

# ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

## Professional Services Agreement

This Agreement is entered into between the Alameda Unified School District (AUSD) and Inquiry By Design (CONTRACTOR). AUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, account, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR is specially trained, experienced, and competent to provide such services. The parties agree as follows:

1. **Services.** The CONTRACTOR shall provide the following services:

Provide curriculum materials at the middle school, high school and upper elementary school levels. Three-year project that includes replacement materials focused on increasing the district's support of high quality instruction for all students in the years ahead. Year Two: Support for Student Writing, Topic-Based PD, Teacher Leader Project, Administrator Leadership Support, Replacement Materials. (Next year, Year Three: Support for Student Writing, Topic-Based Professional Development, Inquiry-Based Curriculum Development Project (Teacher Leader), Administrator Leader Support, Replacement Materials.)

2. **Terms.** CONTRACTOR shall commence work on July 1, 2015, or the day immediately following approval by the Superintendent, if the total amount the CONTRACTOR has contracted with the District is below \$86,000 in the current fiscal year, or the Board of Education if total Agreement equals or exceeds \$86,000, whichever is later. The work shall be completed no later than June 30, 2016.

3. **Compensation.** Check one of the following boxes:

This sum shall be for full performance of this Agreement and includes fees, costs, and expenses incurred by CONTRACTOR including, but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

3.1 ☒ CONTRACTOR is providing services for a flat fee which shall not exceed \$ 150,000.00.

3.2 ☐ CONTRACTOR will be compensated at an hourly rate. Contractor will provide a maximum of hours of service at a rate of \$ \_\_\_\_\_ per hour for a total not to exceed \$ \_\_\_\_\_.

3.3 ☐ Other: \_\_\_\_\_

AUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred or equipment, materials or supplies used by CONTRACTOR in performing services for AUSD, except as follows: N/A

Payment for the work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after the CONTRACTOR submits an invoice to AUSD for work actually completed and after AUSD's written approval of the work, or the portion of the work for which payment is to be made.

The granting of any payment by AUSD or the recipient thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by District and in that case must be replaced by CONTRACTOR without delay.

4. **Strategic Alignment. Check one of the following boxes:**

4.1 ☐ **School-based Agreements:** How does this service support your academic goals and increase student achievement as described in the Board-approved School Site Plan? \_\_\_\_\_

4.2 ☒ **Central Office Agreements:** How does this service support the overall strategic goals of the department and increase student achievement? Increasing the district's capacity to support high quality instruction for all students in the years ahead.

5. **Conduct of Contractor.** CONTRACTOR will adhere to the following staff requirements and provide AUSD with evidence of staff qualifications, prior to commencing the work under this Agreement and consistent with invoicing requirements outlined in Section 9, which include:

5.1 **Tuberculosis Screening. Check one of the following boxes:**

5.1.1 ☐ A statement that TB Clearance is on file for each person.

5.1.2 ☒ Waiver of TB Screening. CONTRACTOR is not required to provide evidence of TB Clearance because CONTRACTOR will not work directly with students on more than an occasional basis.



 (CONTRACTOR initials)

 (District Representative initials)

5.2 **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by AUSD or acting as independent contractors of CONTRACTOR, who may have contact with AUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code Section 45122.1. CONTRACTOR further certifies that it has received and reviewed fingerprint results for each of its Employees and CONTRACTOR has requested and reviewed subsequent arrest records for all Employees who may come into contact with AUSD pupils in providing services to the District under this Agreement."

5.2.1 ☐ **Individual Consultants.** CONTRACTOR(s) who are individual consultants must complete the Consultant Screening Process in the Human Resources Department. A Consultant Clearance Letter must be issued before the commencement of work under this Agreement.

- 5.2.2 ☒ **Waiver of Fingerprint Requirement.** CONTRACTOR is not required to comply with section 7.2 because CONTRACTOR's services are of limited duration and District employees will directly supervise CONTRACTOR at all times that CONTRACTOR is in the presence of students.

 (CONTRACTOR initials)  
 (District Representative initials)

- 5.3 **Removal of CONTRACTOR's Employee(s).** In the event that AUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR related persons, employee, representative, or agent from an AUSD school site and/or property, CONTRACTOR shall immediately upon receiving notice from AUSD of such desire, cause the removal of such person or persons.

6. **Insurance.** CONTRACTOR will provide AUSD with evidence of the following insurance coverage prior to commencing the work under this Agreement:

- 6.1 **Workers' Compensation Insurance.** Check one of the following boxes. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check only one of the boxes below:

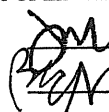
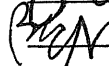
☒ The CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and will comply with such provisions before commencing the performance of the work of this Agreement.

☐ The CONTRACTOR does not employ anyone in the manner subject to the Workers' Compensation laws of California.

- 6.2 **General Liability Insurance.** CONTRACTOR shall maintain general liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to AUSD and shall name AUSD as an additional insured. Evidence of insurance is attached. Inclusion of AUSD as an additional insured shall not affect AUSD's right to a claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and AUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the insurer would have been liable if only one interest were named as an insured.

- 6.3 **Professional Liability Insurance.** If CONTRACTOR is offering AUSD professional advice under this Agreement, CONTRACTOR shall maintain errors and omissions insurance or professional liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

- 6.3.1 ☒ **Waiver of Insurance.** CONTRACTOR is not required to maintain any insurance under this Agreement. Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

 (CONTRACTOR initials)  
 (District Representative initials)

7. **Notices.** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

**AUSD Representative:**

Name: Steven Fong  
E-mail: sfong@alameda.k12.ca.us  
Site/Dept: Teaching & Learning  
Address: 2060 Challenger Dr. Alameda, CA 94501  
Phone: 510-337-7092

**CONTRACTOR:**

Name: John MacMillan  
Title: Director  
Address: P.O. Box 101313  
Forth Worth, TX 76185  
Phone: 817-269-9154

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change in address. CONTRACTOR shall submit invoices in a form that includes the name of the person providing the service, the service performed, the date service was rendered, and the hours spent on the work.

8. **Invoicing.** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to AUSD. All amounts paid by AUSD shall be subject to audit by AUSD.
- 8.1 Invoice shall include but not be limited to: Consultant name, consultant address, invoice date, invoice sequence number, purchase order number, name of school or department service was provided to, period of service, number of hours of service, brief description of services provided, hourly rate, and total payment requested.
- 8.2 In addition, unless specifically waived by AUSD as set forth above, invoices from Agencies or Organizations must include evidence of compliance with section 7 herein.
9. **Licenses and Permits.** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.
10. **Contractor Qualifications / Performance of Services.**
- 10.1 Contractor Qualifications. CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.
- 10.2 Standard of Care. CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of AUSD. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.
11. **Status of Contractor.** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of AUSD, and are not entitled to benefits of any kind or nature normally provided employees of AUSD and/or to which AUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent



contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work. AUSD's interest is only in the results obtained.

**Assignment.** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of AUSD.

13. **Anti-Discrimination.** It is the policy of AUSD that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the CONTRACTOR agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and AUSD policy. In addition, the CONTRACTOR agrees to require like compliance by all its subcontractors. Contractor shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, or sexual orientation.
14. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on AUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to smoke or use drugs or alcohol on these sites.
15. **Indemnification.** CONTRACTOR agrees to hold harmless, indemnify, and defend AUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend AUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of the Agreement. This provision survives termination of this Agreement.
16. **Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of AUSD and cannot be used without AUSD's express written permissions. AUSD shall have all rights, title, and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of AUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance, and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes, or any other original works of authorships, or other documents prepared by CONTRACTOR or its subcontractors in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of AUSD.
17. **Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.

18. **Termination.** AUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. AUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, AUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, AUSD may secure the required services from another contractor. If the cost to AUSD exceeds the cost of providing the services pursuant to the Agreement, CONTRACTOR shall pay the additional cost.
19. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
20. **AUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** AUSD may evaluate the CONTRACTOR's work in any way that AUSD is entitled to do so pursuant to applicable law. The AUSD's evaluation may include, without limitation:
- 20.1 Requesting that AUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
- 20.2 Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
21. **Limitation of AUSD Liability.** Other than as provided in this Agreement, AUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall AUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
22. **Confidentiality.** The CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agree to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. CONTRACTOR will be permitted access to student data only where permissible under state and federal law and only after executing AUSD's Confidentiality Agreement Regarding Student Data.
23. **Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable AUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of AUSD to perform any service by this Agreement. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to AUSD's attention in writing. Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify AUSD of this information.

24. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
25. **Litigation.** This Agreement shall be performed in Alameda, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.
26. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval.
27. **Signature Authority.** Each party has the full power and authority to enter into and perform the Agreement and the person signing this Agreement on behalf of each party has been given the proper authority and empowered to enter into this Agreement.
28. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
29. **Incorporation of Recitals and Exhibits.** The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.
30. **Other.** Additional terms set forth in this paragraph 30 must be approved by AUSD General Counsel:  
\_\_\_\_\_ (General Counsel initials)

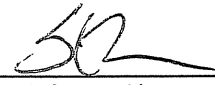

## I. SITE

## CONTRACTOR

Print Name & Title: John McMillan, PresidentCONTRACTOR Signature: Date: 5/29/15

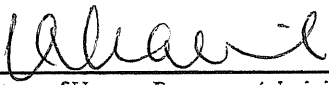
## SOURCE OF FUNDS

Unrestricted Funds (general fund) \_\_\_\_\_ Donated Funds \_\_\_\_\_

Restricted Funds (categorical) X with Teaching and Learning Director Approval:   
(Director Signature)Budget Code: 01-9500-0-0000-2140-5800-049-49-1011Requesting Administrator Date 5/29/15

FORWARD TO: Business Services Administrative Assistant for Processing

## II. HR

Human Resource Approval ☒ Yes ☐ NoSignature of Human Resource Administrator Date 6/3/15

FORWARD TO: Business Services Administrative Assistant for Processing

## III. CABINET

- ☐ Superintendent, Sean McPhetridge
- ☐ Chief Human Resources Officer, Tim Erwin
- ☒ Assistant Superintendent of Educational Services, Barbara Adams

Signature of Cabinet Member 

- ☐ General Counsel, Chad Pimentel
- ☐ Chief Business Officer, Robert Clark

Date 6/1/15

## BOE Approval Required For Contracts Equal To Or Greater Than \$86,000:

Signature of President, Board of Education \_\_\_\_\_

Date \_\_\_\_\_

Signature of Secretary, Board of Education \_\_\_\_\_

Date \_\_\_\_\_

## IV. BOARD

## Alameda Unified School District: Three Year Proposal

During Inquiry By Design's partnership with AUSD, we have provided curriculum materials and professional development at the middle school, high school, and upper elementary school levels. We have worked together to increase writing proficiency scores on the state writing test at middle school, align teachers' instruction to the Common Core State Standards, and otherwise ensure that students at all levels experience rigorous and engaging inquiry-based instruction. In this proposal, we have worked with AUSD staff to craft a three year project that includes a deep discount on replacement materials and an arc of professional development focused on increasing the district's capacity to support high quality instruction for all students in the years ahead.

