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File ID Number	11-2843
Introduction Date	11-7-11
Enactment Number	11-2454
Enactment Date	11-16-11



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Tony Smith, Ph.D., Superintendent
 By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
 Vernon Hal, Deputy Superintendent, Business & Operations
 Stan Pesick, OUSD History/Social Studies
 Sarah Breed, OUSD Manager of Literacy (preK-12)

Board meeting date November 16, 2011

Subject Agreement between Mills College and Oakland Unified School District to implement the California Post Secondary Education Commission California Common Core Standards Grant Initiative awarded to a Mills College / OUSD / ACOE Collaborative

Action Requested Approval by the Governing Board of an agreement between the District and Mills College to implement the CPEC (California Post Secondary Education Commission) California Common Core Standards (CCSS) Grant Initiative awarded to the Mills/OUSD/ACOE collaborative. The project period for this \$250,000 professional development initiative is October 1, 2011 – December 1, 2012.

Background
A one paragraph explanation of why the consultant's services are needed.

This project brings together fifty English-Language Arts (ELA) and History-Social Science (HSS) teachers (grades 6-11) in the study of the Common Core State Standards (CCSS) through lesson study, a form of professional development focused on collaborative teacher inquiry. A key priority of the Oakland Unified School District (OUSD) for the 2011/2012 academic year and beyond is for teachers to use the CCSS to guide their practice to improve student learning, high school graduation rates, and college readiness. With a common focus in on writing argumentative essays, the standards in ELA and HSS emphasize that teaching writing is an activity that teachers can and should share across the curriculum. The goal of this project is to maximize student learning in the area of argumentative writing by supporting collaborative, cross disciplinary lesson study projects with both ELA and HSS teachers.

This approach addresses three specific needs:

1. OUSD high school students need stronger instruction in the type of writing that prepares them for post-secondary success;
2. English and history teachers need to gain familiarity with the shared goals of the CCSS and how they can be used across disciplines to guide effective teaching of argumentative writing;
3. Strong teacher leadership is needed to spearhead district-wide professional development around the CCSS and their implications for writing across the curriculum to better prepare all students for post secondary success.

Discussion
One paragraph summary of the scope of work.

During the project period participating teachers will attend monthly meetings and a summer institute (84 hours of professional development). These professional development hours will cover the four phases of the project:
 Phase 1 – Analysis of the Common Core Standards in ELA and History/Social Studies
 Phase 2 – Implementing and Analyzing a Shared CCSS Lesson Study
 Phase 3 – Summer Institute and September 2012 – Developing and Implementing Lesson



Study projects in OUSD classrooms
Phase 4 – Disseminating a Cross-Disciplinary Approach to the Common Core State
Standards

Recommendation

Approval by the Governing Board of an agreement between the District and Mills College, as set out in the grant requirements and application, to implement the CPEC grant and its professional development program for the period October 1, 2011 to December 1, 2012.

Fiscal Impact

None—all project expenses are provided by the CPEC's Common Core Standards Grant Initiative. Funds provided to the district through Mills College, as the grant's fiscal agent, will provide participating teacher stipends, substitute coverage for teacher release days, and pay ½ of the OUSD project director's salary.

Attachments

- Signatures and Assurances from CPEC's California Common Core Standards Grant Initiative.

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California Postsecondary Education Commission
Improving Teacher Quality State Grants Program

2011 Request for Proposals

CPEC's California Common Core Standards Grant Initiative

SIGNATURES & ASSURANCES

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core State Standards
Institution of Higher Education: Mills College
Project Dates: October 1, 2011 to December 1, 2012 (Start date subject to change)
Total ITQ Budget: \$250,000

Part I: Mandated Partners and Fiscal Agent - Must be signed by personnel with the authority to accept funds for their organization) and filled out completely.

Institution of Higher Education School/Department/Division of Education

Name of Institution: Mills College **Email:** kschultz@mills.edu
Name: Dr. Katherine Schultz **Signature:**
Title: Dean, School of Education
Phone: 510 430-3384
Date: _____

Institution of Higher Education College/Division of Arts and Sciences

Name of Institution: Mills College **Email:** cyns@mills.edu
Name: Dr. Cynthia Scheinberg **Signature:**
Title: Dean, Literary Studies
Phone: 510 430-2213
Date: _____

Fiscal Agent/Agency

Name of Institution: Mills College **Email:** jamien@mills.edu
Name: Jamie Nickel **Signature:** _____
Title: Interim Vice President for Finance and Treasurer *see page 1 of signatures.*
Phone: 510 430-2223
Date: _____

Local Education Agency

Name of Institution: Oakland Unified School District **Email:** tony.smith@ousd.k12.ca.us
Name: Dr. Tony Smith **Signature:** _____
Title: Superintendent
Phone: 510 879-8200
Date: 6/16/11

Signatures and Statement of Assurances
2011 CPEC's CA Common Core Standards Grant Initiative
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Jody London 11/14/11
Jody London
President, Board of Education

Edgar Rakestraw, Jr. 11/14/11
Edgar Rakestraw, Jr., Secretary
Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: [Signature]
Attorney at Law

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Improving Teacher Quality State Grants Program

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Title: Dean, School of Education **Signature:**
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Date: 6/16/11 Kath Schultz

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Name: Dr. Cynthia Scheinberg **Email:**
Title: Dean, Literary Studies **Signature:**
Phone: 510 430-2213
Date: 6/16/11 Cynthia Scheinberg

Fiscal Agent/Agency

Name of Institution: Mills College sgreer@mills.edu
Name: Dr. Sandra Greer **Email:**
Title: Provost and Dean of Faculty **Signature:**
Phone: 510 430-2096
Date: 6/14/11 Sandra C Greer

Local Education Agency

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Name: Dr. Tony Smith **Email:**
Title: Superintendent **Signature:**
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Jody London 11/17/11
Jody London
President, Board of Education

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Edgar Rakestraw, Jr., Secretary
Board of Education

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Attorney at Law

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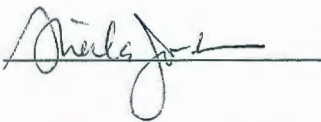
California Postsecondary Education Commission
Improving Teacher Quality State Grants Program

2011 Request for Proposals

CPEC's California Common Core Standards Grant Initiative

SIGNATURES
CONTINUED

California County Office of Education

Name of Institution: Alameda County Office of Education Email: sheilaj@acoe.org
Name: Sheila Jordan Signature: 
Title: Superintendent
Phone: 510 887-0152
Date: 6-16-11

Part II: Agreement to Participate by Additional Partner(s) - No additional letter of support is needed for this proposal. Signatures are required from all additional partners.

By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.

Organization:
Name:
Title:
Address:
Phone:
Date:

Email:
Read agreement to participate above before signing.

Signature: _____

Organization:
Name:
Title:
Address:
Phone:
Date:

Email:
Read agreement to participate above before signing.

Signature: _____

Organization:
Name:
Title:
Address:
Phone:
Date:

Email:
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Signature: _____

* Attach additional sheet if needed.


