is a vehicle to assist new teachers to meet and exceed DOE performance standards. The professional portfolio provides an opportunity for teachers to reflect on their own ability to meet standards and to demonstrate their growth. During the three years of the NTIP, mentors and district professional development staff will support new teachers in the development of their portfolios, maintaining a focus on standards and the needs of individual teachers.

V. Critical Success Factors

A. Planning and Preparation

The initial planning for the New Teacher Induction Program was a collaborative two-year process. The New Teacher Induction Program and the Cambridge Teachers Association worked successfully on defining the role and responsibilities of the mentor teachers; and the Advisory Committee and the New Teacher Induction Program staff met often to assure that the NTIP was in compliance with the MA DOE requirements and regulations. This atmosphere of collaboration around planning and preparation will have to continue.

The New Teacher Induction Program includes the following:

1. Full time Professional Developer to administer the program
2. Diverse steering committee members to guide the development of the program
3. CTA collaboration to support new teachers and mentor teachers
4. On-going evaluation and implementation of a comprehensive mentoring program by a Professional Developer and the National Board Certified Teachers
5. Training for all administrators in the district to inform and support the school community about;
 - a. Roles and responsibilities
 - b. Orientation and Training programs
 - c. New teacher development
 - d. Mentors training and support
 - e. Mentors recruitment, selection, and matching
 - f. Program evaluation

B. Flexible Implementation

The implementation plan for the NTIP includes the continual restructuring of the program to ensure that it is current, sustainable, and reflective of the practices and needs of the Cambridge Public School personnel. Operational issues that surface must be resolved by the Steering Committee, prior to final approval by the Superintendent and Leadership Team. Continued discussion of issues that have policy and budget implications; most prominent related to the mentor component of the program, such as, funding, compensation, and time allocation.

C. Administrator Training and Support

The support and training of district administrators, and especially school principals, are critical to the success of the New Teacher Induction Program. Training of the laws, regulations, guidelines, stages of licensure, and responsibilities for the NTIP will be conducted in the spring and/or late summer for both district and school administration.

D. Funding and Resources

The NTIP will require district commitment for needed time, personnel, and resources. District funding must be sustained in order to institutionalize the program.

Of current resources, the district could use the following:

1. Funding from District Professional Development entitlement
2. Grant funds, such as class size reduction, DOE Teacher Quality/Title V (Innovative Programs)
3. Foundation funding
4. General Budget
5. CTA Contribution

E. In-District Training Capacity

Full implementation of the New Teacher Induction Program will depend upon an expansion of the district's current training resources. In collaboration with the New Teacher Induction Program, Teachers²¹ and the Massachusetts Teachers Association (MTA) are available to implement in-district trainer certification processes whereby Cambridge Public Schools will be able to recruit and retain large numbers of trained instructors. Ultimately, current courses being taught by Teachers²¹ and the MTA will be transferred to Cambridge Public School teachers (for an annual licensing fee).

F. Assessment

Because of the myriad of issues still to be resolved, assessment and adjustment will be essential to the success of the NTIP. Formative evaluations of the program will be ongoing and a summative evaluation will be conducted annually for internal and external audiences such as the Massachusetts Department of Education. The Steering Committee for the New Teacher Induction Program will review and revise the proposed guidelines in compliance with state requirements and district goals.

The ultimate assessment of the New Teacher Induction Program is retention, especially the retention of teachers of color and teachers in certain specialty areas like special education, reading, science, math, and technology. As a baseline, the New Teacher Induction Program Developer will obtain statistics on the number of new teachers hired in the last five years, their rate of retention each year, the percentage that received professional standing, and the degree to which they contributed to the diversity of the teacher body. As the Program is further implemented, these same statistics will be collected annually and compared to the baseline.

Other specific assessment tools will be the following:

1. *Documentation* of participation in the program (attendance logs for peer group meetings, seminars and courses. Data Collection of training offered, number of participants, and the number of hours attended).
2. *Assessment of attrition and retention rates* by the Human Resources Department and the New Teacher Induction Program.
3. *Mentor monthly reports* to steering committee of the mentor/new teacher relationship (discussed earlier).
4. *Programmatic Assessment* of courses, workshops, and other formal training to ensure their effectiveness and integrity.
5. *Year-end surveys* of new teachers, mentors, principals, curriculum coordinators, and CTA Representatives on their perceptions of the program's strengths and weaknesses.