PREPARED FOR:  
Barbara Adams, Assistant  
Superintendent  
Alameda Unified School  
District

PREPARED BY:  
John McMillan  
[john@inquirybydesign.com](mailto:john@inquirybydesign.com)  
phone (817) 269-9154  
fax (303) 215-0212

THIS OFFER EXPIRES:  
April 30, 2014

Year One: 2014 – 2015

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Year Two: 2015 – 2016

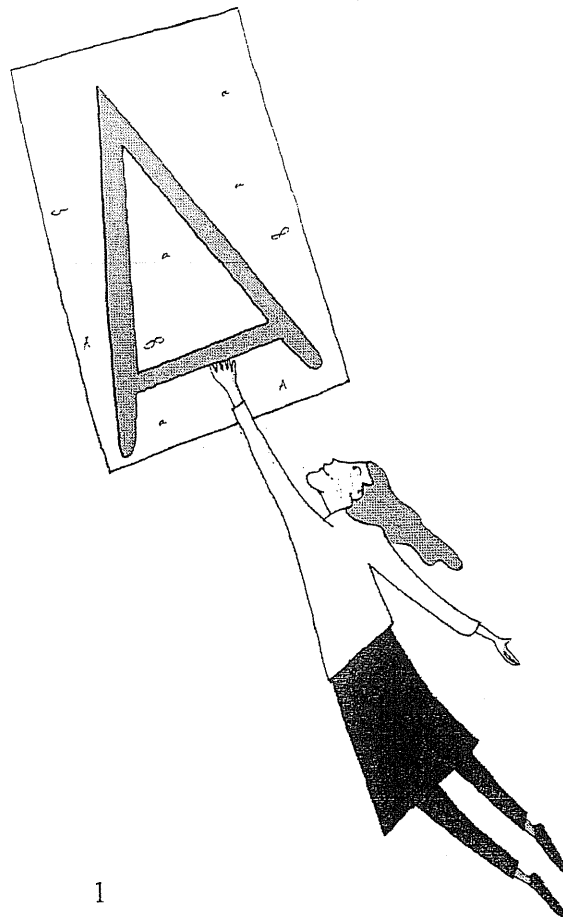
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Year Three: 2016 – 2017

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Project Pricing Summary

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## Year One: 2014-2015

One of the primary goals for the 2014-2015 school year project is to extend inquiry work to all students, grades 3 – 12. Other items include establishing a group of Teacher Leaders that will eventually be involved in district-level curriculum and PD work and continued instructional support to building-level administrators. To this end, we propose the following teaching and learning project for the 2014-2015 academic year. The project features six basic components:

1. Grade 3 MicroCourse Project
2. Upper Elementary “Studying Theme” Project (grades 4 & 5)
3. Grade 12 MicroCourse Project
4. Teacher Leader Project
5. Administrator Leadership Support
6. Replacement Materials

### 1. Grade 3 – MicroCourse Project

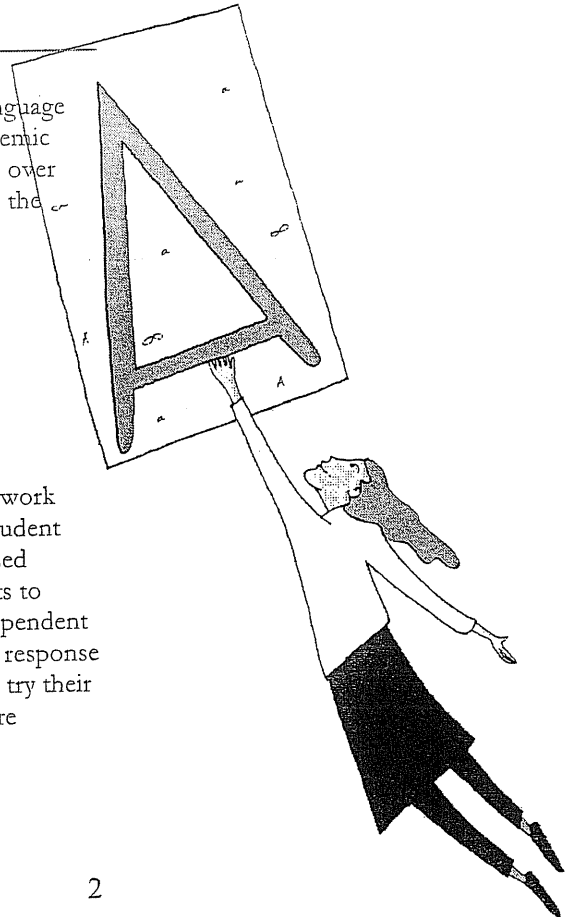
Inquiry By Design will conduct the same inquiry-based English Language Arts project for AUSD third grade teachers for the 2014-2015 academic year that their fourth and fifth grade colleagues have participated in over the past two years. Third grade teachers will receive and work with the following grade-specific MicroCourses:

1. Creating a Text-Based Culture
2. Novel Study
3. Close Reading of Informational Texts

#### 1. Creating a Text-Based Culture

This study is designed to help teachers establish rich, inquiry-based classroom cultures. In each unit, self-selected reading, writing, and work with shared texts intertwines in ways that lead to higher levels of student engagement, manifesting in increased reading, writing, and text-based discussions. Through these studies, teachers will work with students to establish essential rituals, routines, tools, and practices around independent reading, shared reading, literacy notebooks, and text-based reading response exercises. All units feature “write like” assignments where students try their hand at writing like the narratives and informational reports they are reading.

#### 2. Novel Study





Grade 3: *The Stories Julian Tells* - In this unit, students read Ann Cameron's *The Stories Julian Tells*, a collection of funny and engaging short stories. This beginning chapter book gives students practice reading, writing, and talking about individual chapters and across multiple chapters. Students read, complete comprehension tasks, engage in small and whole group discussions, and take on assignments like the text. "Write like" assignments ask students to try their hand at writing sentences and paragraphs that imitate Cameron's rich language and dialogue.

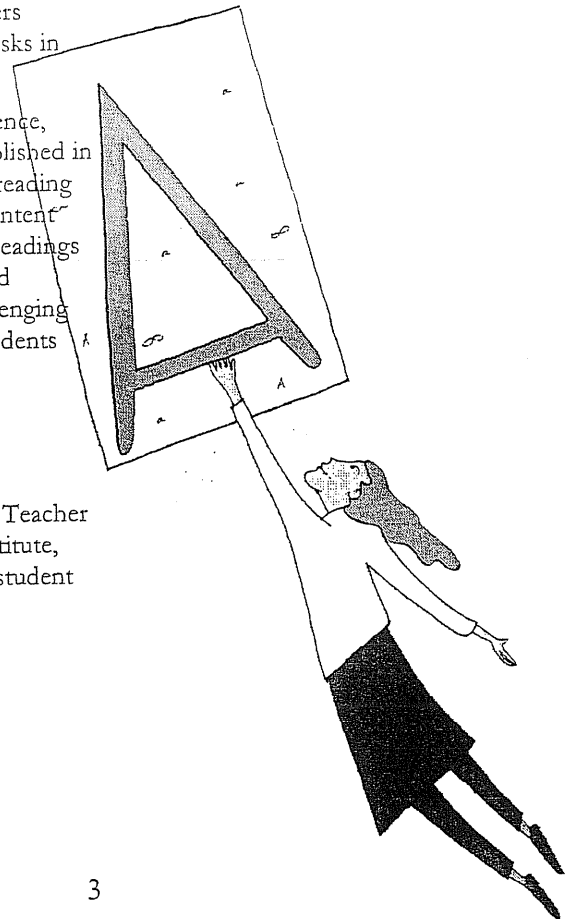
### 3. Close Reading of Informational Texts

**Unit 1: Close Reading Social Studies.** Providing introductions to close reading of complex informational texts, this Social Studies-focused unit carefully scaffolds students through cycles of comprehension and analysis work marked by reading, writing, and collaborative discussions. Students learn to determine and analyze the development of central ideas and arguments in informational texts. In addition, they learn to describe the language and methods writers employ to develop content. Units culminate in performance tasks in which students compose explanatory essays.

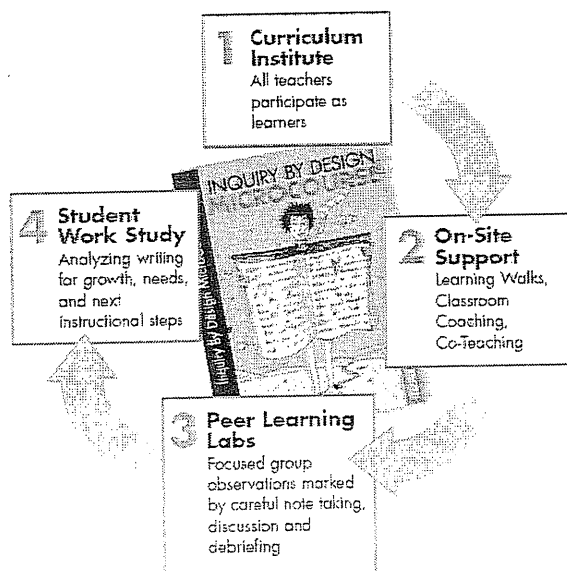
**Unit 2: Close Reading Science.** Anchored by readings in science, these units build on the teaching and learning approaches established in Unit 1 and are designed to give students additional practice in reading and analyzing informational texts. Texts in these units pose content and genre challenges that are different than the Social Studies readings in Unit 1, thereby allowing students to practice determining and analyzing the development of the central ideas with more challenging texts. Each unit culminates in a performance task in which students compose explanatory essays.

