

MEMORANDUM OF UNDERSTANDING**Florida's K-12 Comprehensive Research-Based Reading Plan and Professional Development Protocol Standards**

For the 2005-2006 school year, all districts were required to submit a plan as part of the proviso language which met the Florida Department of Education criteria in order to be eligible for reading and staff development categorical funding. The District School Board of Pasco County's designated amount was approximately \$2 million.

In response to the state requirements of the K-12 Comprehensive Research-Based Reading Plan and Florida's Professional Development Protocol Standards, the Board and the Union have agreed to the following in order to meet state mandates.

Part of the state criteria requires all teachers to meet weekly in teams comprised of teachers from core subject areas, reading teachers, and various other support personnel. These Professional Learning Community (PLC) teams will work on the following, but are not limited to:

- clarify what students must learn, gather evidence of student learning, analyze the evidence, identify the most powerful teacher training strategies/best practices, and transfer these strategies across all team members;
- build their collective knowledge about the Florida State Standards and Next Generation Sunshine State Standards to clarify what their students must know understand, and be able to do as a result of each unit of instruction;
- develop materials, lessons, and strategies to improve student reading performance;
- use common assessments to monitor the learning of each student on essential outcomes, and that these common assessments will align to the required outcomes;
- analyze data from common assessments to identify students who need additional time and support for learning, discover strengths and weaknesses in their individual and collective teaching, and help measure team progress toward its common goals;
- seek out relevant data and information and use that information to promote continuous improvement;
- act on the information from their data using a research-based inquiry model to increase teacher/team effectiveness and ensure that all students learn and benefit from our collective best efforts as we close all achievement gaps;
- conduct follow-up activities.


Weekly professional development will be designed for all teachers to meet the needs of their students. Weekly professional development may vary in length but should not be required to exceed forty (40) minutes. Teams will have the flexibility to schedule their meetings during planning time within the student day or scheduled work time before or after the student day, contingent upon principal approval. With the consent of the principal, teams may alter the length of meetings or restructure their work schedules to accommodate meeting times or to provide additional staff development opportunities. Teachers will continue to receive at least one hundred and fifty (150) minutes to plan for their specific classroom activities in accordance with Article VII, Section S-15 of the *Instructional Master Contract*. Additionally, the planning day at the end of each quarter will be protected from required staff development.

The Board and Union understand that incorporating weekly staff development and other required weekly meetings into the teachers' regular work week impacts the amount of time teachers have to conduct other activities related to their teaching assignments; therefore, principals shall seek to further minimize non-teaching assignments, including but not limited to committees, faculty meetings, and duties. Further, a school-based work group consisting of teachers and an administrator, will be established to identify, evaluate, and recommend for a faculty vote those committees to be retained or eliminated for that school year. This work group will meet during the first three weeks of school and make its recommendation(s) as soon as possible, but no later than the deadline for the first progress report. This work group will meet during the school year, as needed, to evaluate the decisions made and will reconvene at the end of the school year to determine the following year's committees.

Teachers will be provided the opportunity to earn approved staff development points as part of the weekly professional development and implementation activities. In accordance with Florida's Professional Development Protocol Standards, teachers must successfully complete all staff development requirements, including reasonable follow-up activities and documentation to be awarded staff development points.

For the ~~2017-2018~~ 2016-2017 school year, stipends may be provided to teachers who voluntarily attend staff development on the two scheduled staff development days if funds are available. Some previously scheduled staff development may still be offered on a voluntary basis with no stipend attached. The Board remains committed to providing teachers with opportunities to participate in relevant high-quality staff development, will continue to offer staff development throughout the calendar year, and will explore the feasibility of scheduling at least two non-work days for teachers within the student calendar for teachers to attend voluntary staff development.

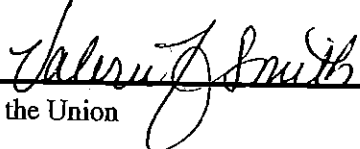
The Board and Union will meet as necessary to review the district's professional development programs, and identify potential impacts of various State and Federal protocols/regulations and required programs. The parties agree to meet, as necessary, to address any issues that arise from the implementation of this memorandum.



For the Board

11/9/17

Date



For the Union

11/9/17

Date