The Cambridge School Department is putting considerable resources into this effort, and thus needs to continually evaluate and improve the program's efficacy. In concert with the CPS' Human Resources Department and the Cambridge Teachers Association, the New Teacher Induction Program Developer will issue an annual report reflecting the results of program assessments and propose any changes to the program to be instituted the following year.

VI. Roles and Responsibilities:

In Cambridge, the induction of new teachers is viewed as a sacred trust. All personnel—whether district, building, or community based—share the responsibility of ensuring the successful induction of new teachers. Key personnel include the New Teacher Induction Program Developer, all principals, curriculum coordinators, staff developers, new teachers, and mentors. The roles are described in detail below. A number of other departments and individuals provide resources for the Program.

A. New Teacher Roles and Responsibilities

The new teacher must take responsibility for entering into the three-year program, using its resources, and expanding her/his understanding of teaching. The responsibilities of a new teacher include:

1. Enrolling and participating in the New Teacher Induction Program, this includes orientation, NTIP courses, district-based development activities and professional portfolios.
2. Participating in on-going evaluation of the New Teacher Induction Programs.

B. Mentor Roles and Responsibilities

Mentors must establish successful relationships with their protégés. If they have not received formal training as a mentor, they must take a comprehensive mentor training program offered by the DOE, the New Teacher Induction Program, or another higher education organization in order to support their work as mentors.

Mentors set up a schedule of meeting times and classroom observations with their protégé. This is not the responsibility of the new teacher. Mentors must make themselves available informally to respond to questions and problems as they arise.

The responsibilities of a mentor include the orientation of their protégé to the school system, including the roles of different key administrators, the rules and regulations of the district, particular school policies, and paperwork. Mentors are also responsible to:

1. Build a relationship with protégé
2. Be an advocate, listener, and confidant
3. Be a role model and build self-esteem for protégé
4. Share ideas and ask questions to increase teacher reflection
5. Facilitate the protégé's understanding of the complexity of teaching and learning
6. Model instructional strategies
7. Maintain confidentiality of relationship
8. Serve as a link to resources within the community
9. Assist protégé in designing professional development and growth plan
10. Participate in the on-going evaluation of the New teacher Induction and Mentoring Program
11. Report to the steering committee once a month

C. Principal Roles and Responsibilities

Principals are the supervisors and evaluators of new teachers. They welcome new teachers, set expectations, and work to create an environment of support in their school. Principals are responsible for the success of their new teachers. Inherent in the Administrator Performance Standards adopted by the Cambridge Public Schools, are expectations for each administrator such as they will "Create a positive, informed climate for collegial teaching and learning". Thus, their ability to retain a cadre of competent, confident, and creative new teachers is a factor upon which the Superintendent can evaluate a principal.

The responsibilities of a principal include:

1. Conduct a school orientation program for new teachers and mentors
2. Attend training for principals as offered
3. Establish a school culture that is built on collegiality and supports professional collaboration among new And veteran teachers
4. Ensure reasonable working conditions for the new teacher and mentor, which might include schedule modifications to prevent work overload and mentor observation
5. Serve on the Support Team that meets twice a year with the new teacher and mentor teachers.
6. Observe and evaluate new teachers in the classroom according to the CTA contract and Cambridge Public Schools performance standards
7. Work with the NTIP in recruiting-selecting-overseeing the mentor teachers
8. Respect the confidentiality of the mentor/protégé relationship
9. Collaborate with the New Teacher Induction Program Developer to ensure that new teachers are actively participating in program activities and courses
10. Ensure best practices are recognized and celebrated

D. New Teacher Induction Program Role and Responsibilities:

The New Teacher Induction Program is a district-wide initiative that requires communication and collaboration among partners and participants. The New Teacher Induction Program (NTIP), a Department of Education (DOE) registered provider, establishes the structure and means by which new teachers fulfill the requirements of the DOE licensure regulations. The NTIP organizes and facilitates planning meetings to gather the information necessary for the preparation of the DOE mandated New Teacher Induction and Mentoring Plan. The responsibilities of the New Teacher Induction Program is to:

1. Assign professional developers to plan and coordinate orientation, induction, and mentor activities
2. Dissemination of information about all new teacher activities
3. Match protégés and mentors
4. Coordinate the first year New Teacher Induction Program and graduate courses offered as part of the process
5. Schedule and/or facilitate New Teacher Induction Program activities
6. Collect data for assessment/evaluation of the effectiveness of the New Teacher Induction Program, including formal and information networking, courses and workshops, orientation programs and other activities
7. Monitor schedules for formal meetings between new teachers and mentors
8. Collaborates with the personnel from the Office of Development & Assessment to develop and disseminate evaluation tools

