



**Wisconsin Center for Education Research**  
**School of Education • University of Wisconsin–Madison**

MODIFICATION NO 2

AGREEMENT NO. 896G560

BETWEEN THE BOARD OF REGENTS OF  
THE UNIVERSITY OF WISCONSIN SYSTEM

AND

MADISON METROPOLITAN SCHOOL DISTRICT

This Agreement Modification is executed by and between the Board of Regents of the University of Wisconsin System ("University") and Madison Metropolitan School District ("Subgrantee").

NOW THEREFORE, it is agreed that the following articles are modified as follows:

**ARTICLE 3 SCOPE OF WORK**

This modification changes the scope of work (see Appendix A – Scope of Work)

**ARTICLE 5. LIMITATION ON COSTS**

This modification increases both the direct and indirect costs of performing the tasks under Article 3 by \$200,000 (see Appendix B – Budget). The total amount of this agreement is increased from \$428,000 to \$628,000. The University is not, in the absence of another modification, obligated to reimburse the Subgrantee for total costs in excess of \$628,000

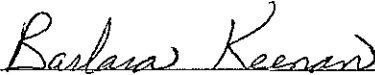
**ARTICLE 6. PERIOD OF PERFORMANCE**


This modification extends the period of performance from December 31, 2004 through December 31, 2005. The effective period of this Agreement shall be from January 1, 2003 through December 31, 2005, unless otherwise provided for by modification to this Agreement. No expenses will be reimbursed which are incurred prior to the effective date or subsequent to the termination date unless specifically approved, in writing, by Research and Sponsored Programs.

Except as modified herein, all terms and conditions of the agreement remain in full force and effect.

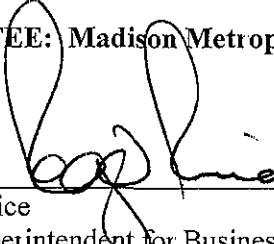
This Agreement shall be binding upon the parties hereto, their successors and assigns, upon due execution by both parties.

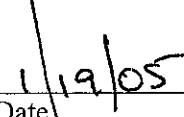
**UNIVERSITY: Board of Regents of the University of Wisconsin System**

  
\_\_\_\_\_  
By: Barbara Keenan  
Administrative Officer  
Research and Sponsored Programs

  
\_\_\_\_\_  
Date

**SUBGRANTEE: Madison Metropolitan School District**

  
\_\_\_\_\_  
By: Roger Price  
Assistant Superintendent for Business Services

  
\_\_\_\_\_  
Date

ES42341  
Madison Metropolitan School District Tax ID Number

## Appendix A – Scope of Work

### MMSD Budget Narrative SCALE FY2005

The Madison Metropolitan School District (MMSD) is committed to developing teacher expertise in mathematics and science. Four basic premises underlie the use of funds in the MMSD SCALE initiative:

1. Teacher expertise and skill is the most important variable in student achievement.
2. Professional development that includes on-site support for implementation is the most effective way to impact teacher expertise and skill.
3. Developing on-site teacher leadership capacity and expertise in content and pedagogy are integral for promoting and sustaining long-term change in teacher culture and practice.
4. Improving teacher quality will have a beneficial effect on all students, and will have a disproportionately positive impact on low achieving students.

The district will focus SCALE resources on providing professional development that will strengthen science content knowledge and research-based pedagogy enabling all students access to high quality science instruction. The professional development plan for science includes a central staff person with responsibility for the initial inservice of middle school science teachers who are new to standards-based science curriculum and assessment adopted by district middle schools, follow-up professional learning experiences for more experienced staff, and special learning opportunities for staff who support students with special educational needs or students who are English language learners; development of school-based science content and inquiry capacity in each of the middle schools; and support of school-based efforts to implement strategies so every middle school student experiences deep, conceptually based instruction in science. Immersion units will be embedded in selected professional development opportunities. Substitute teachers will be provided to release teachers for science inquiry development during contract hours.

The professional development plan for mathematics includes a central staff person with responsibility for the initial training of middle school teachers who are new to standards-based mathematics curriculum adopted by district middle schools, follow-up training for more experienced staff, and special training for staff who support students with special educational needs or students who are English language learners; development of school-based leadership in each of the middle schools; and support of school-based efforts to implement strategies so every student experiences deep, conceptually based instruction in mathematics. In addition to this focus on middle school mathematics teachers, the district will also focus SCALE resources on support of one high school mathematics department piloting the implementation of both a standards-based algebra curriculum and a standards-based integrated mathematics curriculum. (Student outcomes of this effort are also being studied by SCALE-supported research.) SCALE resources will also be used to compensate MMSD teachers leaders for work beyond the contract year (i.e., summer). Teacher leaders will provide professional development during summer so that teachers are better prepared to teach mathematics for student understanding when school opens again in Fall