### Professional Development

Third grade teachers will experience Inquiry By Design's complete Teacher Professional Development Cycle, beginning with a Curriculum Institute, followed up by onsite coaching, peer learning labs, and a studying student work session.



## Inquiry By Design Teacher Professional Development Cycle



### 1) Curriculum Institutes

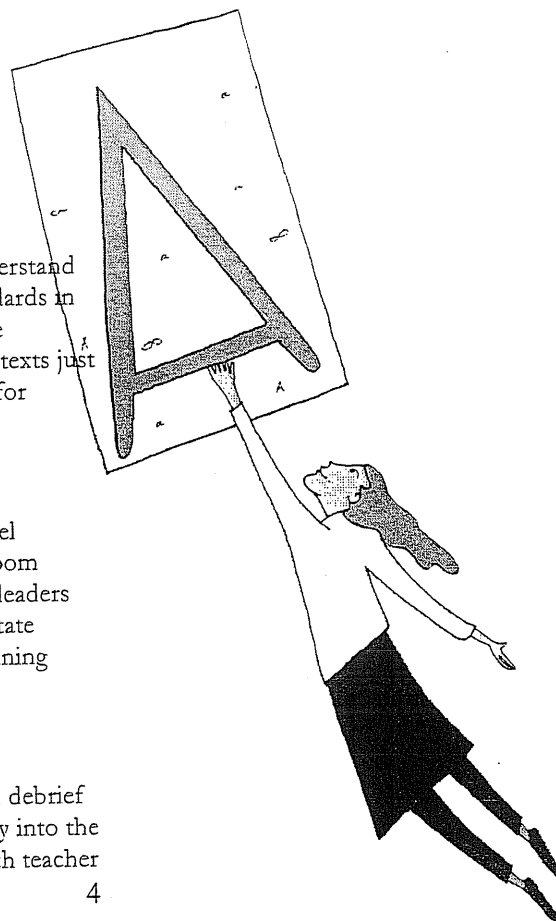
Institutes are designed to help teachers and administrators understand how to help their students meet the Common Core State Standards in English Language Arts. Participants experience the bulk of the institute as learners – reading, writing, and discussing complex texts just as their students will. There is also time built into the institute for collaborative planning and for studying related research.

### 2) On-Site Support

IBD Professional Developers work with district- or school-level educational leaders at the school sites. Support includes classroom walk-throughs with the leadership team, planning with school leaders on how to support instruction aligned to the Common Core State Standards, coaching teachers, co-teaching, leading teacher planning meetings, and preparing for Peer Learning Labs.

### 3) Peer Learning Labs

Peer Learning Labs give teachers opportunities to observe and debrief lessons implemented by their peers as they inquire more deeply into the nuances of Common Core-aligned classroom instruction. Each teacher





will have the opportunity to attend at least one Peer Learning Lab during the school year.

#### 4) Student Work Study Session

Like Peer Learning Labs, these sessions contribute to an environment of collaboration and accountability as teachers reconvene after implementing shared MicroCourses to look carefully at the student papers generated during that work. Strong emphasis is placed on 1) working with teachers to *describe* what they see students doing and trying to do as writers of Common Core writing types and 2) moving from description to *instructional planning* as teachers learn to revitalize in the classroom the adage “assessment drives instruction.”

### 2. Grades 4 & 5 – Upper Elementary “Studying Theme” Project

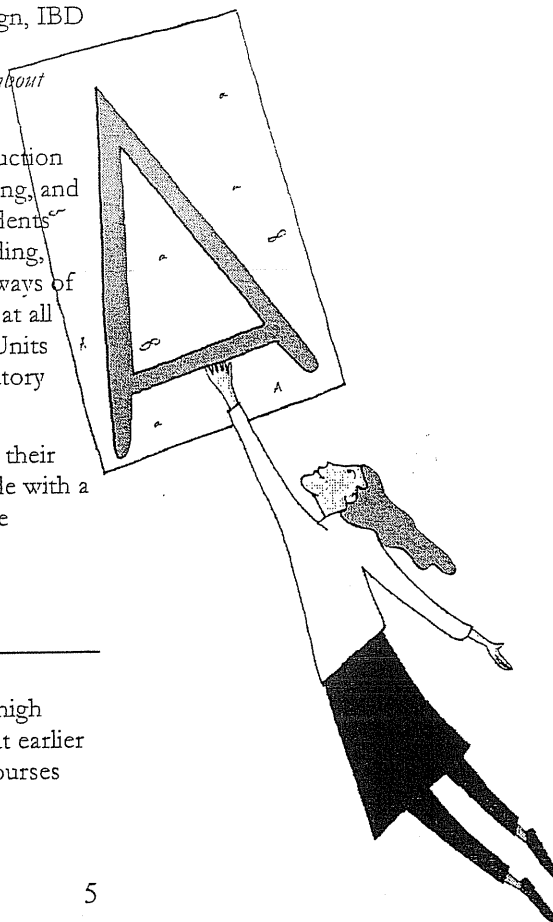
In order to continue to support current IBD fourth and fifth grade teachers who have requested additional MicroCourses from Inquiry By Design, IBD is pleased to offer Alameda Unified our newest MicroCourse for implementation in the 2014-2015 school year – *Reading and Writing about Theme*.

Each single-text module in this series serves as an important introduction to close reading of short fiction and to ways of determining, analyzing, and writing about themes in texts. These modules carefully scaffold students through cycles of comprehension and analysis work marked by reading, writing, and collaborative discussions. Students learn foundational ways of working with theme, a literary concept that is featured prominently at all grades in the Common Core ELA standards beginning at grade 3. Units culminate in performance tasks in which students compose explanatory essays.

To support implementation and continue to help students improve their writing, this work will begin with a curriculum institute and conclude with a Studying Student Work session after teachers have implemented the MicroCourse in their classrooms.

### 3. Grade 12 – MicroCourse Project

Inquiry By Design is pleased to extend the curriculum offerings at high school through twelfth grade. In order to build on MicroCourses at earlier grades, Inquiry By Design recommends the following two MicroCourses for implementation in AUSD twelfth grade classrooms:



1. Close Reading of Literary Texts
2. Reading and Writing Reports of Information

### 1. Close Reading of Literary Texts

This MicroCourse consists of two units. The first is titled “Foundations for Inquiry” and the second is titled “Retellings: Authors Talking across Texts.”

**Unit 1: Foundations for Inquiry** studies are grade-level units designed to establish the tools and practices for inquiry-based learning. Two modules comprise each grade-level unit. The first module supports students to set up literacy notebooks and establish independent reading projects. The second module provides students with in-depth introductions to developing text-based arguments about literature. Students engage in integrated cycles of reading, rereading, writing, and discussion that culminate in written arguments about important and engaging pieces of literature.

**Unit 2: Retellings: Authors Talking across Texts** studies bring to life Umberto Eco’s statement, “Books always speak of other books, and every story tells a story that has already been told.” These units were designed specifically to teach students how to analyze how an author draws on and transforms source material in a specific work, and to analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.<sup>1</sup> These units are designed around the notion of retellings – the idea that authors draw on and transform stories that have already been told, and in the process, create new meanings.

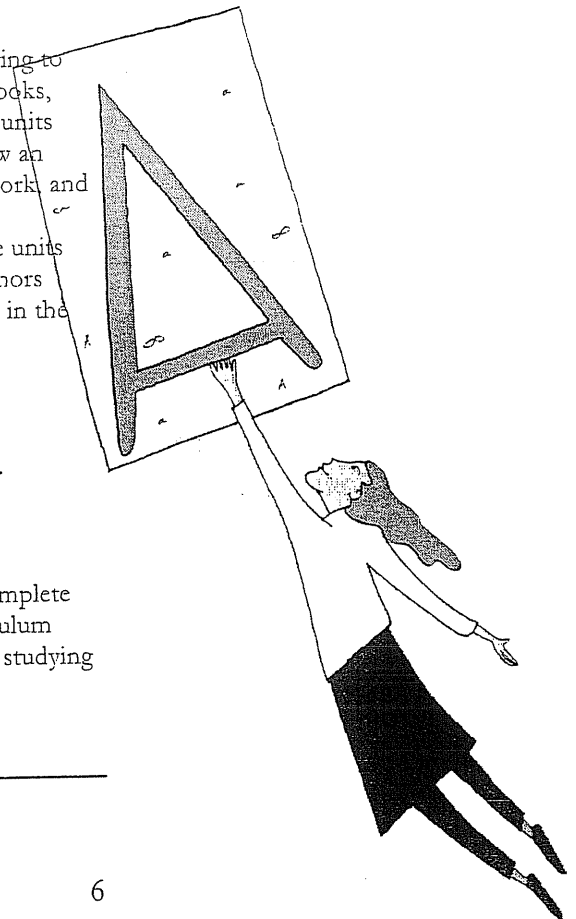
### 2. Reading and Writing Reports of Information

This MicroCourse consists of one unit. The Grade 12 unit is in development and will be available for delivery in winter 2014-2015.

### Professional Development

Twelfth grade teachers will also experience Inquiry By Design’s complete Teacher Professional Development Cycle, beginning with a Curriculum Institute, followed up by onsite coaching, peer learning labs, and a studying student work session.

<sup>1</sup> <http://www.corestandards.org/ELA-Literacy/RL/9-10>



#### 4. Teacher Leader Project: Developing a Teacher Leader Cadre

##### Participants

This series of inquiry work and study is for teachers who are interested in becoming role models in inquiry-based instruction aligned to the CCSS, represented in Inquiry By Design MicroCourses and units of study. These workshops will support 15 - 20 teachers and instructional leaders who have had at least a two year experience with Inquiry By Design to become mentors for other IBD teachers. It is preferential that participants have experience with the entire IBD professional development cycle (curriculum institute, coaching, Peer Learning Lab, and Studying Student Work). We recommend that participants apply to be a part of this leadership cadre in order to identify the commitment and foundational knowledge of IBD components necessary to become an effective instructional leader for the district. The teacher leadership professional development will occur for two separate cohorts. The work for each cohort evolves over the course of two years.