E. Superintendent 's Role and Responsibilities

The Superintendent plays an integral role in leading systemic change to support the New Teacher Induction Program. Vested with pedagogical insight and community responsibility, the Superintendent's role is to:

1. Present a public commitment to the program at August Orientation, and at all first and third year teacher recognition celebrations
2. Provide staff support
3. Actively communicate with administrative teams in order to ensure on-going dialogue and to promote program successes
4. Serve as a program advocate to the school committee and the community
5. Communicate a thorough understanding of the program and the DOE program guidelines
6. Create a climate that encourages on-going program assessment
7. Participate in the on-going evaluation of the New Teacher Induction Program

F. Role of the Cambridge Teachers' Association

The Cambridge Teachers' Association is an important partner in the design and planning of the New Teacher Induction Program. The responsibilities of the CTA is to:

1. Demonstrate association support for the New Teacher Induction Program
2. Inform new teachers about association opportunities
3. Inform veteran teachers about mentoring and training
4. Be enlightened leaders in recognizing the importance of providing support for new teachers
5. Be creative in interpreting the contract and developing new contract language that supports both veterans and novices
6. Act as a bargaining unit with the issues of compensation, evaluation, and time, and to ensure that the contract is being followed and not abused
7. Foster the expansion of the learning community within the district
8. Recognize and acknowledge that strong new teachers represent the future of the union
9. Be involved in the on-going evaluation of the New Teacher Induction Program

G. Other School Department Personnel Role and Responsibilities

The Department of Human Resources, Curriculum and Instruction, Student Achievement and Accountability, Management Services, Development and Assessment, Special Education and Bilingual all fill some role in the New Teacher Induction Program during both phases of the orientation and throughout the three-year induction process.

H. Advisory Committee's Role and Responsibilities

The Advisory Committee monitors the implementation and provides recommendations for adjustments they deem necessary for the success of the New Teacher Induction Program. The committee will:

1. Identify the resources needed and available to develop and sustain the induction program.
2. Review the evaluation data to determine the program's effectiveness and suggest program improvements based on the data collected.
3. Advocate for resources and policies to support the integrity of the New Teacher Induction Program.

VII. NTIP Breakdown by Year:

A. Year One New Teacher:

1. The Human Resources Department hires and processes all the new teachers. Educator Registration form is filled out by the new teacher and sent to the New Teacher Induction Program. Based on information from the Educator Registration form the process of matching new teacher with a mentor begins.
2. New Teachers are required to participate in the summer Orientation. In the Orientation Program conducted prior to the opening of the school year. New teachers are oriented to the district and meet with experienced teachers who introduce them to the MA DOE Teaching Standards.
3. New Teachers are required to attend an additional school-based orientation and induction. In the school-based orientation, new teachers meet with the school-based Support Team before or during the first two weeks of school to schedule mentoring activities and the administrator's observation. The principal and new teacher conference to discuss teaching expectations, goals, expectations, objectives, and philosophies. Principals will review and approve the new teacher's Individual Professional Development Plan.
4. The mentor and new teacher participate in weekly, on-going meetings re: lesson plans, curriculum, classroom management, looking at student work, assessment, observation, co-teaching. Release time is provided for the mentor and new teacher to do the work necessary to ensure new teacher success. This is to be done in a manner that supports student instructional time.
5. The new teacher successfully completes the New Teacher Professional Development Seminar. This course prepares the new teacher to effectively meet the teaching standards established by the MA DOE and in the CPS Evaluation and Professional Growth Plan. This is the first of three courses new teachers are required to take during the first three years of teaching in Cambridge. Each course provides an opportunity for new teachers to develop as a cohort for collegial mutual support.
6. The new teacher's principal/administrative evaluation is completed, to include observations, pre and post conferences by March 15.
7. Periodic training by curriculum coordinators, staff developers, and lead teachers during Professional Development days, elementary early release days, and specialized program training (i.e. Core Knowledge, Early Literacy, reading, and math) are designed to assist new teachers with content specific support.

8. New Teachers have the option to begin working on the Professional Portfolio by taking the Portfolio Seminar and collecting, selecting, and reflecting on their work during year one.
9. Spring meeting with Support Team to review teaching and learning for year one, establish goals for year two receive teaching assignment for year two, and assess the program. The year two mentor work is designed, and if a change in mentor is needed, New Teacher Induction Program is notified by May 1st.
10. A planned celebration of the work of the new teacher is a priority for the school and district community. The Superintendent and School Committee Members will publicly recognize the new teacher and the mentor teacher, and honor them with a celebration.