11/17/11

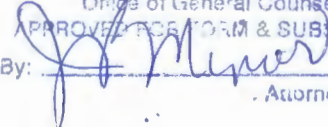
Jody London
President, Board of Education

Signatures and Statement of Assurances
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11/17/11

Edgar Rakestraw, Jr., Secretary
Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE

By: 
Attorney at Law

California Postsecondary Education Commission Improving Teacher Quality State Grants Program 2011 CPEC's CA Common Core Standards Grant Initiative				Project Transmittal
Project Title	The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core State Standards			
Applying Institution of Higher Education	Mills College			Start Date: October 1, 2011*
District(s) to be Served	Oakland Unified School District			*(Start date subject to change)
Total Budget:				End Date: December 1, 2012
Lead Project Director, Institution of Higher Education (IHE)	Name	Katherine Schultz	Email	kschultz@mills.edu
	Institution	Mills College	Department	School of Education
	Street Address	5000 MacArthur Blvd	City/Zip	Oakland 94613
	Phone	510-430-3384	Fax	510-430-3379
Project Co-Director, Institution of Higher Education (IHE)	Name	Cynthia Scheinberg	Email	cyns@mills.edu
	Institution	Mills College	Department	English
	Street Address	5000 MacArthur Blvd	City/Zip	Oakland 94613
	Phone	510-430-2213	Fax	510-430-3384
Project Co-Director, Local Educational Agency (LEA)	Name	Stan Pesick	Email	stan.pesick@ousd.k12.ca.us
	Institution/District	Oakland Unified School District	Department	Leadership, Curriculum, and Instruction
	Street Address	4551 Steele St.	City/Zip	Oakland, CA 94619
	Phone	510 336-7584	Fax	510 482-6781
Project Co-Director, County Office of Education (COE)	Name	Avi Black	Email	ablack@acoe.org
	Institution/District	Alameda County Office of Education	Department	Curriculum and Instruction
	Street Address	313 W. Winton	City/Zip	Hayward, CA 94544
	Phone	510 670-4239	Fax	510 670-3239
Subject Areas (Insert an X in the cell next to all that apply)	History/Social Science	X	English Language Arts	X
	Mathematics		Science	
Grade Band				
Additional Partners (Optional)				
Name of Institution				
Name of Institution				
Name of Institution				

California Postsecondary Education Commission Improving Teacher Quality State Grants Program 2011 CPEC's CA Common Core Standards Grant Initiative				Project Overview	
Project Title:		The Oakland/Mills/Alameda County Humanities		The Oakland/Mills/Alameda County	
Institution:		Mills College			
Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012					
Total Teachers to be Served		50			
Credential Levels of Teachers in LEA (please provide percentages):				Students Served DIRECTLY	
Fully Credentialed		82%		0	
With Certification in Subject Area		History & English 81		Students Served INDIRECTLY	
No Certification in Subject Area		Not Fully Credentialed		3000-8000	
		18%		Percent of total students served living below poverty line	
				68.50%	
Explanation of Calculation of Students Served				25 high school teachers who each teach an average of 150 students; 25 middle school teachers teaching an average of 90 students each.	
Total number of hours of professional development provided per teacher over life of project (non duplicated)		# of Teacher Hours:		# of Teacher Days:	
87		Total number of teachers served over life of project multiplied by total hours provided per teacher		Total number of hours + 7 hours = total number of "teacher days" provided over life of project	
		4,350		621	
Total for Project (ITQ Funds Only): \$249,714		Show calculation: Total cost of project + total number of teacher days provided = cost per teacher day			
		249,714/621=402.12			
Cost Per Teacher Day:		\$402.12			

**California Postsecondary Education Commission
Improving Teacher Quality State Grants Program**

2011 Request for Proposals

CPEC's California Common Core Standards Grant Initiative

PROJECT ABSTRACT

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core State Standards

Name of Institution of Higher Education: Mills College

Statement of Need:

The project addresses three specific needs:

- 1) OUSD high school students need stronger instruction in the type of writing that prepares them for post-secondary success;
- 2) English and history teachers need to gain familiarity with the shared goals of the CCSS and how they can be used across disciplines to guide effective teaching of argumentative writing;
- 3) Strong teacher leadership is needed to spearhead district-wide professional development around the CCSS and their implications for writing across the curriculum to better prepare all students for post secondary success.

Description of Students and Teachers Served:

This project brings together 50 English-Language Arts (ELA) and History-Social Science (HSS) teachers (grades 6-11) in the study of the Common Core State Standards (CCSS) through lesson study, a form of professional development focused on collaborative teacher inquiry. There will be between 3,000 and 6,000 students taught by these teachers depending on whether ELA and HSS teachers instruct the same students.

Project Goals:

The projects goals are to:

- 1) increase secondary HSS and ELA teachers' knowledge of the common core standards and understanding of the shared literacy goals of secondary HSS and ELA teachers;
- 2) increase secondary teachers' knowledge of pedagogy and resources to support the implementation of the Common Core State Standards as they connect to the District's writing assessments in history and English;
- 3) develop a teacher leader group with the knowledge and skills needed for sustained instructional improvement in HSS and ELA across the District.

Summary of Activities:

Our proposed project provides a professional development foundation upon which to build teachers' knowledge and understanding of how to thoughtfully implement the ELA/HSS Common Core State Standards related to argumentative writing through the use of lesson study.

Phase 1: Analysis of the Common Core Standards in ELA and HSS

Phase 2: Implementing and Analyzing a Shared CCSS Lesson Study

Phase 3: Summer Workshop: Developing Lesson Study Projects

Phase 4: Disseminating a Cross-Disciplinary Approach to the Common Core State Standards.

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Improving Teacher Quality State Grants Program**

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Anticipated Outcomes:

We anticipate the following outcomes:

- 1) 50 ELA and HSS teachers will increase their knowledge of the CCSS and, in particular, their understanding of the shared literacy goals around argumentative writing;
- 2) 50 ELA and HSS teachers will increase their knowledge of argumentative writing and expository text including their knowledge of pedagogical practices and curricular planning;
- 3) There will be a cohort of teacher leaders to continue the work of this project.

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Name of Institution: Mills College **Email:** kschultz@mills.edu
Name: Dr. Katherine Schultz **Signature:**
Title: Dean, School of Education
Phone: 510 430-3384
Date: 6/16/11 Kath Schultz

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Title: Superintendent
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OAKLAND UNIFIED SCHOOL DISTRICT
General Counsel
APPROVED FOR FORM & SUBSTANCE

By: [Signature]
Attorney at Law

[Signature] 11/17/11
Edgar Rakestraw, Jr., Secretary
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Name: Dr. Cynthia Scheinberg **Signature:**
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Date: _____

Fiscal Agent/Agency

Name of Institution: Mills College **Email:** jamien@mills.edu
Name: Jamie Nickel **Signature:**
Title: Interim Vice President for Finance and Treasurer
Phone: 510 430-2223
Date: _____

see page 1 of signatures.

