

Lancaster-Lebanon Literacy Design Collaborative Teacher Agreement

As part of the Lancaster-Lebanon Literacy Design Collaborative teachers will have responsibilities in the areas of grant implementation, curriculum development, and professional development. Each teacher will be compensated for module development beyond professional responsibilities and receive a stipend of \$1,000 upon successful completion of the project. Teachers will:

Work with other project members to implement the grant

- Participate in weekly team meetings facilitated by the District Point of Contact.
- Complete weekly reflection logs during the development and implementation of the modules detailing project activities, accomplishments, challenges and needed supports.
- Use the course management system to organize/post project data and network with other participants.
- Collect and submit tasks, modules, and student work.
- Use LBD template task 11 to create and teach a module in semester one. Submit module and student work samples.
- Use LBD template task 2 to create and teach a module in semester two. Submit module and student work samples.
- Agree to have development and pilot work videotaped /observed on a regular basis.
- Contribute to final project report.
- Participate in research activities and expectations of Bill and Melinda Gates Foundation.

Participate in professional development

- Participate in 3 day convening at the beginning of project.
- Participate in 10 days of professional development provided by LBD.
- Participate in 32 hours of customized small group/ individual professional development/ technical assistance specifically designed to address areas of needed support.
- Participate in regional convenings during the 2010-2011 school year.

Develop and pilot modules

- Use the LBD framework to develop and revise modules during the 2010-2011 school year (Elizabethtown: Science (4), Social Studies (4), Lebanon: Science (4), Social Studies (6), Communication Arts (2). Teachers will:
 - Identify and agree upon module content areas that align to PA Academic Standards and Common Core.
 - Map the scope and sequence of the module content that will be integrated with the LBD framework.
 - Identify and map the specific tasks that will be completed for each content module.
 - Complete specific tasks using LBD strategies.
 - Review tasks and modules with each other and project staff to provide feedback and recommendations for improvement.
 - Revise tasks/modules based on feedback and recommendation.
- Pilot modules during the 2010-2011 school year (Elizabethtown: Science (4), Social Studies (4), Lebanon: Science (6), Social Studies (6). Teachers will:
 - Administer baseline writing sample and student questionnaire.
 - Schedule the timeframes for each module to be piloted during the school year.
 - Schedule observations of module implementation.
 - Pilot the modules.
 - Complete teacher survey related to pilot successes and challenges.

As a participating teacher in the Lancaster-Lebanon Literacy Design Collaborative during the 2010-2011 school year, I agree to fulfill the responsibilities outlined in this document and provide the deliverables outlined in the project implementation plan. I understand that I will be compensated for module development beyond professional responsibilities as per teacher contract and receive a stipend of \$1,000 upon successful completion of the project.

District: _____

Teacher: _____

Date: _____

PROJECT DELIVERABLES

Lancaster-Lebanon Literacy Design Collaborative Teacher Agreement

Elizabethtown School District	Lebanon School District	Lancaster-Lebanon IU 13
<ul style="list-style-type: none"> • Teacher Agreements • Weekly teacher reflection logs • Teacher survey data • Teacher observation data • 4 8th grade Science and 4 7th grade Social Studies modules • Content maps (scope and sequence) that are aligned to PA Academic Standards and the Common Core • Module tasks (Reminder: Tasks 11 is required in semester one and task 2 is required in semester two.) • Teacher feedback and recommendations • Revised modules • Student work 	<ul style="list-style-type: none"> • Teacher Agreements • Weekly teacher reflection logs • Teacher survey data • Teacher observation data • 4 Science-2 for 6th grade, 6 Social Studies modules- 2 for 6th grade, 2 for 7th grade, and 2 for 8th grade, and 2 Communication Arts- 8th grade • Content maps (scope and sequence) that are aligned to PA Academic Standards and the Common Core. • Module tasks (Reminder: Tasks 11 is required in semester one and task 2 is required in semester two.) • Teacher feedback and recommendations • Revised modules • Student work 	<ul style="list-style-type: none"> • Position Guides for Guiding Coalition, Points of Contact, Project Manager, Teachers and Support Personnel • Guiding Coalition Meeting Minutes • Professional development feedback forms • Teacher observation data • Web-based course framework • Professional development agendas and handouts • Agendas and minutes from regional convenings • Videotapes of teachers • Minutes associated with Coalition meetings • Final Project report