Teacher leaders have many spheres of influence. The way teacher leaders interact with their colleagues within those spheres of influence is a critical component of any movement to support and impact change within the learning community. This professional development includes support for teachers as they work with other teachers within their spheres of influence. It also helps teacher become effective Peer Learning Lab facilitators by developing not only lab facilitation skills, but also the skills to support the lab hosts in preparation for labs.

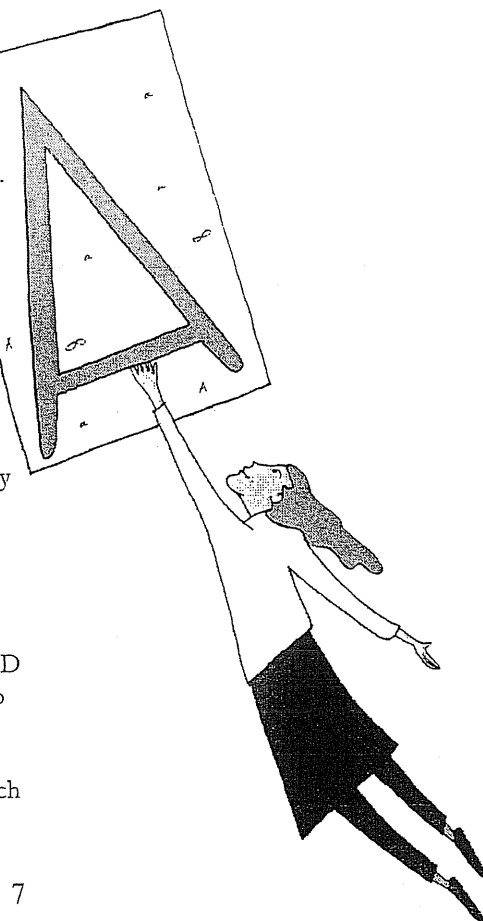
##### Outcomes

- Prepare teachers for leadership work with other teachers by becoming instructional role models in the way they teach and the way they talk about instruction within their spheres of influence.
- Prepare teachers as peer coaches and support their ability to provide descriptive feedback for peers on IBD lessons, specifically in preparation for facilitation of Peer Learning Labs.

##### Teacher Leadership & Spheres of Influence

##### Two-Day Workshop (August/September)

Participants will come together and reflect on the core components of inquiry-based pedagogy based on their prior experiences implementing IBD MicroCourses and Units of Study. Based on their reflections, they develop a set of look fors that identify what we should see and hear in IBD classrooms. Participants will also study and discuss current research on adult learning and apprenticeship and identify spheres of influence in which they can become role models and mentors for others.



Teachers will also discuss methods for supporting future lab hosts through methods of peer coaching.

**Peer-Coaching (October) – occur over the course of 2 – 3 weeks**  
**Off-Site Support from IBD Professional Developer**

Teacher leaders will learn how to become effective “thinking partners” and mentors for lab hosts and other teachers in support of inquiry-based instruction and IBD curriculum. Teacher leaders begin by working with each other in a safe environment to develop their skills. Over the course of 2 – 3 weeks, each teacher leader is released for one half-day session to complete a coaching cycle with his/her partner teacher. One person coaches his/her partner in the morning while the other teaches an IBD lesson and receives coaching support. They trade roles in the PM. Participants complete an online reflection and discussion about what it felt like to coach, and be coached, and what they learned about being better teacher leaders and teachers from the experience. An IBD professional developer facilitates the online work via an online discussion forum.

**Facilitation of Peer Learning Labs (November)**  
**Two Consecutive Days**

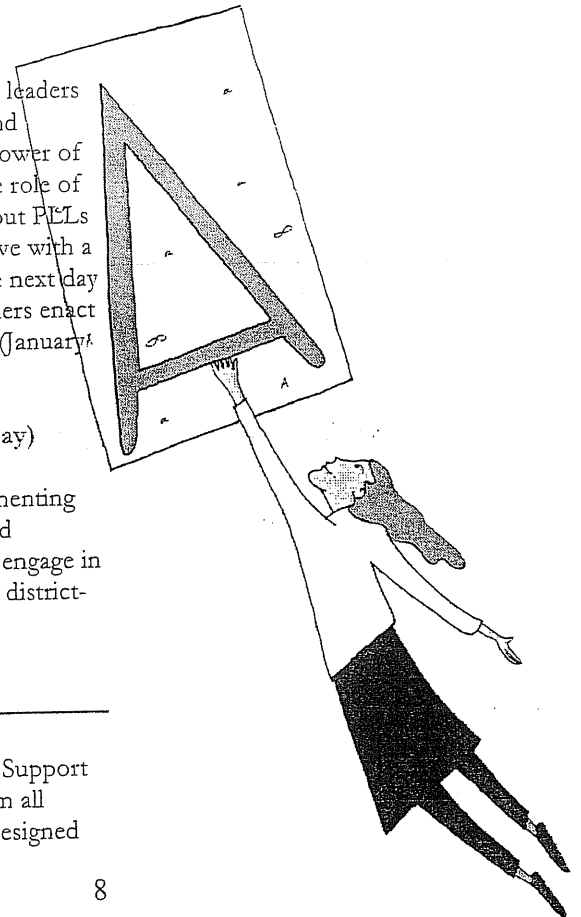
One teacher leader hosts a Peer Learning Lab for up to ten teacher leaders in the morning. In the afternoon, the group debriefs the process and studies the role of the facilitator. Participant will then debrief the power of the PLL for participants and hosts, the role of the host teacher, the role of the facilitator and facilitation moves, and discuss any questions about PLLs with the IBD professional developer. Teachers will discuss and leave with a plan for implanting a Peer Learning Lab in their own building. The next day repeats this process for the second group of teacher leaders. Teachers enact their plan for implementing PLLs within their school community. (January<sup>st</sup> – March)

**Debrief the Implementation of Peer Learning Labs (April/May)**  
**One-Day Workshop**

Teacher leaders come together to debrief the experience of implementing Peer Learning Labs in their buildings and make plans for continued implementation of Peer Learning Labs. In the afternoon, teachers engage in a Student Work Study session and plan to gather student work for district-wide Student Work Study sessions for the following year.

**5. Administrator Leadership Support**

Inquiry By Design will also facilitate an Administrator Leadership Support strand consisting of three sessions for building administrators from all schools. These sessions, which are described in detail below, are designed



to provide administrators with the information and insight they need to provide leadership for the project at the building level.

#### Session One (One Day) – up to 40 participants

Administrators are introduced to the Inquiry By Design work scheduled to take place in the district in the coming year. They learn the scope of the IBD project and engage as learners in the type of inquiry work they should expect to see in their building. Administrators develop look fors based on the learning experience. They are then introduced to a tool that they can use when visiting classrooms as instructional leaders.

#### Session Two (One Day: split AM/PM sessions) – up to 20 participants per session

During the second gathering, administrators dive deeper into learning about inquiry-based ELA instruction by studying research and viewing video of classroom instruction where they learn to describe and name the instructional moves that support student learning. They will also learn about providing more effective and descriptive feedback to teachers. They identify the tenets of IBD instruction and learn how to describe what they see in classrooms in order to provide specific and descriptive feedback to teachers.

#### Session Three – Administrator Learning Labs

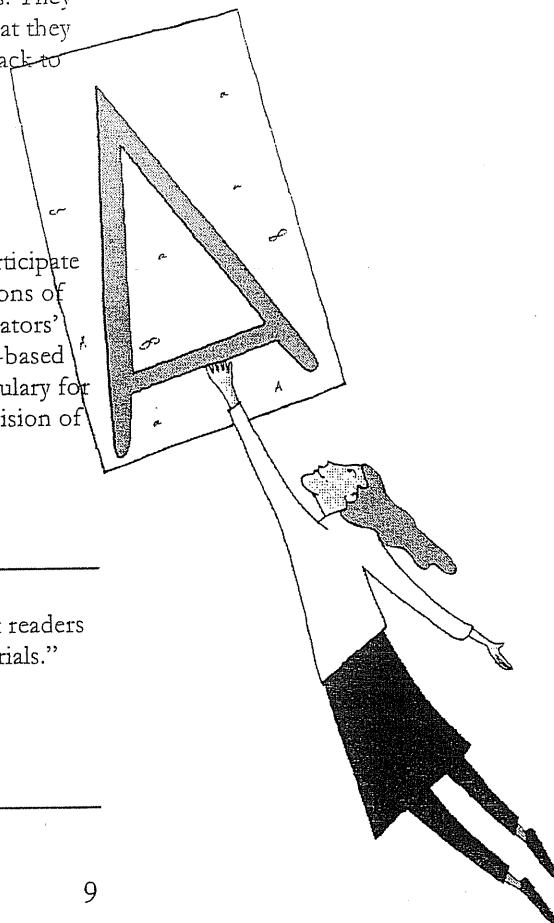
(One Day: split AM/PM sessions) – 1 day can support 20 administrators, up to 10 participants in each session

During the final session, administrators have the opportunity to participate in a Learning Lab opportunity that is anchored by shared observations of inquiry teaching and learning. Specifically aimed at deepening educators' understandings of what constitutes Common-Core aligned, inquiry-based instruction, these observations help leaders develop a shared vocabulary for describing high quality instruction in order to arrive at a common vision of literacy system-wide.

### 6. Replacement Materials

The district will purchase replacement teacher manuals and student readers as indicated on the companion spreadsheet, "AUSD 2014-15 Materials."

### 2014 – 2015 Pricing

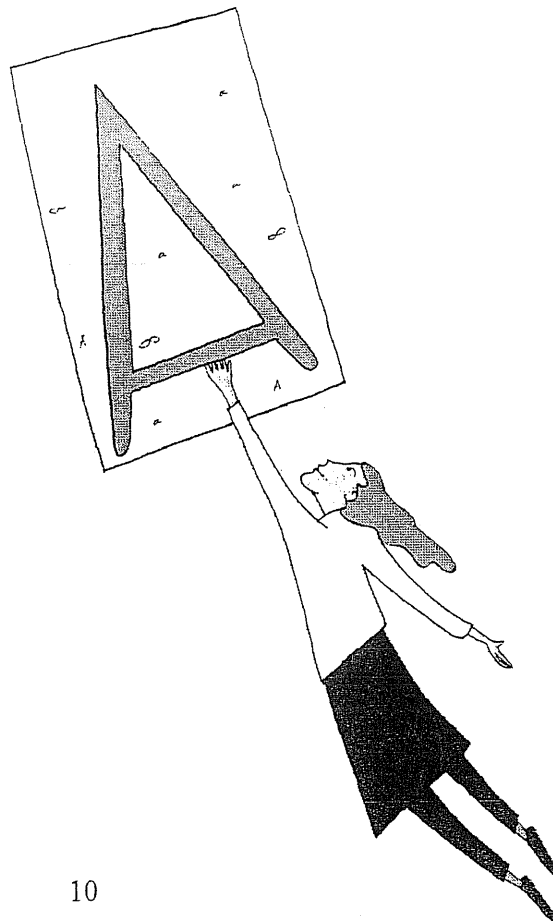


Itemized Pricing can be found on the attached worksheet "AUSD Pricing 2014-2015 Project," and is summarized below.

