

MEMORANDUM OF UNDERSTANDING BETWEEN
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS AND
FEDERAL EDUCATION ASSOCIATION
(Developing Performance Standards for Students
and DoDEA Math Curriculum Implementation)

The Department of Defense Dependents Schools (DoDDS) and the Federal Education Association (FEA) hereby agree that in adopting the new DoDEA Math curriculum, FEA will be given the opportunity to designate a representative on committees, task forces, work groups, etc. that involve bargaining unit members in accordance with currently established practice. It is understood that this representation does not constitute bargaining.

A. In developing Math Performance Standards for students:

1. Teacher volunteers will be solicited by the district or area liaison through the Principal in consultation with the FRS.
2. The names of teachers who volunteer to collect examples of student work and their school locations will be provided to the FEA.
3. A summary of teachers' feedback will be provided to the FEA.
4. Training provided to the volunteers will be held during the duty day.
5. Teachers who volunteer will provide the principals with the selected examples of student work. Principals will be responsible for sending the selected student samples to the area/district math specialist.
6. Important Notes for the Process:
 - The student work developed in this process will in no way be used to evaluate teacher performance.
 - Neither teacher nor student names will be associated with specific work examples.
 - The request to an interested teacher in collecting student work will be made at least one month prior to the collection.
 - To ensure widespread opportunities, teachers will be asked to address only one task of their choice.
 - Specialists may assist in this process by demonstrating in classrooms, the sharing of the task with the students, and the collection and selection of student work.

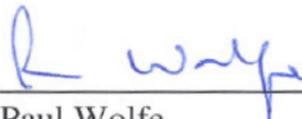
B. In implementing the new DoDEA Math Curriculum:

1. The method for providing management-directed follow-up training related to the implementation of the math curriculum will be determined locally at the area, district, or school levels. Options to consider include, but are not limited to:
 - Area, district, or school -based sessions during in-service days,
 - Area or district-based sessions,
 - Individual training using training packets/Internet/technology/CDs, or
 - District-based sessions during educators' days/conferences

2. Management-directed training for this implementation will normally be held during the duty day. If training cannot be accomplished during the duty day, the parties agree that management and the FEA representative at the appropriate level will consult about the time, place and length of the training. Educators will be compensated for the time spent outside of the duty day in accordance with established practice.
3. In attempting to resolve any disputes that arise the parties agree to make every effort to resolve such disputes at the lowest possible organizational level prior to elevating the matter to the next higher level.
4. If there are any significant changes made to the action plan to implement the math curriculum that will adversely impact on bargaining unit employees, the FEA will be provided the opportunity to request bargaining at the National level.



Sheridan R. Pearce
FEA President
January 29, 2004



Paul Wolfe
Human Resources Director, DoDEA
January 29, 2004

Topic: Mathematics

Content Expert: Linda Hackett

Timeline	Actions Leading to Implementation	Involvement
December 2003	<p style="text-align: center;">Step 1: Program Evaluation Data Analysis by HQ</p> <p>All teachers of Mathematics are invited to participate in a survey of the textbooks/ materials. Results will be used to determine needs for curriculum materials, resources, and professional development.</p>	Union reviews survey and summary of results.
SY 2003-04	<p style="text-align: center;">Step 2: Standards, Curriculum and Assessment Renewal</p> <p><u>Purpose:</u> Rewrite mathematics content standards in accordance with the DoDEA format for content standards aligned with the National Council of Teachers of Mathematics (NCTM) <i>Principals and Standards for School Mathematics</i> (PSSM) standards.</p> <p><u>Activity:</u></p>	
October 2003	<ul style="list-style-type: none"> • Convene area specialists and teachers to identify grade level essential skills and concepts. 	Union reps
April 2004	<ul style="list-style-type: none"> • Review content standards and format and draft performance assessment tasks. 	
Summer 2004	<p><u>Purpose:</u> Conduct a technical evaluation of materials to determine their potential for addressing the mathematics content standards, the quality of instruction and assessment, technological integration, student special needs and diversity.</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> • Review PreK – 12 materials by specialists and teachers. 	Union reps
SY 2004-05	<p style="text-align: center;">Step 3: Standards, Curriculum and Assessment Development</p> <p><u>Purpose:</u> Build capacity to implement DoDEA’s Mathematics Content standards and assessment.</p> <p><u>Activity:</u></p>	Union reps
Fall 2004	<ul style="list-style-type: none"> • Develop training modules for pre-implementation training of teachers and finalize performance assessment tasks. • Conduct training of trainers and/or provide training for areas in the best practices for instruction and assessment using DoDEA’s Mathematics Content standards and the role and use of Quality Indicator Maps. 	
Winter 2004	<ul style="list-style-type: none"> • Introduce the administrators to the components of the mathematics standards-based curriculum implementation. 	
Spring 2005	<ul style="list-style-type: none"> • Conduct training at the district level for all mathematics teachers on the DoDEA’s Mathematics Content Standards grade level skills and concepts. • Pilot performance assessment tasks to collect student work. 	Union reps at HQ Task Groups
	<p><u>Possible Training Options:</u> Please ensure that to the extent possible the information/instruction is shared during the normal duty day. The specific curriculum related</p>	

