New Visions for Public Schools

New Visions, with the support of The Bill and Melinda Gates Foundation, invites qualified schools to participate in a project to develop, test out and share curriculum aligned to the Common Core State Standards (CCSS) using Literacy by Design (LBD) strategies. Schools that successfully complete the first stage of this project, creating curriculum for ninth and tenth graders, will be invited to continue to the next stage with their eleventh and twelfth graders.

The work requires a dedicated inquiry team (approximately three to five teachers) that designs “LBD modules,” defined as 8-12 lessons that support student learning through a reading and writing task. At least one member of the team commits to implementing the “module” in his/her classroom.

For the first year of the project, spring and summer 2011, the modules will focus on ninth or tenth grade subjects in English, social studies, science or math. While schools may propose to have more than one team, each team will be responsible for the creation of four modules to be taught in one grade. If a school proposes to create an interdisciplinary module, a lead subject must be designated. It is recommended that two modules be taught in the spring semester, but if this is not possible, two modules should be written and at least one taught, graded and revised.

The principal, participating teachers and project coordinator agree in the spring and summer of 2011 to:

1. Identify (a) a project coordinator (e.g. key administrator such as an Assistant Principal or Literacy Coach), (b) grade level, (c) subject/content area, (d) participating teachers (by name), and (e) section(s) in which module will be implement, by February 1st.

2. Select a specific LBD writing “task template,” with assistance from their New Visions’ Instructional Specialist, by February 18th.

3. Create a work plan schedule for completion of the tasks below and a budget for any per session, coverages or substitute teachers necessary to meet that schedule; fill in the schedule dates below, attach the budget and work plan, include the signatures of all team members and the principal, and submit to New Visions by February 18th.

4. Create the first “LBD module” using the selected template and, based on the LDC rubric, predict what percentage of students will be able to produce work that can be rated proficient or better, by __________________________ (suggested date: March 15th).

5. Complete the teaching of the first module and collect the resulting student work. Every day during the teaching cycle for the module, at least one additional team member observes the class and takes low inference notes, by __________________________ (suggested date: April 7th).

6. (a) Involve the full team in scoring the student work, using the rubric, (b) analyze student work and rubric results, (c) compare results to predictions, (d) view the observation notes and revise the module as needed for future use and (e) enter the results in the Skedula grade book for each student, by __________________________ (suggested date: April 18th).

7. Create a second module in the same grade and subject using the same LBD template, with the lessons learned from the first module, by __________________________.

8. Complete the teaching of the second module and collect the resulting student work. Every day during the teaching cycle for the module, at least one additional team member observes the class and takes low inference notes, by __________________________ (suggested date: May 30).
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9. (a) Involve the full team in scoring the student work, using the rubric, (b) analyze student work and rubric results, (c) compare results to predictions, (d) view the observation notes and revise the module as needed for future use and (e) enter the results in the Skedula grade book for each student, by __________________________ (suggested date: June 30th).

10. Devote approximately eight days, in the summer of 2011, to creating two more modules to be taught in the fall semester of 2011, in the same grade and subject.

11. Throughout the project:

   • Participating teachers will work with their NV Instructional Specialist to schedule at least one hour a week that is mutually convenient for all involved. The expectation is that a project calendar will be created for the semester.
   • Dedicate at least two periods of common planning time per week for teachers on the team to work on the module.
   • Schedule inquiry team meetings. Inquiry includes a) studying the implementation of the modules to identify evidence of student learning, b) revising modules to provide a fuller opportunity to meet the chosen standards; c) reviewing resulting student work to determine mastery d) adapting pedagogy based on these inquiry findings, and/or e) monitoring and tracking progress of target groups of students.
   • Allow New Visions staff to observe and film the planning, implementation, grading, and revision of the four modules.
   • Make their classrooms and teacher meetings around CCSS open for inter-visitations from other New Visions schools.
   • Share the resulting curriculum with other New Vision schools, with New Visions, with the Literacy Design Collaborative and with the Bill and Melinda Gates Foundation.

As the Network and Support Organization, New Visions for Public Schools agrees to:

1. Provide an Instructional Specialist, in the core subject selected by the school for this project, for an equivalent of two days a month during the duration of the project.

2. Have the Leadership Development Facilitator (LDF) meet with the Inquiry Team at least twice a month and assist in Inquiry work as needed during weekly school visits.

3. Provide at least one opportunity for schools working on the same subject area to convene in order to discuss their work and learn from one another’s work.

4. Work with each selected team to construct a project plan, as well as provide per session and/or coverages to be used in spring or summer 2011 to support the creation, teaching, grading and revision of the modules.

5. Invite the school to continue in the second year of the project, if the work is successfully completed.
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The parties below agree to these commitments:

Participating School: ____________________________________________________________

Principal: _____________________________________________________________ Date: __________

Instructional Specialist: _________________________________________________ Date: __________

LDF: ___________________________________________________________ Date: __________

Network Leader: ______________________________________________________ Date: __________

Module Project Coordinator: _______________________________ Title __________ Date __________

Teacher Inquiry Team members (who will be involved in design/implementation of the LBD modules):

1. Teacher __________________________ Subject area____________________ Date: __________
2. Teacher __________________________ Subject area____________________ Date: __________
3. Teacher __________________________ Subject area____________________ Date: __________
4. Teacher __________________________ Subject area____________________ Date: __________
5. Teacher __________________________ Subject area____________________ Date: __________