1. Grade 3 MicroCourse Project	PD	\$29,250.00
	Materials	\$29,387.48
2. <i>Reading and Writing about Theme:</i> Grade 4 & 5	PD	\$15,250.00
	Materials	\$28,646.87
3. Grade 12 MicroCourse Project	PD	\$23,750.00
	Materials	\$19,873.62
4. Teacher Leader Project	PD	\$22,850.00
	Materials	\$2,616.00
4. Administrator Leadership Support	PD	\$12,750.00
8. Replacement Materials	Materials	\$75,112.25

2014-15 Project Total: \$259,486.22

103,850  
2014-15 PD







## Year Two: 2015 – 2016

As teachers across grades 3-12 implement IBD MicroCourses and Units of Study, in 2015-2016 Inquiry by Design will provide extended support for teachers' inquiry-based pedagogy with a special emphasis on supporting student writing. As a way to differentiate for the needs of AUSD teachers, Inquiry By Design is pleased to offer topic-based professional development that provides a menu of items from which to choose professional development. Another goal is to continue the development of teacher leadership for Cohort #1 and begin developing teacher leaders for Cohort #2. To this end, we propose the following teaching and learning project for the 2015-2016 academic year. The project features five basic components:

1. Support for Student Writing
2. Topic-Based Professional Development
3. Teacher Leader Project
4. Administrator Leadership Support
5. Replacement Materials

### 1. Support for Student Writing

#### Three One-Day Workshops

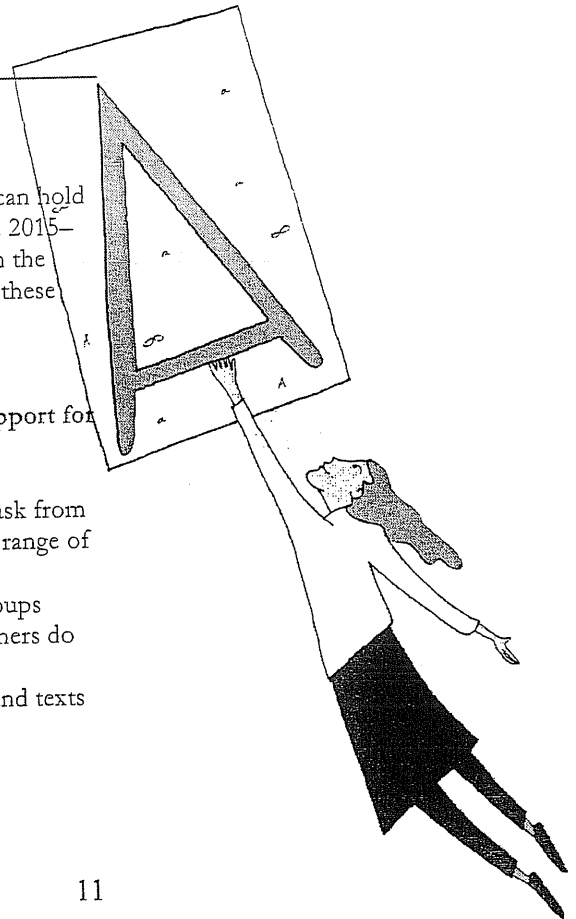
We recommend offering one one-day workshop per grade band: 1) Elementary, 2) Middle School, & 3) High School. Each workshop can hold up to 25 participants. (These workshops will be offered in both the 2015–2016 and 2016–2017 years.) As newly trained participants engage in the work, they will be more interested in supporting student writing in these ways once they have become more comfortable with the IBD MicroCourses and Units of Study.

#### 2015–2016: Moving Beyond the First Draft: Inquiry-Based Support for Writing Revision

##### Workshop Summary

Participants will engage as learners and complete an IBD writing task from a unit of study. They will then revise their drafts by experiencing a range of inquiry-based instructional practices aligned to IBD units of study:

- How to leverage peer/peer conversations and revision groups
- Teaching students to describe writing similar to what teachers do during the Studying Student Work session
- How to use “writing like” lessons with exemplar models and texts
- How to use inquiry-based lessons to teach conventions
- How to leverage teacher/student conferring sessions



*Note: We recommend that all teacher leaders in Cohort 1 and 2 attend the Moving Beyond the First Draft workshop in preparation for work during 2016–2017.*

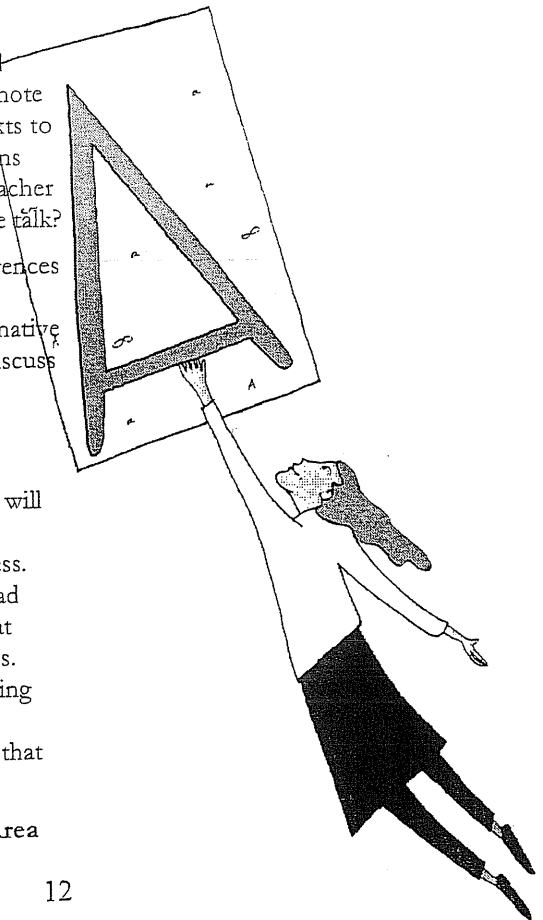
## 2. Topic-Based Professional Development

### Two One-Day Workshops

The following professional development options are each one-day workshops that can be used to support teachers. Two versions of options A & B will be offered: elementary and secondary. Options C & D are for secondary participants only. If you choose a secondary only session, you may then choose from either option A or B for the elementary workshop. These options can support teachers in their implementation of IBD MicroCourses and Close Reading in the Content Area units of study. Additional options may be available based on teacher needs.

#### District Choice

- A. **Texts, Tasks, and Talk.** Participants will identify, study, and discuss the qualities in texts embedded in IBD units that promote talk. They will then apply those qualities to choosing other texts to use with students. They will also explore the types of questions and tasks that support text-based discussions as well as the teacher moves that encourage and discourage academically productive talk?
- B. **Assessment:** Participants will study the similarities and differences between formative and summative assessment. They will also identify access points within IBD units of study for both formative and summative assessment. Participants will also study and discuss assessment practices that promote student engagement and learning.
- C. **Supporting Dependent Readers & English Learners in Inquiry-Based Classrooms (secondary only).** Participants will explore the role of apprenticeship, the zone of proximal development, and the role of discussion in the learning process. They will reflect on the successes and challenges they have had when implementing IBD units and subsequently identify what supported their successes and possibly caused their challenges. They will then study research that explores the role of modeling and discussion to support dependent readers and ELs when working with complex texts and identify additional scaffolds that can be used if needed.
- D. **Texts, Tasks, and Talk: Close Reading in the Content Area**







(secondary only). Participants for these workshops should have taken at least Day 1 of the CRCA training offered in 2013–2014. They will work collaboratively to identify topics based on grade-level standards that would benefit from text-based discussion and writing. Participants will then identify texts based on a topic and then work collaboratively with other participants at the same grade level to create tasks and questions that promote text-based discussion and writing.

### 3. Teacher Leader Project

#### Refining Teacher Leadership Skills 10 Total Professional Development Days

- 5 for teacher leader training
- 5 for co-facilitation of Student Work Study sessions

Because the district may not find the need for a second cohort of Teacher Leaders, a set number of days will be allotted for teacher leadership work in 2015-2016 with an emphasis on helping teacher leaders to facilitate Student Work Study sessions. If a need for Cohort #2 arises, Cohort #1 teacher leaders will help support the professional development in tandem with an IBD professional developer for Cohort #2. Some of the days allotted may be used as days to plan for co-facilitated professional development days. Topics for 2015-2016 one-day workshops for Cohort #1 teacher leaders will be determined in 2014–2015 by district and teacher leaders with an IBD professional developer.

#### Outcomes

- Prepare teachers for leadership work with other teachers by becoming instructional role models in the way they teach and the way they talk about instruction within their spheres of influence.
- Support teachers in their ability to lead Student Work Study sessions.
- Support a second cohort of teacher leaders.