B. Year One Experienced Teacher New to Cambridge Public Schools:

Teachers with one or more years of teaching experience and/or hold a Professional License may qualify for the New Teacher Induction Program “Fast Track”. The “Fast Track” provides the teacher some flexibility on the courses they need to take, and allows them to begin work on their Professional Portfolio in year one. The teacher must meet with the Executive Director of the New Teacher Induction Program to be placed on the “Fast Track”. The Executive Director and the teachers Principal will make the final determination about the entry level for the teacher in the New Teacher Induction Program.

C. Year Two Teacher:

1. The support team meets with the year two teacher to discuss the years work, mentor support and work sessions, review/revise IPDP, and address teacher needs to assure students achieving academic proficiency.
2. Teachers successfully complete “Studying Skillful Teaching”. If the teacher already taken the course they may select either “Teaching in a Standards-Based Classroom” or “Differentiated Instruction”.
3. The year 2 teachers and mentors attend the Professional Portfolio Seminar. The content of the seminar includes the portfolio rubric, defining proficiency in the CPS and MA DOE Standards, criteria for the Portfolio Exhibition, and the establishment of a timeline. Portfolios will hold artifacts demonstrating teacher proficiency in the CPS and MA DOE Standards along with selected student work.
4. The principal and new teacher conference to discuss teaching expectations, goals, expectations, objectives, and philosophies. Principals will review and approve the Individual Professional Development Plan by October 15th.
5. The mentor and new teacher participate in weekly, on-going meetings re: lesson plans, curriculum, and classroom management, looking at student work, assessment, and observations, co-teaching. Release time is provided for the mentor and new teacher to do the work necessary to ensure new teacher success.
6. The new teachers evaluation is completed, to include observations, pre and post conference by March 15.
7. Support team members review the work on the year two teachers’ Professional Portfolio. Team members reflect on the year two practices and successes, teaching assignment is made for year three, establish year 3 goals and action plan, mentor work reviewed.
8. School-wide celebration for year two teachers successful completion of second year of teaching. Recognition by Principal, mentor, and senior teachers of the new teachers successes, growth, goals, and students’ achievements. This may include inviting the Parents/Community to partake in the recognition.

D. Year Three Teacher:

1. The support team meets with the year three teacher. They schedule the years work, the mentor support and work sessions, review/revise IPDP, and address teacher needs to assure students achieving academic proficiency.
2. The portfolio meeting is convened with all year three teachers, mentors, and district administrators. The participants network in job alike groups to reflect on the Induction Program. The groups report out sharing best practices over the first two years. The larger group engages in conversation around student work as it was used to inform practices, and how the teachers moved all student achievement to proficiency. Teachers give a progress report on portfolios, review of timelines, and identification of panel member for Portfolio Exhibition.
3. The principal and year three teacher meet to discuss teaching expectations, goals, expectations, objectives, and philosophies. The principal will review and approve the teacher's Individual Professional Development Plan.
4. The year three teachers are required to successfully complete either "Teaching in a Standards-Based Classroom" or "Differentiated Instruction" course.
5. The principal and year three teacher conference to discuss teaching expectations, goals, expectations, objectives, and philosophies. The principals will review and approve the year three teacher's Individual Professional Development Plan.
6. The mentors and year three teachers met less often but maintain the focus on teaching and learning. The collecting, selecting, and reflecting of teacher work for the professional portfolio is completed this year. Evidence of teacher/student work that informed practice, demonstrate actions should be identified for the portfolio exhibition. The mentor works with the third year teacher guiding the process and preparation needed to make the portfolio and exhibition a successful experience for the teacher. The portfolio and exhibit is a summary of teacher proficiency in all CPS and MA DOE Standards.
7. The year three-teacher evaluation is completed to include observations, pre-and post conference by March 15.
8. Invitations for the professional portfolio presentation are sent to esteemed and senior members of the profession. The integrity of the panel supports and validates the quality of the work the new teacher has invested in the professional portfolio.
9. The mentors and members of the Support Teams are recognized as the senior educators who have rigorously guided the new teachers to achieve proficiency in CPS and MA DOE Standards. The integrity of the recognition reflects the importance of effective teaching and learning. It is an important celebration for the system.

¹ In response to the President's Call for Action for improving education, in his 1997 State of the Union Address, the U. S. Department of Education developed a set of seven priorities to guide its activities. The document *Promising Practices: New Ways to Improve Teacher Quality*. United States Department of Education, 1998