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 Shell Centre formative assessment lessons augmented as appropriate with Literacy by Design (LBD) strategies. Schools that successfully complete the first stage of this project, teaching Shell Centre tasks to ninth and tenth graders and creating their own math tasks aligned to Common Core Curriculum Standards and Shell Centre pedagogy, 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 carefully plans the implementation of the Shell Tasks, teaches them in at least one teacher’s classroom, observes the lessons, scores the student work and reflects on lessons learned through an inquiry process.

It is recommended that two Shell formative assessment lessons be taught in the spring semester, but if this is not possible, at least one should be taught and a second one selected to be taught in the fall of 2011.

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

1. Identify (a) a project coordinator (e.g. key administrator such as an Assistant Principal or Math Coach), (b) grade level, (c) participating teachers (by name), by **March 4**.

2. Find a time when the full team can meet with the New Visions Math Instructional Specialist for at least one hour weekly. The first meeting should take place no later than **March 11**.

3. Identify two Shell formative assessment lessons that fit in to the scope and sequence of a ninth or tenth grade math class and that the team wishes to teach, identify section(s) in which the task will be taught and approximate dates when it will be taught no later than **March 11**

4. 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 **March 11**.

5. At least two team members attend a two day work shop at New Visions on **March 24 and 25**.

6. Create detailed lesson plans for the first Shell formative assessment lesson to be taught, including predicting what struggles student may have and preparing materials, questions and strategies to address those issues if they arise by ______________ (suggested date: **April 8**)

7. Complete the teaching of the first Shell formative assessment lesson and collect the resulting student work Every day during the teaching cycle at least one additional team member observes the class and takes low inference notes, by ______________ (suggested date: **April 15**).

8. (a) Involve the full team in scoring the student work, (b) analyze student work (c) compare results to predictions, (d) view the observation notes (e) take note of areas of student misunderstanding and how they were addressed and revise the plan for teaching the lesson as needed for future use and (e) enter the results in the Skedula grade book for each student, by ______________ (suggested date: **April 29**).

9. Plan the teaching of a second Shell formative assessment lesson with the lessons learned from the first task in mind, by ______________ (suggested date May 15)
10. Complete the teaching of the second formative assessment lesson 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).

11. (a) Again, involve the full team in scoring the student work, (b) analyze student work, (c) compare results to predictions, (d) view the observation notes and revise the teaching plans as needed for future use and (e) enter the results in the Skedula grade book for each student, by ______________________ (suggested date: June 30).

12. Devote approximately eight days, in the summer of 2011, to creating math formative assessments aligned to the Common Core Standards and the Shell pedagogy to be taught in the fall semester of 2011, in the same grade and subject. If appropriate, include a reading and writing task for at least one of the math tasks, using the Literacy Design Collaborative methods.

13. 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 tasks to identify evidence of student learning, b) revising teaching plans 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 lessons.
   - 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 Shell Centre and, where relevant, 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.
The parties below agree to these commitments:

Participating School:

____________________________________________________________________________

Principal: _______________________________________________________

________________________________

Instructional Specialist: _____________________________________

________________________________

LDF: ____________________________________________________________

________________________________

Network Leader: ______________________________________________

________________________________

Project Coordinator: ___________________________________________

Title __________________ Date ______________

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

1. Teacher ___________________________ Subject area_________________

2. Teacher ___________________________ Subject area_________________

3. Teacher ___________________________ Subject area_________________

4. Teacher ___________________________ Subject area_________________

5. Teacher ___________________________ Subject area_________________