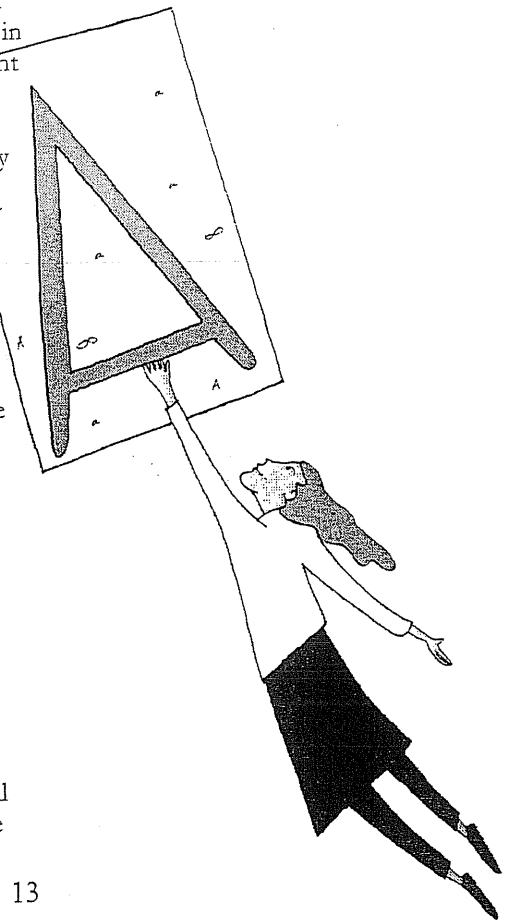
#### 5 Days: Teacher Leader Training

The following provides an example of how some of the days might be organized.

#### Fall 2015 (Two-Day Workshop, Cohort #1)

##### One-Day Teacher Leader Workshop (Cohort #1)

- The topic and inquiry work for this day will be determined based on feedback from the previous year.



#### One-Day Planning day

- Teacher Leaders will plan a learning experience for Cohort #2 based on their experiences in training and working with colleagues in their respective buildings

#### Fall 2015 (Two-Day Workshop, Cohort #2)

- A few teacher leaders from Cohort #1 will co-facilitate (during small-group activities) with an IBD professional developer.

#### Spring 2016 (One-Day Workshop, Cohort #2)

- Topic to be determined by teacher and district leaders.

#### 5 Days: Co-Facilitation of Student Work Study sessions (Fall 2016) – Cohort #1

- Grade 3
- Grades 4 – 5
- Grades 6 - 8
- Grades 9 – 10
- Grades 11 - 12

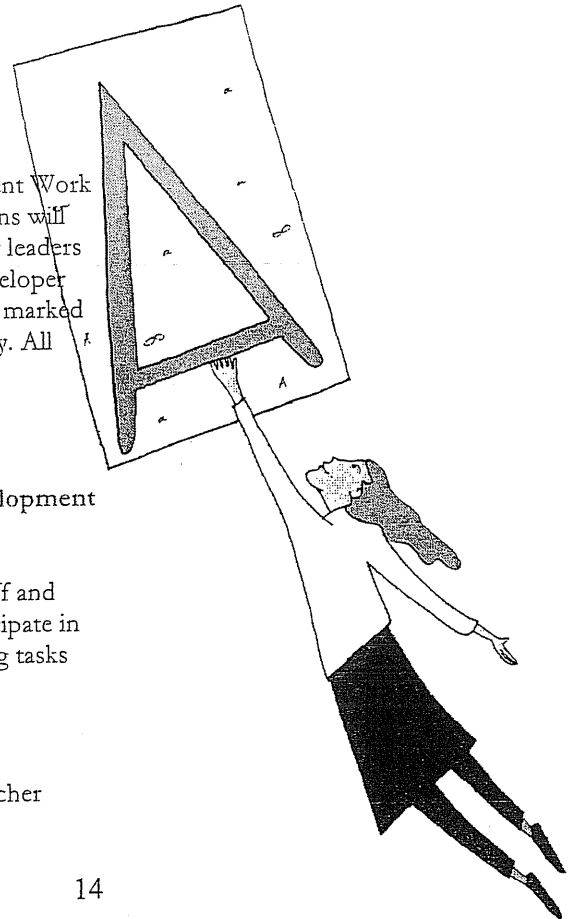
An IBD professional developer will co-facilitate district-wide Student Work Study sessions with 2-3 teacher leaders. Student Work Study sessions will be completed using grade level bands (as indicated above). Teacher leaders will gather student work for the session. The IBD professional developer and teacher leaders will collaborate via email and phone to prepare marked samples and the presentation to use during the Student Work Study. All Student Work Study sessions will be held in the fall.

*PowerPoints for 2015-2016 Teacher Leader sessions are included in pricing.*

#### Preparing for the 2016-2017 “Inquiry-Based Curriculum Development Project”

In preparation for the 2016-2017 project, AUSD central office staff and IBD will collaborate to select a team of 12 teacher leaders to participate in the Inquiry-Based Curriculum Development Project. The following tasks will be completed between January and June, 2016:

- Develop application for project
- Invite teacher leaders to apply
- For each grade band, select two groups from existing Teacher Leader pool:



- Lead writers—one for each grade band
- Pilot teachers—three for each grade band
- Assign background readings and homework for 2016 summer curriculum institute

#### 4. Administrator Leadership Support

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Inquiry By Design will also facilitate an Administrator Leadership Support strand consisting of three sessions for building administrators from all schools. These sessions, which are described in detail below, are designed to provide administrators with the information and insight they need to provide leadership for the project at the building level.

##### Session One (One Day) – up to 40 participants

Administrators engage in lessons that will help them better understand inquiry-based writing instruction. Administrators develop look fors based on the learning experience. They are then introduced to a tool that they can use when visiting classrooms as instructional leaders.

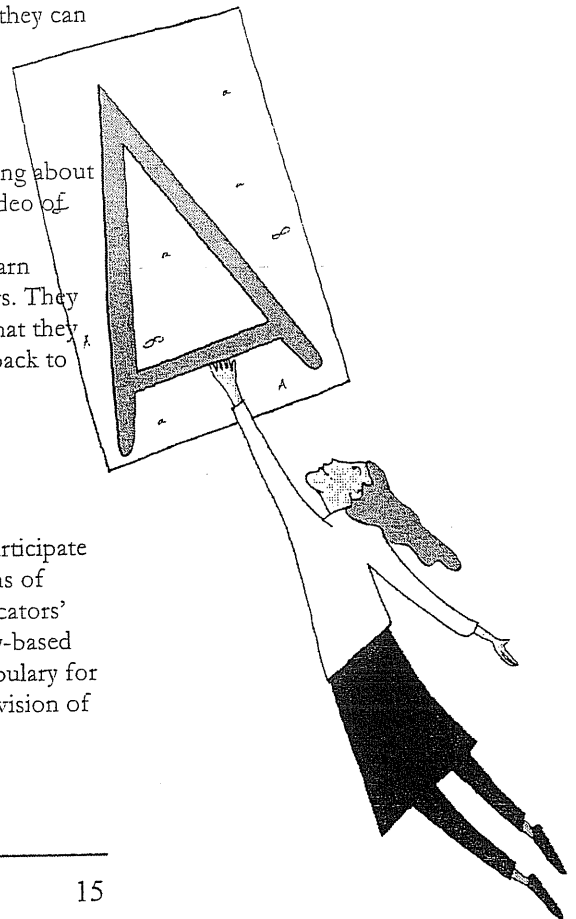
##### Session Two (One Day: split AM/PM sessions) – up to 20 participants per session

During the second gathering, administrators dive deeper into learning about inquiry-based ELA instruction by studying research and viewing video of classroom instruction where they learn to describe and name the instructional moves that support student learning. They will also learn about providing more effective and descriptive feedback to teachers. They identify the tenets of IBD instruction and learn how to describe what they see in classrooms in order to provide specific and descriptive feedback to teachers.

##### Session Three – Administrator Learning Labs

(One Day: split AM/PM sessions) – One day can support 20 administrators, up to 10 participants in each session

During the final session, administrators have the opportunity to participate a Learning Lab opportunity that is anchored by shared observations of inquiry teaching and learning. Specifically aimed at deepening educators' understandings of what constitutes Common-Core aligned, inquiry-based instruction, these observations help leaders develop a shared vocabulary for describing high quality instruction in order to arrive at a common vision of literacy system-wide.



#### 5. Replacement Materials

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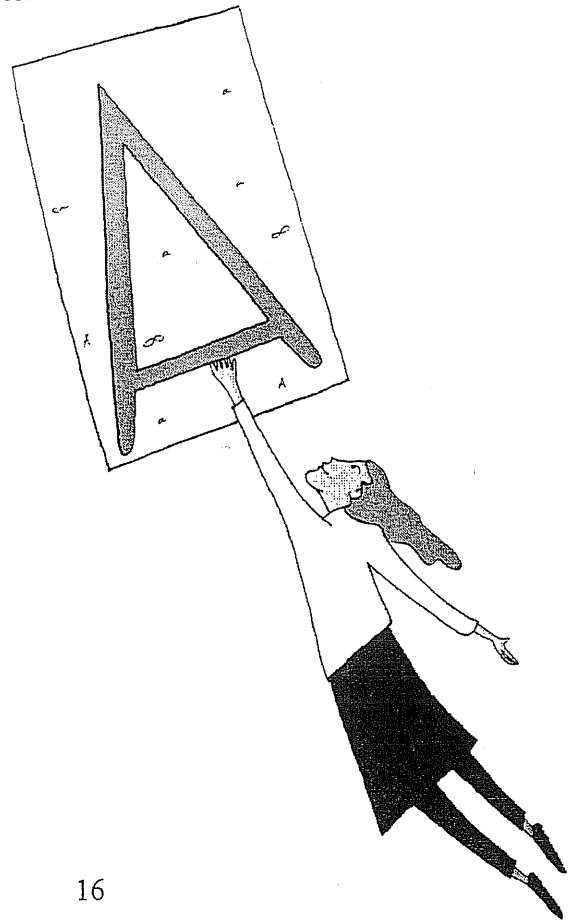
The district will purchase replacement teacher manuals and student readers as indicated on the companion spreadsheet, "AUSD 2015-2016 Replacement Materials."

### 2015 – 2016 Pricing

Itemized Pricing can be found on the attached worksheet "AUSD Pricing 2015-2016 Project," and is summarized below.