**Appendix B - Budget**

**Madison Metropolitan School District**

NSF Award #	EHR	227016	Period	1/1/2004- 10/31/2004
Awardee (Lead) Institution Name	UW-	Madison		
Cost Category	Year 3 Budget	Year 3 Proposed		Total Expenditures
A. Senior Personnel				
1. PI Mary Ramberg	\$0			
2. Co-PI Lisa Wachtel	\$0			
Total Senior Personnel	\$0			
B. Other Personnel				
1. ( ) Post Doctoral Associates				
2. (2) Other Professionals	\$100,000	\$121,200		\$121,200
3. ( ) Graduate Students				
4. ( ) Undergraduate Students				
5. ( ) Secretarial - Clerical (if charged directly)				
6. ( ) Other				
Total Salaries and Wages (A+B)	\$100,000	\$121,200		\$121,200
C. Fringe Benefits	\$30,000	\$27,382		\$27,382
TOTAL SALARIES, WAGES, & FRINGE (A+B+C)	\$130,000	\$148,582		\$148,582
D. Equipment				
E. Travel				
1. Domestic				
2. Foreign	\$0			
TOTAL TRAVEL (E1+E2)	\$0			
F. Participant Support Costs				
1. Stipends	\$28,850	\$12,000		\$12,000
2. Travel	2,210			
3. Subsistence				
4. Other	\$25,740	\$32,618		\$32,618
TOTAL # OF PARTICIPANTS( )				
TOTAL PARTICIPANT COSTS	\$56,800	\$44,618		\$44,618
G. Other Direct Costs				
1. Materials and Supplies	\$13,200			
2. Publication Costs/Documentation/Dissemination	\$0			
3. Consultant Services				
4. Computer Services				
5. Subawards				
6. Other				
TOTAL OTHER DIRECT COSTS	\$13,200			
H. TOTAL DIRECT COSTS (A through G)	\$200,000			
I. Indirect Costs		\$6,800		\$6,800
J. Total Direct And Indirect Costs (H+I)	\$200,000	\$200,000		\$200,000

BUDGET CATEGORY	SCALE FUNDS
<b>B. Other Personnel</b>	<b>\$121,200</b>
<ul style="list-style-type: none"> <li>• <b>Science Professional Development Teacher:</b> salary of a teacher with expertise in science and professional development. That teacher will work with classroom teachers and teacher leaders on implementing in their classrooms and buildings strategies to transform science teaching so every student experiences deep, conceptually based instruction on core science concepts. (SCALE Goal 1 and Goal 2)</li> </ul>	\$61,627
<ul style="list-style-type: none"> <li>• <b>Mathematics Professional Development Teacher:</b> salary of a teacher with expertise in mathematics and professional development. That teacher will work with classroom teachers on implementing in their classrooms strategies to transform mathematics teaching so every student experiences deep, conceptually based instruction on core mathematics concepts. (SCALE Goal 1)</li> </ul>	\$59,573
<b>C. Fringe Benefits</b>	<b>\$27,382</b>
<ul style="list-style-type: none"> <li>• Salaries @ 12.5% (Science Professional Development Teacher)</li> <li>• Salaries @ 33% (Mathematics Professional Development Teacher)</li> </ul>	\$7,722 \$19,660
<b>F. Participant Support Costs</b>	<b>\$44,618</b>
<ul style="list-style-type: none"> <li>• <b>Substitute Teachers for Science:</b> substitute teachers will provide class coverage to release K-8 science teachers. Substitute teachers will be provided for 32 elementary and 96 middle school science teachers. Science teachers are released from classroom responsibilities so teachers can participate in professional learning focusing on science content and inquiry. All professional development is focused on implementing classroom strategies to transform science teaching so every student experiences deep, conceptually based instruction on core science concepts. (SCALE Goal 1 and Goal 2)</li> </ul>	\$19,250
<ul style="list-style-type: none"> <li>• <b>Substitute Teachers for Mathematics:</b> substitute teachers will provide class coverage to release 89 mathematics teachers for professional development on pedagogy to facilitate student understanding of mathematics and to build capacity to implement standards-based curriculum. SCALE funds will supplement district funds so that all teaching teams K – 12 can be released a minimum of two days each school year to work with mathematics teacher leaders as above.</li> </ul>	\$13,368
<ul style="list-style-type: none"> <li>• <b>Stipend for Mathematics Teacher Leaders:</b> compensation for non-contract work (summer). Teacher leaders will provide professional development for teams from two high schools and a team of high school teachers piloting an integrated mathematics program. All professional development is focused on implementing classroom strategies to transform mathematics teaching so every student experiences deep, conceptually based instruction on core mathematics concepts. (SCALE Goal 1)</li> </ul>	\$4,000
<ul style="list-style-type: none"> <li>• <b>Stipends for Science Leaders:</b> compensation for non-contract work (summer). Teacher leaders will provide professional development for a cohort of middle school teachers who will participate in a summer institute focused on an immersion unit in electronics and school-based professional development with selected elementary school teams. Professional development teachers will also review district grade level science standards and develop web-based professional learning resources. (SCALE Goal 1 and Goal 2)</li> </ul>	\$8,000
<b>4. Indirect Costs (@3.4%)</b>	<b>\$6,800</b>
<b>TOTAL FY05</b>	<b>\$200,000</b>