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Name: Dr. Tony Smith **Signature:**
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Phone: 510 879-8200
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Jody London 11/17/11
Edgar Rakestraw, Jr. 11/17/11
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By: [Signature] Attorney at Law
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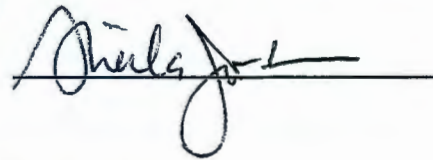
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California County Office of Education

Name of Institution: Alameda County Office of Education
Name: Sheila Jordan
Title: Superintendent
Phone: 510 887-0152
Date: 6-16-11

Email: sheilaj@acoe.org

Signature:



Part II: Agreement to Participate by Additional Partner(s) - No additional letter of support is needed for this proposal. Signatures are required from all additional partners.

By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.

Organization:

Name:

Title:

Address:

Phone:

Date:

Email:

Read agreement to participate above before signing.

Signature:

Organization:

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Title:

Address:

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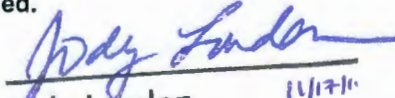
Date:

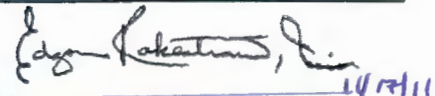
Email:

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Signature:

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President, Board of Education


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STATEMENT OF ASSURANCES

CONTINUE

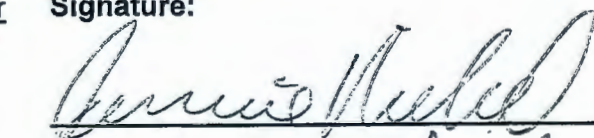
9. Will comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
10. Will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. Will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
12. Will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
13. Will maintain a program that takes into account the need for greater access to, and participation of students from historically underrepresented and underserved groups, and gifted and talented students.
14. Will ensure that federal funds supplement rather than supplant existing funds. Federal funds will not be used to replace existing state support for programs.
15. Will ensure that students and teachers of private elementary and secondary schools will be ensured equitable participation in the purposes and benefits of the program.
16. Will comply with the regulations, policies, guidelines and requirements, including 45 CFR Part 74 and OMB Circulars No. A-102, A-133, and applicable costs principles Circulars: A-21, Educational Institutions; A-87, Cost Principles for State and Local Governments; and A-122, Nonprofit Organizations as they relate to the application, acceptance, and use of federal funds for this federally assisted project.
17. Will ensure that promotional materials and documents developed in support of the project will credit the federal Improving Teacher Quality State Grants Program administered by the California Postsecondary Education Commission.


This page must be signed by a representative of the Institution of Higher Education authorized to make the above assurances:

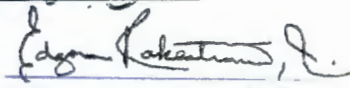
Name: Jamie Nickel
Title: Interim Vice President for Finance and Treasurer
Address: 5000 MacArthur Blvd
Oakland, CA 94613
Phone: 510 430-2223
Date: 6-16-11

Email: jamien@mills.edu

Signature:




Jody London 1/1/11
President, Board of Education


Edgar Rakestraw, Jr., Secretary
Board of Education 1/1/11

PROJECT SCHEDULE

Timeframe/ Dates	Activity	School(s)	Total # of Teachers	Grade Level(s)	Location of Activity	Staff Responsible/ Participating	Total Hours/ Teacher
Phase 1: Analysis of the Common Core State Standards in ELA and HSS							
Early October, 2011	Project staff meets to begin implementation project <ul style="list-style-type: none"> • Inform school sites of project goals, activities, and calendar • Identify and recruit teacher participants • Develop detailed agendas and materials for phase 1 professional development sessions • Plan for implementation of evaluation plan 				Mills College	Project lead director, co-directors, IHE, OUSD, and ACOE consultants, project evaluator	0
Late October, 2011	PD, Initial Analysis of CCSS, and Evaluation Introduction to the project and Lesson Study <ul style="list-style-type: none"> ▪ Examination of CCSS for ELA and HSS ▪ Discussion of Why lesson study Develop evaluation baseline <ul style="list-style-type: none"> ▪ Analysis of previous classroom lessons ▪ Teacher analysis of literary texts 		50 OUSD ELA and HSS teachers	6-11	Mills College	Kathy Schultz Stan Pesick Cynthia Sheinberg Avi Black Dave Donahue	6

	<ul style="list-style-type: none"> ▪ Teacher examination of student work ▪ Participant evaluation of session 						
November 2011	PD on writing research and textual analysis underlying the CCSS focus on argumentative writing for ELA and HSS Participant evaluation of session		50 OUSD ELA and HSS teachers	6-11	Mills College	Scheinberg, Black, Pesick	3
December 2011	Steering committee meeting <ul style="list-style-type: none"> ▪ Analysis of phase 1 to locate specific pd needs for phase 2 Staff meeting <ul style="list-style-type: none"> ▪ Prepare for phase 2 - develop goals, focus, and materials for shared classroom writing lesson study 				Mills College	Project Staff and Steering Committee	0
Phase 2: Implementing and Analyzing a Shared Lesson Study							
January 2012	Prepare for Common Lesson Study <ul style="list-style-type: none"> ▪ Groups formed ▪ Facilitators assigned ▪ Analysis of lesson topic, goals, and instructional materials ▪ Focus on using evidence from range of texts and genres ▪ Participant evaluation of session 		50 OUSD ELA and HSS teachers	6-11	Mills College	Kathy Schultz Stan Pesick Cynthia Sheinberg Avi Black Dave Donahue	3

Early February 2012	<p>Prepare for Common Lesson Study - Putting the lesson together</p> <ul style="list-style-type: none"> ▪ Detailed plan of what teachers and students will do to achieve goals for lesson ▪ Participant evaluation of session 		50 OUSD ELA and HSS teachers	6-11	Mills College	Project staff	3
Late February 2012	<p>Staff meeting - Prepare for common lesson study</p> <ul style="list-style-type: none"> ▪ Work with OUSD school sites ▪ Duplicate materials ▪ Work with the OUSD substitute office 				Mills College	Project staff	0
March 2012	<p>Common Lesson Study: Focus on using evidence from range of texts and genres</p> <ul style="list-style-type: none"> ▪ Participating teachers and staff observe two classroom lessons - one they have helped plan and one from another group ▪ Data collection - Student talk and writing is collected and discussed ▪ Participant evaluation of session 		50 OUSD ELA and HSS teachers	6-11	OUSD HSS and ELA grades 6-11 classrooms	Project Staff	6
April 2012	<p>Analysis and evaluation of student talk and work from common Lesson Study</p> <ul style="list-style-type: none"> ▪ Read student writing from lesson 		50	6-11	Mills College	Project Staff	3

	<ul style="list-style-type: none"> ▪ Identify student strengths weaknesses in the context of writing an argumentative essay (reading and writing connections) ▪ Analysis of student work in the context of lesson design - instructional implications 						
Late April 2012	<p>Staff Meeting -</p> <ul style="list-style-type: none"> ▪ focus on teacher analysis of student work from common lesson study ▪ identify professional development needs and instructional models connected to instructional needs 				Mills College	Project Staff	0
May 2012	<p>Common lesson study follow up</p> <ul style="list-style-type: none"> ▪ analyze and evaluate student talk and work from common lesson study ▪ develop instructional responses to student work ▪ Share classroom practices - participants submit and analyze second lesson for project evaluation ▪ Participant evaluation of session 		50	6-11	Mills College -	Project Staff	3