1. Support for Student Writing	\$16,500.00
2. Topic-Based Professional Development	\$11,000.00
3. Teacher Leader Project	\$50,400.00
4. Administrator Leadership Support	\$13,500.00
5. Replacement Materials	\$149,432.40

2015-2016 Project Total: \$240,832.40



## Year Three: 2016 – 2017

As teachers across grades 3-12 implement IBD MicroCourses and Units of Study, Inquiry by Design will provide extended support for teachers' inquiry-based pedagogy to support student writing. As a way to differentiate for the needs of AUSD teachers, Inquiry By Design will continue offer topic-based professional development that provides a menu of items from which to choose professional development. Teacher leaders, identified in 2015–2016 will engage in professional development that strengthens teachers' understanding of curriculum development. To this end, we propose the following teaching and learning project for the 2016-2017 academic year. The project features five basic components:

1. Support for Student Writing
2. Topic-Based Professional Development
3. Inquiry-Based Curriculum Development Project (Teacher Leader)
4. Administrator Leadership Support
5. Replacement Materials

### 1. Support for Student Writing

#### Three One-Day Workshops

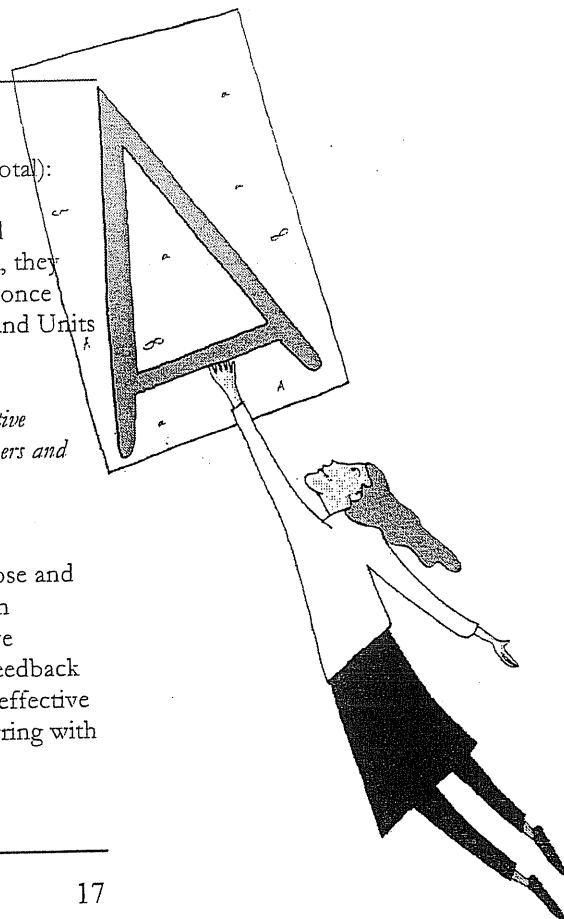
We recommend offering one workshop per level (3 workshops in total): Elementary, Middle & High School (up to 25 participants). These workshops are differentiated by grade band levels. As newly trained participants at both elementary and high school engage in the work, they will be more interested in supporting student writing in these ways once they have become more comfortable with the IBD MicroCourses and Units of Study.

*Note: We recommend that all teacher leaders attend the "Providing Effective Feedback" workshop to become aware of additional ways to support teachers and implement effective feedback in their own classrooms.*

#### Providing Effective Feedback

What feedback supports students to revise their writing with purpose and authority? Participants will work with study and discuss research on providing effective feedback. They will also study artifacts that have examples of student feedback and discuss the impact each set of feedback might have on student revision. Teachers will then practice giving effective written feedback on student papers along with methods for conferring with students about their writing.

### 2. Topic-Based Professional Development

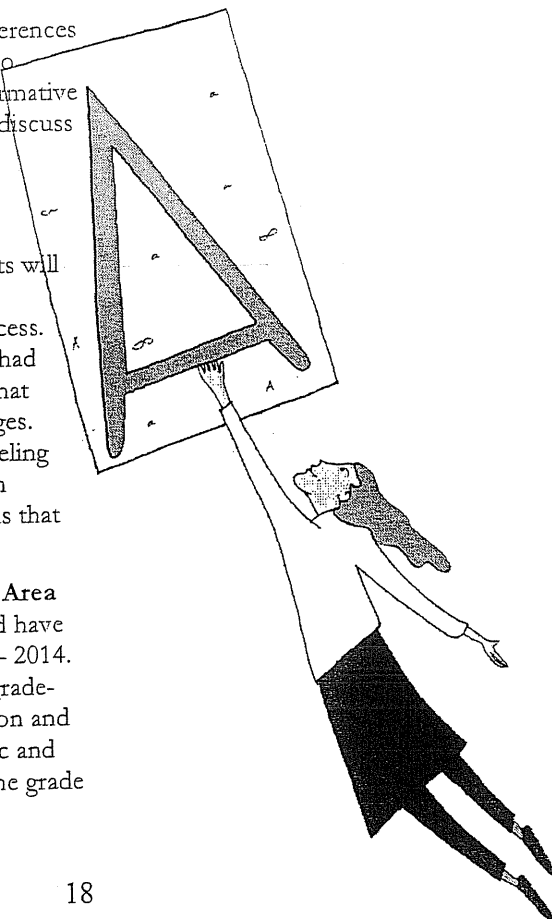


### Two One-Day Workshops

The following professional development options are each one-day workshops that can be used to support teachers. Two versions of options A & B will be offered: elementary and secondary. Options C & D are for secondary participants only. If you choose a secondary only session, you may then choose from either option A or B for the elementary workshop. These options can support teachers in their implementation of IBD MicroCourses and Close Reading in the Content Area units of study. Additional options may be available based on teacher needs.

#### District Choice

- A. **Texts, Tasks, and Talk.** Participants will identify, study, and discuss the qualities in texts embedded in IBD units that promote talk. They will then apply those qualities to choosing other texts to use with students. They will also explore the types of questions and tasks that support text-based discussions as well as the teacher moves that encourage and discourage academically productive talk?
- B. **Assessment:** Participants will study the similarities and differences between formative and summative assessment. They will also identify access points within IBD units of study for both formative and summative assessment. Participants will also study and discuss assessment practices that promote student engagement and learning.
- C. **Supporting Dependent Readers & English Learners in Inquiry-Based Classrooms (secondary only).** Participants will explore the role of apprenticeship, the zone of proximal development, and the role of discussion in the learning process. They will reflect on the successes and challenges they have had when implementing IBD units and subsequently identify what supported their successes and possibly caused their challenges. They will then study research that explores the role of modeling and discussion to support dependent readers and ELs when working with complex texts and identify additional scaffolds that can be used if needed.
- D. **Texts, Tasks, and Talk: Close Reading in the Content Area (secondary only).** Participants for these workshops should have taken at least Day 1 of the CRCA training offered in 2013 – 2014. They will work collaboratively to identify topics based on grade-level standards that would benefit from text-based discussion and writing. Participants will then identify texts based on a topic and then work collaboratively with other participants at the same grade level to create tasks and questions that promote text-based discussion and writing.





### 3. Inquiry-Based Curriculum Development Project (Teacher Leader)

This project is designed to help AUSD develop curriculum development capacity among the members of the Teacher Leader group. This opportunity is only available to teachers who have actively participated in the Teacher Leader work in 2014-2015 and 2015-2016. The project is predicated on a genre study model where IBD units will serve as “exemplar texts.” For this reason, all participants should have deep experience teaching IBD MicroCourses and units of study.

This project will have three strands running concurrently:

- Elementary Level Development Strand
- Middle School Development Strand
- High School Development Strand

Each strand will have four (4) AUSD staff members: a lead writer and three pilot teachers. All 12 participants must attend the five-day curriculum development institute during the summer of 2016. Participating teachers and staff will be selected during 2015-2016 school year.

There will be two “waves” of curriculum work per grade band in this project. The first wave will culminate in the development of a total of six single text modules (two per grade band). These single text modules will be drafted, piloted, revised and distributed during the first half of the 2016-2017 school year. The second wave of development will culminate in more sophisticated multi-text units. Development teams for each grade band will work with IBD staff to draft, pilot, revise and distribute one (1) multi-text unit per grade band during the 2016-2017 school year.

The five-day summer launch institute will be dedicated to establishing the groundwork necessary for each team to complete the development of these curriculum studies. Descriptions of the support IBD staff will provide curriculum teams at each of the phases of development are delineated below:

#### Apprenticeship Cycle #1: Single-Text Modules

- **Drafting:** IBD staff will lead the five-day launch institute and will provide *lead writers* with off-site support after that institute in the form of document review and phone support for each of the six modules.
- **Piloting:** AUSD is responsible for piloting each single-text module. The development team for each grade band should gather lessons



from the pilot. These learnings will be the basis for the revision of each single-text module.

- Revision: IBD staff will return to AUSD for a two-day meeting in the fall/winter of 2016 to discuss lessons from the pilot and to support teams as they revise the modules and prepare them for distribution.
- Distribution: AUSD is responsible for the distribution of materials and for training district teachers to implement the revised single text modules. IBD staff will provide phone and email support to AUSD staff to help design the training around the modules.

#### Apprenticeship Cycle #2: Multi-Text Modules

- Drafting: IBD staff will lead the five-day launch institute and will provide *lead writers* with off-site support after that institute in the form of document review and phone support for each of the three (3) multi-text units.
- Piloting: AUSD is responsible for piloting each multi-text unit. The development team for each grade band should gather lessons from the pilot. These learnings will be the basis for the revision of units.
- Revision: IBD staff will return to AUSD in the spring of 2017 for a two-day meeting to discuss lessons from the pilot and to support teams as they revise the units and prepare them for distribution.
- Distribution: AUSD is responsible for the distribution of materials and for training district teachers to implement the revised single-text modules. IBD staff will provide phone and email support to AUSD staff to help design the training around the modules.

