

**Mathematically Connected Communities (MC²)
and Gadsden Independent School District**
Memorandum of Agreement

As a major partner of the Mathematically Connected Communities (MC²) grant proposal submitted to the New Mexico Public Education Department, the Gadsden Independent School District agrees to support the participation of the schools listed below in implementing the goals and objectives of this partner project.

MC² Goals and Objectives:

1. Partner with NM districts to implement the Common Core State Standards for Mathematics (CCSSM) and implement the MC² plan for sustained teachers' professional development that leads to increased student achievement in mathematics.
2. Develop a cadre of mathematics coaches, math teacher leaders, and district math specialists within partner district and at the New Mexico Regional Educational Centers that provides on-going professional development for teachers and administrators to develop an understanding of the CCSSM and strengthen teacher pedagogical content knowledge in mathematics.
3. Collaborate with MC² partner organizations (including New Mexico districts, universities, and other educational organizations) to implement policies and practices that sustain improvements in leadership and teaching quality to improve student achievement in mathematics.
4. Research and assess the impact of level of implementation of the MC² professional development model on student achievement in mathematics as measured by state assessment data.

MC² Professional Development Model: MC² agrees to provide the following

1. Training for District Mathematics Leadership Teams
MC² provides a two-day Summer Leadership Academy and four days of professional development during the 2013-2014 academic year for team learning in the following topics:
 - Components and processes necessary for full implementation of CCSS-M in Grades K-12.
 - Structures for ensuring quality mathematics instruction and establishing effective Professional Learning Communities (PLC's) for Mathematics in schools.
 - Developing and enacting Short- and Long-term goals for district implementation, including communicating expectation for implementation related to: district scope and sequence, alignment of curriculum resources, and teacher collaboration in professional learning communities.
 - On-going processes for gathering and using various forms of data to improve mathematics instruction in schools.
 - Research-based findings related to the implementation of the MC² professional development model provided to district partners.
2. Professional Development for School Implementation Teams (District Math Specialists, Math Coaches, Math Teacher Leaders, and Principals who provide school-based professional development)
Professional Development includes:
 - a. 2013 Summer CCSS-M Academies: One-week summer "capacity building" institute to develop:
 - Comprehensive knowledge and understanding of the CCSS-M.
 - A process for planning instruction to ensure full implementation of CCSS-M in the classroom
 - A process for designing common assessments to support CCSS-M implementation

- o Short- and Long-term goals for school-based implementation of CCSS-M
 - o Instructional scope and sequence that aligns CCSS-M and curriculum resources
 - o Teachers' pedagogical content knowledge in mathematics and provide professional development and support for implementation of CCSS-M in schools.
- b. Regional professional development for School Implementation Teams: Four days of training during the 2013-2014 academic year on the effective implementation of the CCSSM.
- c. Online modules to deepen teacher mathematics content and pedagogical knowledge within a virtual professional learning community focused on implementing CCSS-M in the classroom.
3. Onsite Support for Partner Districts for Application of CCSS-M in the School and Classroom
MC² partners with district Implementation Teams at the school and district level to support implementation of CCSS-M based on district action plans. Partner activities may include:
- o Engage in rich mathematics lessons to develop teachers' content and pedagogical knowledge related to CCSS-M Domains, Standards, and Mathematical Practices.
 - o Develop formative assessments that exemplify CCSS-M Content and Practices.
 - o Assess/Analyze student understanding of mathematics concepts to modify instruction based on the needs of diverse learners.
 - o Design instructional units based on CCSS-M that incorporate best-practices to enhance learning for all students.
4. Web-based Support: The MC² website provides current research and resources to support partner districts. Components include:
- o Scope and Sequences and Pacing Guides for the CCSSM.
 - o Formative assessment resources aligned to the CCSSM.
 - o Protocols for establishing Professional Learning Communities
 - o Resources for principals, math coaches, and math teacher leaders to support quality instruction in mathematics

District Commitment: MC² Partner District agrees to the following:

1. Establish a District Math Leadership Team (4-9 people):
 - a. Consists of the superintendent or assistant superintendent for instruction, building level principals, bilingual and SPED directors, counselors (MS & HS), math coaches and building-level lead math teachers.
 - b. Meets at least six times per year to: 1) continue to learn about the components of an effective K-12 district mathematics program aligned to CCSSM; and, 2) to monitor and adjust the implementation of the district math program.
 - c. Ensures PLC and teacher teams have resources and structures (time) to engage in collaborative study of the CCSS-M and implement a standards-based learning environment in mathematics classrooms.
 - d. Establish regular communication between Leadership and Implementation Teams and ensure that the Implementation Teams have resources and structures (time) to engage in school-based professional learning and implementation of the CCSS-M.
2. Establish District/School CCSS-M Implementation Teams (up to 9 people per team):
 - a. Consist of math coaches (if applicable), district math specialists, lead math teachers and principals who are responsible for implementing the CCSS-M professional development plan at their sites.

- b. Participate in five days of professional development during the 2013 Summer Math Institutes to learn how to effectively implement CCSS-M at the school and classroom level. Summer Institute topics explore the following questions:
 - What is the mathematics that students need to know?
 - What does classroom teaching look like in the implementation of Common Core to ensure math understanding?
 - What is difference between answer getting and learning mathematics?
 - How do we use our textbook resource to implement high cognitive demand lessons to impact student learning?
 - Assessment: Formative Assessment Strategies (Learning Targets and Criteria for Success)
 - What structures (policies, PD practices) need to be in place to impact implementation at all levels?
- Note: Districts are responsible for providing stipends for participation in Summer Institutes.
- c. Participate in four regionally-based follow-up professional development during the 2013-2014 academic year to deepen understanding of how to impact student learning in mathematics and support learning of other teachers in their schools/district
 - d. Participate in four district-based professional development days during the 2013-2014 academic year to monitor and address the unique challenges of implementation of the CCSS-M plans at their school sites.
 - e. Facilitate professional learning about CCSS-M at their school/district.

3. Provide Cost Sharing:

- a. The District will provide cost sharing for 43 School Implementation Team Members to participate in the MC² CCSS-M Professional Development model. (List of team members will be provided to MC² by April 30, 2013. These team members will participate in the Summer Academy) The district cost is \$ 17,200.
- b. Districts are responsible for providing stipends for participation in Summer Institutes and Summer Leadership Academies. (Gadsden may choose to add teacher stipends onto our agreement and have MC² process stipends for Gadsden teachers. Last year Gadsden paid \$375 for participation in the summer academy or an extra \$16,125. The total MOA would be \$33,325. See details on following page.)
- c. Districts are also responsible for covering substitute costs for teacher release time during the school year.
- d. MC² will provide dormitory lodging for summer events for participants who travel more than 50 miles one-way. Districts are responsible for other travel costs.

- 4. Provide Access to Data: The district will provide the MC² researchers with student achievement data, district implementation data and access to classrooms for instructional observations.

District Representative Signature

Title

Date

Mathematically Connected Communities Director

Date

Proposed Gadsden Plan for 2013-2014

School Band	Number of Schools	Team Configuration	Number of Team Members
Elementary Schools	15 Schools	Instructional Specialist and a lead teacher from each school.	30
Middle Schools	3 Schools	Instruction coach and math lead teacher from each school participate.	6
High Schools	3 Schools plus Desert Pride	Two lead math teachers (for each of the three big schools and one lead math teacher from Desert Pride.	7

Cost Calculation:

- Total people on the implementation team would be 43 Instructional Coaches and lead teachers. The cost for 43 participant is **\$17,200**.
- Cost includes:
 - All 43 Implementation team members participate in Summer Institute, June 3-7.
 - MC² will also provide district-based support (four days) working directly with instructional coaches and lead teachers in planning and facilitating on-site PD for teachers.
 - MC² will also provide up to four workshops sessions of district based leadership training for principals in the CCSS-M.
 - Optional online modules will be available to Implementation teams to develop teacher content knowledge of CCSS-M.
- Teacher stipends are paid by the district or can be added to the MOA. \$375 x 43 participants = **\$16,125**
- Total Budget for this option is **\$33,325** and MC2 pays the teachers stipends using district funds.

Note:

- A two-day administrator workshop will be held in conjunction with the Summer Academy. Principals will work with implementation teams to develop an action plan for implementing common core at the schools site.