Phase 3: The Summer Workshop - Developing Lesson Study Projects

Early June, 2012	Steering committee meeting <ul style="list-style-type: none"> ▪ Analyze phase 2 - locate specific pd needs for phase 3 Staff meeting <ul style="list-style-type: none"> ▪ Prepare for phase 3 - develop a daily calendar and agenda for summer workshop: goals, focus, and materials 		50 OUSD ELA and HSS teachers		Mills College	Project Staff	
June - July 2012	Summer Institute - <ul style="list-style-type: none"> ▪ Curriculum development integrating common core state standards into day-to-day instructional practices ▪ preparation for lesson study and public lessons 		50 OUSD ELA and HSS teachers	6-11	Mills College	Project Staff	48 hours
Phase 4: Disseminating the Cross-Disciplinary Approach to the Common Core Standards and Preparing Project Evaluation							
Early August 2012	Staff meeting - Preparing for phase 4 <ul style="list-style-type: none"> ▪ Work with OUSD school sites ▪ Plan for public lessons ▪ Duplicate materials ▪ Work with the OUSD substitute office 				Mills College	Project Staff	0
August 2012	Lesson Study teams and staff facilitator meet independently to finalize instructional materials and		50 OUSD ELA and HSS teachers	6-11	Mills College	Project Staff	3

	plans for September lesson studies and public lessons						
Mid September, 2012	<p>Lesson Study and public lessons</p> <ul style="list-style-type: none"> ▪ Participating teachers and staff observe two classroom lessons - one they have helped plan and one from another group ▪ Data collection – Collect and discuss student talk and writing ▪ Participant evaluation of session 		50 OUSD ELA and HSS teachers	6-11	OUSD HSS and ELA grades 6-11 classrooms	Project Staff	6
Late September, 2012	<ul style="list-style-type: none"> ▪ Analysis and evaluation of student work and evidence generated through lesson studies; refining and revising curricula and materials for 2012-2013 ▪ Share classroom practices - participants submit and analyze third lesson for project evaluation 		50 OUSD ELA and HSS teachers	6-11	Mills College	Project Staff	3
October and November, 2012	Preparation and submission of Evaluation Report				Mills College	Project Staff	0

California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative

Budget Detail
 Page 1

Project Title:		The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core Standards			
Institution:		Mills College - Total Budget			
Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012					Year 1
Item		Federal Funds	Other Sources	In-kind	Total
1.1 Salaries					
	<i>Job Title</i>	<i>Calculation</i>	<i>Amount</i>		
	PI	See budget narrative	2,042.00		2,042.00
	Co-PI	See budget narrative	1,910.00		1,910.00
	Project Director	See budget narrative	47,833.00		47,833.00
	Evaluator	See budget narrative	4,576.00		4,576.00
1.2 Benefits					
	PI	$\$2,042 \times 28\% = \572	572.00		572.00
	Co-PI	$\$1,910 \times 28\% = \535	535.00		535.00
	Project Director	$\$47,833 \times 33\% = \$15,785$	15,785.00		15,785.00
	Evaluator	$\$4,576 \times 28\% = \$1,281$	1,281.00		1,281.00
	Personnel Total				74,534.00
1.3 Honoraria					
2.0 Teachers					
2.1	Stipends	3 people at \$1,000/person	4,500.00		4,500.00
2.2	Substitutes				
3.0 Supplies and Materials					
3.1	Consumables		9,300.00		9,300.00
3.2	Instructional Materials		4,000.00		4,000.00
4.0 Equipment					
4.1	Rented or Leased				
4.2	Purchased				

**California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative**

Budget Detail

Page 2

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative:
 An Uncommon Approach to the Common Core Standards

Institution: Mills College - Total Budget

Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012

Item	Federal Funds	Other Sources	In-kind	Total
6.0 Participant Travel				
6.1 In-state 500.00				500.00
7.0 Operating Expenses				
7.1 A & D Charges	LEAVE THIS ITEM BLANK (see Instructions tab)			
8.0 Other (please specify)				
OUSD Subcontract 124,116.50				123,797.12
Alameda County Subcontract 21,705.00				21,705.00
Annual Subtotal	0	0	0	238,336.12
Indirect costs 8%				11,179.12
Grand Total	0	0	0	249,515.24

Funds from other sources

Additional information on budget items

Budget Detail

CPEC'S 2011 Common Core Standards Grant Initiative

California Postsecondary Education Commission Improving Teacher Quality State Grants Program 2011 CPEC's CA Common Core Standards Grant Initiative	Budget Narrative
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Project Title:	
Institution:	

NOTES:

Show calculations for ALL salaries.

Explain those items that are not self-evident and keep explanations brief. If an item requires no explanation, you may leave it blank.

If you have budgeted for a large subcontract, please provide some narrative of what costs are included in that subcontract.

Please resize the row heights as needed so that all of the text entered is visible. To resize a row, follow the steps below:

Click anywhere on the sheet and then move the cursor to the grey numbered area at the far left of the screen. Click on the lower border of the row whose height you wish to change and drag the line up or down as desired. Please do not hesitate to call us if you are experiencing difficulties.

Item	Explanations for Year 1
1.0	
1.1	PI: October 2011-November 2012: \$14,583.34/mo x 0.01 FTE x 14 months = \$2,042 ; Co-PI: Oct. 2010 - Nov. 2012: \$13,644/mo x 0.01 FTE x 14 months = \$1,910 ; Project Director: Oct. 2011 - Nov. 2012: \$6,833/mo x 0.50 FTE x 14 months = \$47,833 ; Evaluator: Oct. 2011 - Nov. 2012: \$91,523.28/year x FTE 0.05 = \$4,576
1.2	\$535 , Evaluator: \$4,576 x 28% = \$1,281 . Benefits for OUSD employee calculated at 33% Project Director: \$47,833 x 33% = \$15,785
1.3	
2.0	Three \$1,500 stipends will be paid to Donohue (School of Ed), Whittman & Saxton (English Dept)
2.1	
2.2	
3.0	
3.1	5 video cameras (@ \$800 each including tripods, etc) to document 10 lesson study groups = \$4,000, an lcd projector (@ \$800), 10 audio recorders for teacher use (@ \$100) = \$1,000, 10 hard drives to store materials for each group (@100) = \$1,000, 1 journal subscription for teachers incl professional organization membership 50 x \$50 = \$2,500,
3.2	3 books per teacher \$25 x 3 x 50 teachers = \$3,750, plus chart paper, markers, and misc supplies
4.0	
4.1	
4.2	

6.0	
6.1	
6.2	
7.0	
7.1	
8.0	
Additional Comments:	

California Postsecondary Education Commission		50%	
Improving Teacher Quality State Grants Program		Certification	
2011 CPEC's CA Common Core Standards Grant Initiative			
Project Title:			
Institution:			
Proposed Budget Total		ITQ Project Number:	
Participating Partners (Add additional rows if needed)	Amount Allocated	Percent of Total Budget Allocated	
Mills College	\$104,213	41.73%	
Oakland Unified School District	\$123,797	49.58%	
Alameda County Office of Education	\$21,705	8.69%	
		#DIV/0!	
		#DIV/0!	
		#DIV/0!	
Total	\$249,714	#DIV/0!	

