

**PITTSBURGH BOARD OF EDUCATION
AND
PITTSBURGH FEDERATION OF TEACHERS
PROFESSIONALISM AND EDUCATION PARTNERSHIP**

May 12th, 2008

Dear Pittsburgh Teacher and Administrators:

In a memo dated Thursday, August 16, 2007, the District and the Federation mutually supported newly defined roles and responsibilities for the Instructional Teacher Leader Program and the Coaching Model. This was the culminating work of a subcommittee of the Professionalism and Education Partnership (PEP) Steering Committee conducted throughout the 2006-2007 school year.


Throughout the 2007-2008 school year, PFT leaders and district leaders collaboratively revisited the coaching model and are making the following provisions to the previously agreed upon roles and responsibilities of curriculum coaches effective for the 2008-2009 school year. These provisions are mutually supported to optimize the content-focused coaching model.

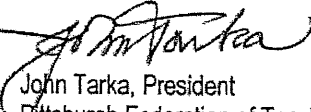
The provisions are as follows:

- K-8 and middle school coaches will assume responsibility for one class not to exceed two periods in length.
- High School ELA and math coaches will assume responsibility for two classes not to exceed two periods in length.
- Coaches are to spend 80% of their time focused on improving teaching and learning.
- K-8, Middle and High school coaches will be supervised and supported jointly by the principal as well as the curriculum supervisor under the Direction of the Executive Director of Curriculum, Instruction and Professional Development.
- ELA and math coaches will NOT have to reapply for their positions.
- K-8, middle school, high school coaches should instruct classes where there is core curriculum (or core program). K-8 coaches with elementary certification should instruct a class in grade 3, 4, 5 or 6.
- High school curriculum coaches will not instruct AP, CAS and/or IB classes and will instruct no more than 2 classes and those classes must have the same preparation.
- Coaches will provide a model classroom to enhance and facilitate implementation of the core programs and curriculums and offer possibilities to offer increased interventions such as READ 180, class size reduction, exceptional schedule reduction and co-teaching options.
- All staffing for required sections will be allocated based on site-based dollars. Coaches instructing classes cannot be used to facilitate staffing decreases in the site-base budget.
- Coaches' teaching responsibilities should occur the first two periods of the day.
- Elementary curriculum coaches and ALA coaches are EXEMPT from above provisions.

The provisions are mutually supported by the Pittsburgh Public Schools and the Pittsburgh Federation of teachers as a way to increase school-base support, optimize the content-focused coaching model and to establish model classrooms in buildings serving as a vehicle to enhance site-based professional development that will contribute to system-wide improvement of instruction and learning to which we are dedicated.

Sincerely,


Mark Roosevelt, Superintendent
Pittsburgh Public Schools


John Tarka, President
Pittsburgh Federation of Teachers