



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

MODIFICATION NO. 1

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 \$228,000 (see Appendix B – Budget). The total amount of this agreement is increased from \$200,000 to \$428,000. The University is not, in the absence of another modification, obligated to reimburse the Subgrantee for total costs in excess of \$428,000.

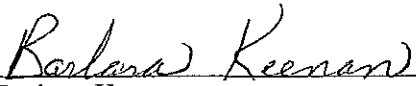
**ARTICLE 6 PERIOD OF PERFORMANCE**

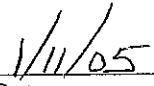
This modification extends the period of performance from December 31, 2003 through December 31, 2004. The effective period of this Agreement shall be from January 1, 2003 through December 31, 2004, unless otherwise provided for by modification to this Agreement. No expenses will be reimbursed which are 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.

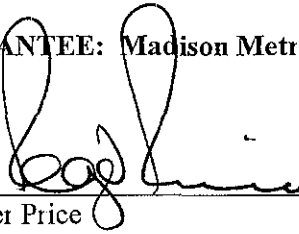
This Agreement shall be binding upon the parties hereto, their successors and assigns, upon due execution by both parties.

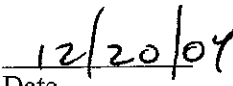
**UNIVERSITY: Board of Regents of the University of Wisconsin System**

  
\_\_\_\_\_  
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 FY2004

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 professional development plan for science includes a central staff person with responsibility for the initial training of middle school science teachers who are new to standards-based science curriculum and assessment 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 middle school student experiences deep, conceptually based instruction in science. Substitute teachers will be provided to release teachers for science inquiry leadership development during contract hours in addition to compensation for work conducted after contract hours. Teacher leaders will be compensated for providing additional time after contract hours to implement strategies for school-wide systems and practices to increase academic rigor and deepen science inquiry learning. In addition to the focus on building capacity in middle school teachers and leaders, the district will also concentrate SCALE resources on a group of high school teachers, providing professional development that will support their efforts to implement research-based teaching practices enabling diverse groups of students to succeed in freshman science courses.

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.) A portion of the consultant fees for professional development and classroom coaching for teachers implementing the integrated mathematics curriculum will be paid from SCALE funds. 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 school so summer school becomes not only an opportunity for students to develop an understanding of mathematics but also an opportunity for teachers to increase their understanding of mathematics and the pedagogy of teaching for student understanding. They will also provide other needed professional development for teachers over the 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 2 Budget	Year 2 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	\$120,000		\$120,000
3 ( ) Graduate Students				
4. ( ) Undergraduate Students				
5. ( ) Secretarial - Clerical (if charged directly)				
6 ( ) Other				
Total Salaries and Wages (A+B)	\$100,000	\$120,000		\$120,000
C. Fringe Benefits	\$30,000	\$31,500		\$31,500
TOTAL SALARIES, WAGES, & FRINGE (A+B+C)	\$130,000	\$151,500		\$151,500
D. Equipment				
E. Travel				
1. Domestic				
2. Foreign	\$0			
TOTAL TRAVEL (E1+E2)	\$0			
F. Participant Support Costs				
1. Stipends	\$28,850	\$17,307		\$17,307
2 Travel	2,210			
3. Subsistence				
4. Other	\$25,740	\$22,165		\$22,165
TOTAL # OF PARTICIPANTS( )				
TOTAL PARTICIPANT COSTS	\$56,800	\$39,472		\$39,472
G Other Direct Costs				
1. Materials and Supplies	\$13,200			
2. Publication Costs/Documentation/Dissemination	\$0			
3. Consultant Services		\$2,228		\$2,228
4. Computer Services				
5. Subawards				
6. Other		28,000		28,000
TOTAL OTHER DIRECT COSTS	\$13,200	\$2,228		\$2,228
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	\$228,000		\$228,000