California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative

Budget Detail
 Page 1

Project Title:		The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core Standards			
Institution:		Oakland Unified School District			
Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012					Year 1
Item		Federal Funds	Other Sources	In-kind	Total
1.1 Salaries					
	<i>Job Title</i>	<i>Calculation</i>	<i>Amount</i>		
	Co-director				
	Co-director				
	Sarah Breed, OUSD Consultant			9,100	
1.2 Benefits					
	for teacher stipends	(16%) \$79,316 x .16 = \$12,690			\$12,691
	for substitute pay	(16%) \$19,500 x .16 = 3,120			\$3,120
	Sarah Breed, OUSD Consultant			300.3	
	Personnel Total				\$15,811
1.3 Honoraria					
2.0 Teachers					
			# of days: 69 hours (11.5 days)		
2.1	Stipends	# of teachers: 50	\$22.99/hr.		\$79,316
2.2	Substitutes	# of teachers: 50 teachers x 3 days each = 150 sub days	rate: \$130/day		\$19,500
3.0 Supplies and Materials					
3.1 Consumables					
3.2 Instructional Materials					
4.0 Equipment					
4.1 Rented or Leased					
4.2 Purchased					

California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative

Budget Detail
 Page 2

Project Title:	The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common Core Standards
Institution:	Oakland Unified School District

Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012

Item	Federal Funds	Other Sources	In-kind	Total
6.0 Participant Travel				
6.1 In-state				
7.0 Operating Expenses				
7.1 A & D Charges	LEAVE THIS ITEM BLANK (see instructions tab)			
8.0 Other (please specify)				
Annual Subtotal	0	0	9400.3	\$114,627
Indirect cost 8%				9,490.00
Grand Total	0	0	9400.3	124,116.50

Funds from other sources

Additional information on budget items

**California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative**

Budget Narrative

Project Title:

Institution:

NOTES:

Show calculations for ALL salaries.

Explain those items that are not self-evident and keep explanations brief. If an item requires no explanation, you may leave it blank.

If you have budgeted for a large subcontract, please provide some narrative of what costs are included in that subcontract.

Please resize the row heights as needed so that all of the text entered is visible. To resize a row, follow the steps below:

Click anywhere on the sheet and then move the cursor to the grey numbered area at the far left of the screen. Click on the lower border of the row whose height you wish to change and drag the line up or down as desired. Please do not hesitate to call us if you are experiencing difficulties.

Item	Explanations for Year 1
1.0	
1.1	Sarah Breed, OUSD Manager for Humanities and Language Arts, will devote 10% of her 12 month position to this project. She will serve as a project staff member and work directly with teachers, providing PD and facilitation of lesson study.
1.2	cost of benefits to paid on teacher stipends and substitute pay
1.3	
2.0	
2.1	stipends for grant participants for work and meeting time done outside of contractual teaching day - calculated at contractual rate between OUSD and Oakland Education Association
2.2	substitute teacher payments to release each participating teacher three times during the life of the of the project to develop and implement lesson study portion of professional development program - calculated at contractual rate between OUSD and Oakland Education Association
3.0	
3.1	
3.2	
4.0	
4.1	
4.2	
5.0	
5.1	
5.2	

6.0	
6.1	
6.2	
7.0	
7.1	
8.0	
Additional Comments:	

California Postsecondary Education Commission
Improving Teacher Quality State Grants Program

Budget Detail
Page 1

2011 CPEC's CA Common Core Standards Grant Initiative

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common
Institution: Alameda County Office of Education (ACOE)

Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012 Year 1

Item	Federal Funds	Other Sources	In-kind	Total
1.1 Salaries				
<i>Job Title</i>	<i>Calculation</i>	<i>Amount</i>		
Co-director: Avi Black	See budget narrative	\$13,199		\$13,199
Consultant		\$3,500		\$3,500
1.2 Benefits				
Co-director: Avi Black	See budget narrative	\$2,088		\$2,088
Consultant	See budget narrative	\$560		\$560
Personnel Total				\$19,347
1.3 Honoraria				
2.0 Teachers				
2.1 Stipends	# of teachers:	rate:	# of days:	
2.2 Substitutes	# of teachers:	rate:	# of days:	
3.0 Supplies and Materials				
3.1 Consumables		\$250		\$250
3.2 Instructional Materials		\$250		\$250
4.0 Equipment				
4.1 Rented or Leased				
4.2 Purchased				

**California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative**

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the Common
Institution: Alameda County Office of Education (ACOE)

Grant Award Period: October 1, 2011 (**Start date is subject to change**) through December 1, 2012

Item	Federal Funds	Other Sources	In-kind	Total
6.0 Participant Travel				
6.1 In-state 500 mi x .50/mile \$250				\$250
7.0 Operating Expenses				
7.1 A & D Charges	LEAVE THIS ITEM BLANK (see Instructions tab)			
8.0 Other (please specify)				
Annual Subtotal				\$20,097
Indirect costs 8% TDC 1,607.76				1,607.76
Grand Total				21,704.76

Funds from other sources

Additional information on budget items

**California Postsecondary Education Commission
 Improving Teacher Quality State Grants Program
 2011 CPEC's CA Common Core Standards Grant Initiative**

Budget Narrative

Project Title: The Oakland/Mills/Alameda County Humanities Collaborative: An Uncommon Approach to the

Institution: Alameda County Office of Education (ACOE)

NOTES:

Show calculations for ALL salaries.

Explain those items that are not self-evident and keep explanations brief. If an item requires no explanation, you may leave it blank.

If you have budgeted for a large subcontract, please provide some narrative of what costs are included in that subcontract.

Please resize the row heights as needed so that all of the text entered is visible. To resize a row, follow the steps below:

Click anywhere on the sheet and then move the cursor to the grey numbered area at the far left of the screen. Click on the lower border of the row whose height you wish to change and drag the line up or down as desired. Please do not hesitate to call us if you are experiencing difficulties.

Item Explanations for Year 1

1.0	
1.1	October 2011-June 2012: \$9321.50/mo x 0.1 FTE x 9 months = \$8,389 PLUS July-November 2012: \$9321.50/mo x 1.032 (COLA) x 0.1 FTE x 5 months = \$4,810 TOTALS \$13,199
1.2	October 2011-June 2012: \$1473.90/mo x 0.1 FTE x 9 months = \$1,327 PLUS July-November 2012: \$1473.90 x 1.032 (COLA) x 0.1 FTE x 5 months = \$761 TOTALS \$2,088 Consultant: \$3,500 x 16% = \$560
1.3	
2.0	
2.1	
2.2	
3.0	
3.1	
3.2	
4.0	
4.1	
4.2	
5.0	
5.1	
5.2	

6.0	
6.1	
6.2	
7.0	
7.1	
8.0	
Additional Comments:	

**The Oakland/Mills/Alameda County Humanities Collaborative:
An Uncommon Approach to the Common Core State Standards**

I. Need for Project

a. Overview

This project will bring together 50 English-Language Arts (ELA) and History-Social Science (HSS) teachers (grades 6-11) in the study of the Common Core State Standards (CCSS) through lesson study, a form of professional development focused on collaborative teacher inquiry. A key priority of the Oakland Unified School District (OUSD) for the 2011/2012 academic year and beyond is for teachers to use the CCSS to guide their practice to improve student learning, high school graduation rates, and college readiness. As these standards become more clearly understood by both English and history teachers and implemented in their classrooms, they will offer unique opportunities for cross-disciplinary collaboration. With a common focus in on writing argumentative essays, the standards in ELA and HSS emphasize that teaching writing is an activity that teachers can and should share across the curriculum. The goal of our project is to maximize student learning in the area of argumentative writing by supporting collaborative, cross disciplinary lesson study projects with both ELA and HSS teachers.