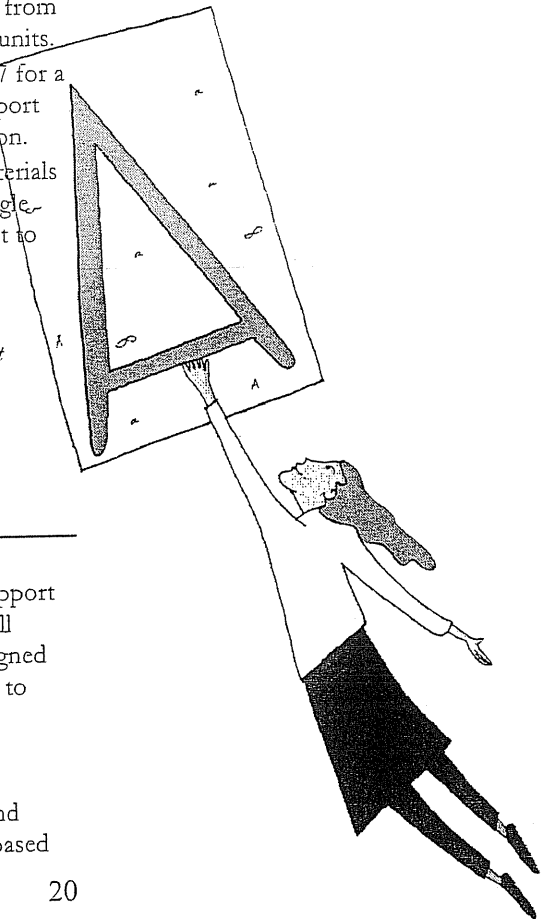
*AUSD is responsible for printing and distribution of all curriculum studies and ancillary materials required by and generated during this project, including but not limited to permissions to reprint texts for student use.*

#### 4. Administrator Leadership Support

Inquiry By Design will also facilitate an Administrator Leadership Support strand consisting of three sessions for building administrators from all schools. These sessions, which are described in detail below, are designed to provide administrators with the information and insight they need to provide leadership for the project at the building level.

##### **Session One (One Day) – up to 40 participants**

Administrators engage in lessons that will help them better understand inquiry-based writing instruction. Administrators develop look fors based





on the learning experience. They are then introduced to a tool that they can use when visiting classrooms as instructional leaders.

**Session Two (One Day: split AM/PM sessions) – up to 20 participants per session**

During the second gathering, administrators dive deeper into learning about inquiry-based ELA instruction by studying research and viewing video of classroom instruction where they learn to describe and name the instructional moves that support student learning. They will also learn about providing more effective and descriptive feedback to teachers. They identify the tenets of IBD instruction and learn how to describe what they see in classrooms in order to provide specific and descriptive feedback to teachers.

**Session Three – Administrator Learning Labs**

**(One Day: split AM/PM sessions) – One day can support 20 administrators, up to 10 participants in each session**

During the final session, administrators have the opportunity to participate a Learning Lab opportunity that is anchored by shared observations of inquiry teaching and learning. Specifically aimed at deepening educators' understandings of what constitutes Common-Core aligned, inquiry-based instruction, these observations help leaders develop a shared vocabulary for describing high quality instruction in order to arrive at a common vision of literacy system-wide.

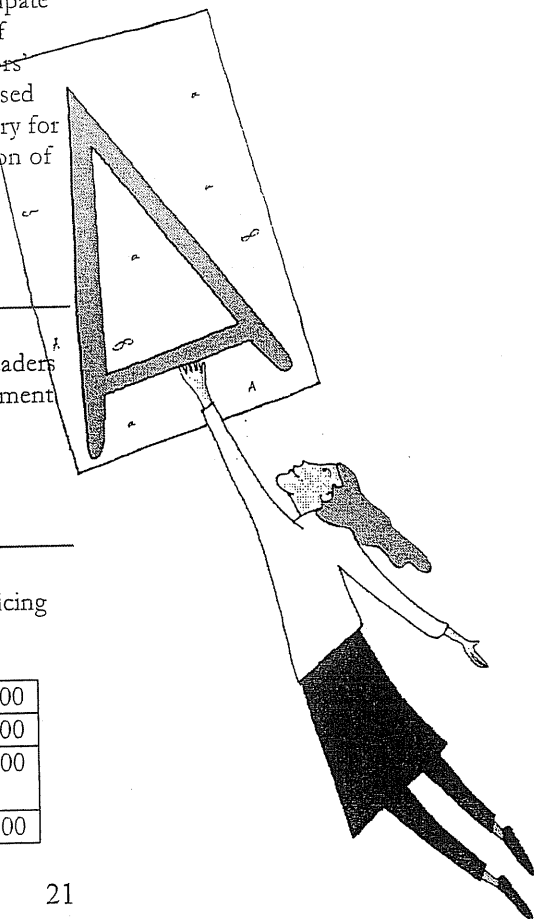
## 5. Replacement Materials

The district will purchase replacement teacher manuals and student readers as indicated on the companion spreadsheet, "AUSD 2016-17 Replacement Materials."

## 2016 – 2017 Pricing

Itemized Pricing can be found on the attached worksheet "AUSD Pricing 2016-2017 Project," and is summarized below.

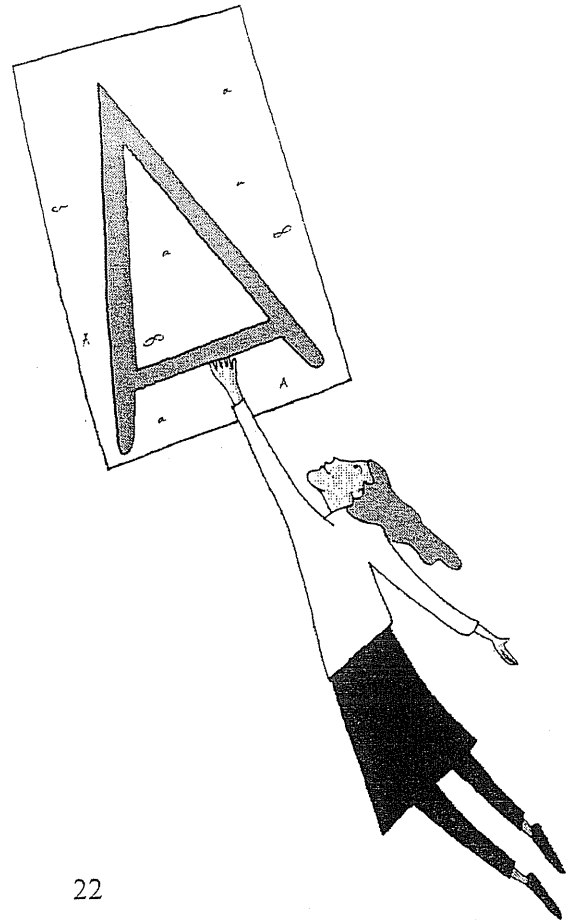
1. Support for Student Writing	\$16,500.00
2. Topic-Based Professional Development	\$9,500.00
3. Inquiry-Based Curriculum Development Project (Teacher Leader)	\$57,250.00
4. Administrator Leadership Support	\$14,250.00



5. Replacement Materials

\$149,432.40

Project Total: \$246,932.40



**CONTRACT**

Alameda Unified School District (Barbara Adams, Contracting Agent)  
agrees to the curriculum and professional development plan as  
described in this document.

Once this agreement is signed and emailed or faxed back to us, we  
will begin processing and shipping your materials order, and put you  
in touch with your IBD Director of Operations to calendar your  
project.

Signed \_\_\_\_\_

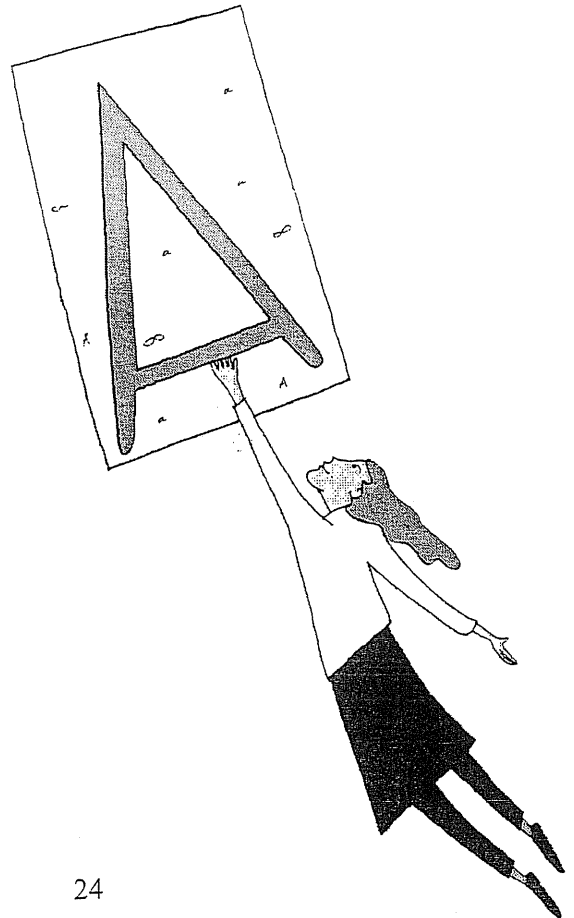
Date \_\_\_\_\_

Barbara Adams, Assistant Superintendent, Alameda Unified School District

Signed \_\_\_\_\_

Date \_\_\_\_\_

John McMillan, President, Inquiry By Design



**Three-Year Project Pricing Summary:**

2014-2015	
1. Grade 3 MicroCourse Project	\$58,637.48
2. <i>Reading and Writing about Theme</i> : Grade 4 & 5	\$43,896.87
3. Grade 12 MicroCourse Project	\$43,623.62
4. Teacher Leader Project	\$25,466.00
4. Administrator Leadership Support	\$12,750.00
8. Replacement Materials	\$75,112.25
<b>2014-2015 Total</b>	<b>\$259,486.22</b>

2015-2016	
1. Support for Student Writing	\$16,500.00
2. Topic-Based Professional Development	\$11,000.00
3. Teacher Leader Project	\$50,400.00
4. Administrator Leadership Support	\$13,500.00
5. Replacement Materials	\$149,432.40
<b>2015-2016 Total</b>	<b>\$240,832.40</b>

2016-2017	
1. Support for Student Writing	\$16,500.00
2. Topic-Based Professional Development	\$9,500.00
3. Inquiry-Based Curriculum Development Project (Teacher Leader)	\$57,250.00
4. Administrator Leadership Support	\$14,250.00
5. Replacement Materials	\$149,432.40
<b>2016-2017 Total</b>	<b>\$246,932.40</b>

## IBD and Math Info

JUL PD

Contract Vendor	Budget Code	Amount	Contact for Support (In District)	PSA Needed
IBD (Materials)	For 2014-15 (\$155,637): 01-9500-0-1110-1000-4200-049-49-1011	\$455,000	Andy	Yes
IBD (PD)	For 2014-15: 01-9500-0-0000-2140-5800-049-49-1011	\$103,850	Andy	Yes
MCC	For 2014-15: 01-9500-0-1110-2140-5800-049-49-1010	\$40,000	Steven/Terri	No?

\* IBD Materials 2014-15 only: 155636.22