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<p>School Year 2005/06</p>	<p>method for providing the training should be a local (area/district) decision to ensure that the impact on the school/educator's schedule is minimized. The training sessions have been designed to allow planning flexibility. Some options to consider include:</p> <ul style="list-style-type: none"> • On-line or CD training modules • District based sessions during in-service days • Subject/grade level training with subs <p style="text-align: center;">Step 4: Professional Development</p> <p><u>Purpose:</u> Provide and monitor professional development to support the renewed curriculum and newly adopted curriculum materials.</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> • Examine the correlation of the DoDEA's Mathematics Content standards to the new curriculum materials. • Introduce best practices for curriculum instruction, assessment, and environment and the integration of supplementary materials and technology tools. • Examine the role of Quality Indicator Maps as a self-assessment guide for reflecting on the use of standards and instructional practices. <p><u>Possible Training Options:</u> Please ensure that to the extent possible the information/instruction is shared during the normal duty day. The specific curriculum related method for providing the training should be a local (area/district) decision to ensure that the impact on the school/educator's schedule is minimized. The training sessions have been designed to allow planning flexibility. Some options to consider include:</p> <ul style="list-style-type: none"> • On-line or CD training modules • District based sessions during in-service days • Subject/grade level training with subs 	<p>Union reps at implementation training from areas</p> <p>Union reps at HQ Task Groups</p>
<p>School Year 2006-07</p>	<p style="text-align: center;">Step 5: Full Implementation (Projected)</p> <p><u>Purpose:</u> Communicate the program to constituents. Provide access to ongoing training and support for teachers.</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> • Conduct area/district level training for all teachers of mathematics in best practices for curriculum instruction, assessment, and environment and the role and use of Quality Indicator Maps. • Conduct administrators' training in components of the mathematics standards-based curriculum. <p><u>Possible topics for training:</u></p> <ul style="list-style-type: none"> • Examine best practices associated with the DoDEA's Mathematics Content standards and new curriculum materials. • Implement the best practices into the classroom and reflect on delivery. • Examine the alignment of performance assessment tasks to DoDEA's Mathematics Content standards and curriculum 	<p>Union reps at implementation training from areas</p> <p>Union reps at HQ Task Groups</p>

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materials.

- Use the Quality Indicator Maps as a self-assessment guide for reflecting on the use of standards and instructional practices.

Training considerations:

To ensure to the extent possible the curriculum related information/instruction is shared **during the normal duty day**. The specific method for providing the training should be a local (area/district) decision to ensure that the impact on the school/educator's schedule is minimized. The training sessions have been designed to allow planning flexibility. Some options schools may want to consider are as follows:

- Area or district-based sessions during in-service days.
- Area/district based individual/small group training using the training packets, on-line or CD modules.
- Subject/grade level training with subs
- New teachers or teachers new to the subject area/grade level may request implementation training from the area/district in the mathematics program. Teachers may also receive additional support from mathematics curriculum specialists/leaders.

SY 2007-08

Step 6: Mathematics Program and Implementation Evaluation

Purpose: Use the Quality Indicator Map to self and peer assess on implementing a standards-based mathematics program and to collect program implementation information for program improvement. *Note: The QI Map is not used to collect individual teacher evaluation data.*

Activities:

- Examine and implement best practices associated with the DoDEA's mathematics standards-based curriculum.
- Summarize data collected on student achievement, instructional and assessment practices, and professional development.

Training considerations:

Please ensure that to the extent possible the curriculum related information/instruction is shared **during the normal duty day**. The specific method for providing the training should be a local (area or district) decision to ensure that the impact on the school/educator's schedule is minimized. The training sessions have been designed to allow planning flexibility. Some options schools may want to consider are as follows:

- Area or district-based sessions during in-service days
- District-based individual training using the training packets and /or on-line or CD modules.
- New teachers or teachers new to the grade level may request implementation training in the Mathematics program. Teachers may also receive support from school-based grade level and department chairs and area or district mathematics specialists/leaders.

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Mathematics Timeline

Activity	Timeline
Survey completed by teachers and results compiled	December/January 2003/04
Mathematics task group identifies grade level essential skills and concepts.	October 2003
HQ provides curriculum overview for new course – discrete mathematics	December 2003
Mini technical review group conducts technical review of discrete mathematics curriculum materials	March 2004
Mathematics task group reviews content standards and format and drafts performance assessment tasks.	April 2004
Mathematics technical review group conducts technical review of PreK – 5 mathematics curriculum materials.	June 2004
Mathematics technical review group conducts technical review of 6 -12 mathematics curriculum materials.	June 2004
For those involved in the FY 2004-2005 pilot of the discrete mathematics, teacher training offered at the University of Northern Iowa.	July 2004
Three -12 teachers participate in a variety of summer sessions offered at the University of Northern Iowa.	July 2004
Award contracts and purchase curriculum materials and list purchased materials on the DoDEA Mathematics web site.	School Year 2004-05
HQ supports teachers piloting discrete mathematics.	School Year 2004-05
Mathematics liaisons/specialists develop training modules to introduce DoDEA's mathematics content standards and finalize the performance assessment tasks.	Fall 2004
Mathematics liaisons/specialists conduct training at the district or area levels for all PreK -12 teachers of mathematics on DoDEA's mathematics content standards and performance assessment tasks.	Spring 2005
Volunteer teachers use performance assessment tasks and collect students work.	Spring 2005
Discrete mathematics teacher training for all high teachers.	Summer 2005
Mathematics task group reviews and writes commentaries for collected student work samples for the performance assessment tasks.	Summer 2005
Mathematics liaisons/specialists train all teachers of mathematics in the use and integration of standards, Quality Indicator Map, performance standards and new curriculum materials.	School year 2005-06
K - 12 teachers participate in a variety of summer sessions offered on the use and integration of the performance standards, and new curriculum materials.	Summer 2006
Training offered for high school teachers involved in the FY 2006-2007 implementation of the second new mathematics course (TBA).	Summer 2006
All teachers will fully implement best practices associated with the DoDEA's Mathematics Content standards and the new curriculum materials and use the Quality Indicator Maps as a self-	School year 2006-07

assessment guide for reflecting on their implementation of standards and instructional practices.		
Mathematics liaisons/specialists meeting	Fall	2006
Mathematics liaisons/specialists meeting	Spring	2006