This approach addresses three specific needs:

- OUSD high school students need stronger instruction in the type of writing that prepares them for post-secondary success;
- English and history teachers need to gain familiarity with the shared goals of the CCSS and how they can be used across disciplines to guide effective teaching of argumentative writing;
- Strong teacher leadership is needed to spearhead district-wide professional development around the CCSS and their implications for writing across the curriculum to better prepare all students for post secondary success.

b. The Need for Stronger Instruction

In 2009, only 44% of Oakland Unified School District graduates were eligible for the University of California or the California State University systems.¹ An analysis of student achievement suggests that OUSD students lack the academic skills to meet the literacy demands of colleges and universities. Those who do enter college often need support in improving these fundamental academic skills. This deficit is not limited to OUSD students. According to an important 2002 report on academic literacy among college students in California:

Only 1/3 of entering college students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources as they shape and reshape their essays. (ICAS, 2000, p. 4)

This report identifies the ability to formulate an argument and integrate evidence from multiple sources as essential skills for student success in post-secondary education. The importance of these two areas is highlighted in both the ELA and HSS Common Core State Standards, each of which emphasizes the link between college readiness and “gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.” Thus, the shared CCSS themselves speak directly toward meeting a critical need for OUSD ELA and HSS teachers: emphasizing the critical importance of improving student writing skills.

¹ Twelfth-grade graduates completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of “C” or better.

c. The Need for Shared Teacher Understanding and Implementation of the CCSS

Even before this CCSS initiative, OUSD has sought ways to assess and improve student writing, with an emphasis on expository writing. In recent years, in order to improve the quality of student writing and as a guide for teachers, OUSD established an ELA Performance Writing Assessment (PWA) in grades 6-9. Based on the California ELA Standards, the PWA assesses students' ability to write in multiple expository text genres. The District has also implemented a district writing assessment in history (grades 8, 10, and 11) for the past 7 years. The history assessment, administered twice yearly, asks students to use both primary and secondary sources to write an argumentative essay in which they make and support a claim in response to an historical question. This assessment program, designed to inform instruction, has focused on providing high quality professional development, coaching, and instructional materials to teachers and sites. In addition, it has helped build a vertical curriculum strand from grades 8-11 that emphasizes rigor, supporting the work all students will be asked to do in their high school HSS classrooms.

OUSD history teachers report that they value this work because of its instructional focus and use for the improvement of their classroom practice. For the first time in 2008, a majority of OUSD 11th grade students scored "basic" or above on this history assessment. This implies that, by 11th grade, a majority of students have learned the basic structure for argumentative writing in history.

While this is an important step forward, such progress is inadequate, as the statistic cited above on OUSD graduates suggests. Indeed, research on writing across the curriculum suggests that if students are to progress steadily in building writing competency, they need to have writing instruction across disciplines, rather than in one

specific course. By articulating a set of overlapping and shared writing goals in HSS and ELA, the CCSS provides a powerful framework for building this kind of cross-disciplinary competency. These shared goals include: 1) developing a thesis that clearly identifies/maps the major reasons used to answer a given question; 2) working with primary sources to understand an author's point of view, purpose, and audience to make connections between documents with similar positions or contradictions; and 3) identifying and countering opposing arguments. This proposal seeks to build on the work done in the OUSD ELA and HSS assessment projects by linking English and history teachers in shared professional development to build student writing skills across the high school humanities curriculum, advancing the shared goals for the CCSS in English and history.

The opportunity to engage in such cross-disciplinary work will meet a variety of needs and challenges identified directly by OUSD ELA and HSS teachers. This spring, those teachers (grades 6-11) were given a survey to identify their awareness and knowledge of the CCSS and their interest in participating in this proposed project. Sixty teachers responded, representing 75% of OUSD middle schools and 73% of OUSD high schools. The teachers articulated these specific needs and gaps in knowledge:

- o More than half the respondents had limited knowledge of the Common Core State Standards. They were either not aware of these standards (14%) or aware of, but not familiar with, their content (45%). Only seven of the 51 respondents said they had read and discussed the instructional implications of the Common Core State Standards with colleagues.
- o Sixty-six percent of the respondents had no regularly scheduled time, or no time at all, to collaborate across disciplines (English and history teachers working together) on matters of curriculum and instruction.

- o Only 21% of history teachers reported "excellent" knowledge of the academic literacy goals of ELA teachers, and only 18% of ELA teachers reported "excellent" knowledge of the academic literacy goals of HSS teachers.
- o For ELA/HSS-Core and Humanities teachers, only 31% reported that their "training and expertise is equal for the English and history portions of the curriculum."
- o There was overwhelming agreement on the importance of developing and utilizing teacher leadership "in order to improve instruction and student learning in HSS and ELA classrooms throughout the district." Twenty-six percent said it was extremely helpful and 61% said it was essential.

Teachers also indicated they would value the kind of collaboration across disciplines and grade levels that lie at the center of this project. A central goal of this proposal is informing, developing, and sustaining a mutually supportive instructional connection between ELA and HSS teachers, informed by the needs of OUSD students. The project will also have larger ramifications for the understanding and dissemination of the CCSS in larger district, county and state-wide contexts.

d. The Need for Leadership: Meeting District, County, and State Needs for the Common Core State Standards

There are very few if any districts in California that have developed a consistent writing based assessment program in history such as the one developed by OUSD, especially one that has included professional development for teachers over an extended period. This project proposed to add a cross-disciplinary dimension through its focus on the shared CCSS writing standards.

In so doing, this project will meet two important needs of the OUSD. First, it will allow the district to continue, expand, and deepen the assessment work already begun by connecting it to the district-wide implementation of the CCSS in HSS and ELA classrooms. Second, it will create a core group of teachers familiar and experienced with effective cross-disciplinary approaches for implementing the CCSS. These teacher

leaders will direct CCSS dissemination across the district and beyond to the county and state levels. Indeed, OUSD history and English teachers who participate in the proposed project will be in a particularly strong position to contribute to professional development throughout the state through presentations of public research lessons (see professional development section) at county and state conferences.

II. Goals and Outcomes

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. (Common Core State Standards)

The following goals are derived from the requirements of the CPEC grant program and the needs assessment administered in the spring of 2011.

Goals	Outcomes
Increase secondary HSS and ELA teachers' knowledge of the common core standards and understanding of the shared literacy goals of secondary HSS and ELA teachers	By June 2012, 50 ELA and HSS teachers will exhibit increased knowledge of the Common Core State Standards and their shared literacy goals in support of the standards' emphasis on argumentative writing, as measured by pre- and post-project teacher surveys and teacher-designed lessons aligned to the CCSS
Increase secondary teachers' knowledge of pedagogy and resources to support the implementation of the Common Core State Standards as they connect to the District's writing assessments in history and English	By December 2012, 50 ELA and HSS teachers will: <ul style="list-style-type: none"> • increase and develop their understanding of the argumentative writing and expository text focus of the common core standards • increase their capacity to analyze student argumentative writing, as measured by pre and post surveys and teacher comments • use newly acquired knowledge to frame pedagogical questions and design instruction • increase their capacity to design units and lessons that support the shared literacy goals of ELA and HSS as outlined in the CCSS • develop the skill of using lesson study (research lessons) as the vehicle to more deeply understand how to implement the standards through an investigation of actual classroom practice and student work.
Develop a teacher leader group with the knowledge and skills needed for	By December, 2012 the project will produce a cohort of teacher leaders in ELA and HSS with a deep knowledge of the CCSS who can be leveraged to improve instruction

sustained instructional improvement in HSS and ELA across the District.	and bring the Common Core State Standards to life in Oakland classrooms and serve as a professional development resource in the District, County, and State.
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III. Professional Development Model

a. Overview

Our project proposes to use the professional development model of *lesson study* as the path to improving teacher understanding of the CCSS and their specific implications for student learning in the area of argumentative writing. There are four phases to this professional development model, each of which responds to a specific identified need. Each phase offers opportunities for exploring the CCSS, for gaining expertise in the research and pedagogical knowledge of argumentative writing skills, and for understanding both the specific disciplinary approaches to writing and, importantly, their commonalities in English and history, as articulated in the CCSS. Phase 1 of the project will introduce the CCSS and lesson study, along with an initial exploration of the disciplinary research underlying the CCSS. Phase 2 is the initial lesson study cycle for a common cross-disciplinary topic. Phase 3 focuses on the analysis of results from that shared lesson study, incorporating research on writing and pedagogy in preparation for the individualized lesson study projects. In Phase 4, participants share findings and disseminate their lesson study projects through a regional conference and through a resource kit that will be developed as a product of this project.

b. Why Lesson Study?

Lesson study is a form of professional learning in which teachers: collaboratively study particular content including the relevant standards and existing curricula; use classroom “research lessons” to enact their ideas about the teaching and learning of this content; and carefully observe and analyze student learning during the research lessons in order to build shared professional knowledge about the content area and its teaching

(Lewis & Hurd, 2011). We selected to use lesson study as the central professional learning model for the proposed work based on several considerations.

A growing body of evidence indicates that well-designed lesson study enables teachers to strengthen content knowledge, pedagogy, sense of efficacy with respect to instructional improvement, and collegial work. (Perry, Lewis, Friedkin & Baker, 2011). Although lesson study began with mathematics and science in the U.S., it has also been used effectively by teachers of language arts and history, including members of our project team (Hurd & Licciardo-Musso, 2005; Ogden, Perkins, Donahue, 2008; Pesick, 2005). Our model will bring together university-based expertise in the teaching of writing and literature, with expertise in K-12 teaching and use of this form of professional development to support teachers' learning.

Our proposed project provides a professional development foundation upon which to build teachers' knowledge and understanding of how to thoughtfully implement the ELA/HSS Common Core State Standards related to argumentative writing. The early phases of the lesson study cycle (study of existing standards, curricula and content materials, followed by planning of a research lesson) are focused on development of content knowledge. In this project, content knowledge includes both a deeper understanding of the CCSS in writing as well as a deeper understanding of the disciplinary approaches in ELA and HSS for making arguments and the effective use of evidence.

In Phase 1, Cynthia Scheinberg (Chair of the Mills College English Department), David Donahue (Professor in the School of Education) and their colleagues will lead

workshops on an analysis of the CCSS with an emphasis on the overlapping areas of ELA and HSS, teaching writing, the analysis of texts, and pedagogical practices.

The second phase will ask teachers to implement a shared writing project in their classrooms as a lesson study. By teaching a shared writing project across the curriculum, teachers will experience the common and different ways issues about argumentative writing emerge in their classrooms. This stage of the lesson study cycle—the enactment and discussion of the research lesson—allows educators to observe and discuss an actual classroom lesson designed to demonstrate student thinking and learning as connected to selected standards. By analyzing data of student learning (e.g., student talk and writing), the teachers participating in the lesson study will identify both the aspects of the designed instruction that are successful in developing students' ability to meet the academic demands of the CCSS, and the areas where continued work is needed. In this way, educators begin to develop a shared understanding of CCSS and a shared body of knowledge about effective cross-disciplinary instructional approaches to enact CCSS.

In the third phase of the project, the summer workshop, teachers will work in single-discipline (ELA or HSS) teams, using results from the common lesson study experience, and addressing their own discipline-specific curricular needs to develop lesson study projects that advance students' argumentative writing. Consultants from the School of Education at Mills with expertise in lesson study, as well as professors from the Mills English and History departments and the School of Education, along with project consultants from the ACOE and OUSD, will help teachers develop their projects by providing disciplinary and pedagogical content knowledge, while also facilitating and supporting a lesson study team. This work will emphasize the development a shared set

of terms and consistent pedagogical strategies to be used across disciplines to help build student writers' capacity for developing effective arguments.

The final phase of the project will offer a variety of opportunities for teacher leadership in disseminating a cross-disciplinary approach to implementing the CCSS. Along with development of a shared body of professional knowledge about CCSS, the work with lesson study will lead to a cross-disciplinary network of educators engaged in further cycles of study based on the standards, bringing school-site colleagues into the process. Participating teachers will be invited to present public lessons and workshops on their findings at a regional conference, to be held in collaboration with the "Words That Made America" Teaching American Project housed at the ACOE.

c. Prior Experience with Lesson Study at Mills College, ACOE and OUSD

OUSD, Mills College and the ACOE have all developed expertise with lesson study in prior collaborative work. In addition, the lesson study model is well-regarded by both teachers and administrators in OUSD, making this a logical model to successfully implement in a short period of time. At the district level, OUSD has identified lesson study as key part of its new strategic plan for teacher professional development.

Catherine Lewis is one of the leading experts in the country on the professional development strategy of lesson study. Stan Pesick (OUSD) and Avi Black (ACOE) are both experienced project directors of federal Teaching American History grants. In each of these projects, lesson study is a key professional development strategy focused on supporting teachers as they translate new instructional and content knowledge into effective classroom practice.

IV. Recruitment

Ninety-three percent of respondents (56/60) to the needs survey said "yes" when asked if they would participate in a professional development program, including 27 HSS and 29 ELA and ELA/HSS-Core teachers. In addition, because this project's goals are aligned with OUSD's new strategic plan and its emphasis on developing effective instructional practices tied to the CCSS, it has the support of district administrators. When asked if they would support teacher participation in this project, all 26 OUSD secondary principals replied affirmatively.

These teacher and principal commitments mean that this project, if funded, will be able to start with a full complement of 50 teachers at an initial meeting in late October, 2011. While it is understood that some teachers who expressed a desire to participate might choose for a variety of reasons not to join the project, it is important to note that there is already more commitments than available places. We also anticipate even more interest on the part of teachers new to the district in the fall of 2011 and teachers who did not complete the survey. These factors will ensure that this project will be able to meet its goal of working with 50 OUSD teachers throughout the life of the project.

These OUSD teacher commitments also represent two important factors in support of this project's ability to recruit and retain teachers. The first is that these initial commitments make clear that OUSD ELA and HSS teachers understand the need to build on their work in implementing the district writing assessments as they work to improve instructional practices. It also represents their understanding that they can accelerate students' ability to meet the literacy demands of the Common Core Standards if the work of HSS teachers is reinforced in ELA classrooms and the work of ELA teachers is complemented by the work of HHS teachers. Secondly, these commitments also

represent a confidence in the capacity of OUSD staff leading this project to engage teachers in meaningful and collaborative professional development. This confidence comes from professional relationships between staff and teachers developed and deepened over the past ten years.

Participating teachers will be recruited and retained through a series of incentives tied to the project goals that reflect an understanding and respect for teachers' as professionals. Teachers will be offered:

- The possibility of earning academic units that would help fulfill professional growth obligations.
- Stipends for time devoted to the project outside the school day during the school year and attendance at the summer institute.
- Teacher release days that provide the opportunity, through lesson study, to collaborate with colleagues on the development, observation, and analysis of classroom lessons. While it is true teachers are often reluctant to leave their classrooms for professional development they deem as unproductive, it is also true that many are willing to take those days if it provides an opportunity that can't be replicated without those days, i.e. collaborating with colleagues and observing classroom lessons. In the needs survey, thirty-two of the sixty respondents said that they had previously participated in a lesson study professional development program. Of those thirty-two respondents 84% rated their experience, which required release days to work with colleagues, as "good" (11) or "excellent" (17).
- Resources, in terms of people and materials (including colleagues, IHE and district consultants, available for project activities that provide teachers direct support in implementing the Common Core State Standards and, also provide project teachers the opportunity to think more deeply about their instructional practices, gaining new insights and thinking about their work in ways they may not have anticipated.
- The opportunity, through the development of a project website to engage with colleagues on a day-to-day basis, ensuring that their collaborations are ongoing.

V. Project Staff

The project staff implementing this project is composed of the following people with the following roles. The chart below identifies institutions, people, and roles.

Staff

LEA - OUSD	IHE - Mills College	ACOE
<ul style="list-style-type: none"> • Co-Director –Stan Pesick, History-Studies Specialist 	<ul style="list-style-type: none"> • Lead Project Director – Kathy Schultz, Dean, School of Education • Co-Director - Cynthia Scheinberg, Dean of Literary Studies • Evaluator - Rebecca Perry 	<ul style="list-style-type: none"> • Co-Director - Avi Black, Coordinator History/Social Studies
<p>OUSD Consultant</p> <ul style="list-style-type: none"> • Sarah Breed, OUSD Manager, ELA and Humanities 	<p>IHE Consultants</p> <ul style="list-style-type: none"> • Andy Workman, Associate Professor of History; Associate Provost • Dave Donahue, Professor, School of Education • Kara Whittman, Co-director, College Writing Program • Kirsten Saxton, Co-director, College Writing Program 	<p>ACOE Consultant</p> <ul style="list-style-type: none"> • Mary Pippitt, reading specialist

Steering Committee: Kathy Schultz, Stan Pesick, Avi Black, Cynthia Scheinberg, Catherine Lewis, Rebecca Perry, Sarah Breed, OUSD middle school English/history core teacher, OUSD high school ELA teacher, OUSD high school history teacher

Each staff member brings a high level of complementary expertise and experience in designing and implementing professional development programs for ELA and HSS teachers. In addition, this partnership was intentionally developed to build upon previous successful collaborations, providing it with a solid foundation for a coherent and expedient implementation of its professional development program.

Kathy Schultz will serve as lead Project Director. Co-director Stan Pesick, from the high need LEA, will be responsible for the day-to-day implementation and all activities necessary to achieve the goals of the project. He will devote 50% of his 12-

month position to this work. As a co-director from the County Office of Education, Avi Black has frequently collaborated with Stan Pesick and Mills College.

The implementation work of Schultz, Pesick, Black, Scheinberg, the project evaluator, and consultants will be guided and informed by a series of regularly scheduled staff and steering committee meetings (see project schedule). Each of these meetings will be devoted to: 1) analyzing and responding to participant feedback provided through the ongoing formative evaluation component of the project; 2) designing the professional development focus, agendas and materials for each professional development session; and 3) analyzing teacher created instructional materials as a means to refine and guide the professional development through the life of the project.

The added benefit of the partnerships created through this project and process through which the partners work together is the collective learning that partners can take back to their individual work contexts. This learning will help deepen and enrich work not directly connected to the goals of this project, but connected to the goals of each organization in terms of strengthening the capacity their staff and teachers.

VI. Evaluation

We have identified three primary outcomes for this project: (1) 50 ELA and HSS teachers will increase their knowledge of the CCSS and, in particular, their understanding of the shared literacy goals around argumentative writing; (2) 50 ELA and HSS teachers will increase their knowledge of argumentative writing and expository text including their knowledge of pedagogical practices and curricular planning; and (3) there will be a cohort of teacher leaders to continue the work of this project.

To address outcomes 1 & 2, we will administer surveys at the beginning and conclusion of the grant to all participants modeled on surveys previously administered by

the Teaching American History Grant and by the Mills College Lesson Study Group as well as on published research (e.g., Ross, McDougall, Hogaboam-Gray, & LeSage, 2003). Open-ended and Likert-scale items will be designed to assess participants' understanding of selected items from CCSS and their current implementation. The baseline survey will serve to elicit what teachers already know about the standards, thereby providing an authentic beginning to the proposed work. Likert-scale items will ask teachers to rate their familiarity and current implementation of key standards.

In order to assess leadership development (goal 3), the surveys will also contain items that tap key beliefs likely to support sustained improvement, including expectations for students, sense of shared responsibility for students, perceived agency within the district, and perceived effectiveness of collegial learning, drawing on items from prior research (e.g., McLaughlin & Talbert, 2001; Mills College Lesson Study Group, 2009).

In addition, we will collect sample lessons at the start of the project and at the conclusion of each lesson study cycle, analyzing them to determine how effectively they address the CCSS, whether there is a common language used by ELA and HSS teachers to teach about argumentative writing, and how well the lessons fit into the District curriculum. We will conduct interviews and focus groups with the teachers at the conclusion of the project to gather qualitative evidence of what the teachers have learned from the professional development and work with lesson study. Finally, we will collect videotapes of research lessons in order to analyze teacher learning about pedagogical practices. Staff will also use participant evaluations of each professional development session as part of a formative project evaluation focused on refining and deepening the work throughout the life of the project.

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