

Minnesota Partnership for Collaborative Curriculum

Continuing Organizational Plan

1. Goal

Create, improve and sustain open digital curriculum to meet Minnesota academic standards.

1A. Rationale

The model created by the inaugural development phase has proven extremely valuable in creating high quality shared content. In order to sustain existing courses, improve and update them, and expand into new areas, the partnership needs to continue. The process of collaboration in development will be expanded to training and implementation support.

Benefits to continuing the work include:

- Involvement of outside organizations that are offering to provide content and support (Humanities Center, DNR, U of M LT Lab, local authors);
- Staff positions dedicated to providing ongoing improvement, training and support;
- Additional courses in elective subject areas (art, career tech, world languages);
- Enhanced multi-media, interdisciplinary units, and data collection tools;
- Support for advancing the curriculum adoption process to digital content;
- Teacher networks connecting all those who are using the materials.

2. Deliverables

2A. Access

- **Inaugural Partners** are those who have paid the inaugural fee under the original [Partnership for Collaborative Curriculum Organizational Plan 2013](#).
- **Continuing partners** are those who commit to pay the annual fee under this MPCC Continuing Organizational Plan 2015.
- **Inaugural Continuing Partners** are Inaugural Partners who commit to pay the annual fee. They will have access to all materials created in the inaugural phase (July 2013 - December 2015) and each year of continuing membership.
- **New Continuing Partners** are those who pay the inaugural fee now and commit to pay the annual fee. They will have access to all materials created in the inaugural phase and each year of continuing membership.
- **Inaugural Non-continuing Partners** are Inaugural Partners who choose **not** to pay the annual fee. They will have access **ONLY** to materials produced in the 2-year inaugural phase, **AND** updates to those materials through June 30, 2017.
- **Non-partners** are those who have not paid any fees. They will have access only to the public version of materials that are released as fully open educational resources (OER) under a creative commons license.

2B. Resources

- **Inaugural phase resources** are those created by the Partnership using funds contributed during its 2-year inaugural development phase (July 2013 - December 2015). These are available to Inaugural and Continuing partners in the development, piloting and implementation process. When the Partnership determines that they are ready, they will be released as OER.
 - Courses: up to 40 courses developed with inaugural phase funds;
 - Training materials: writer and implementation resources developed with inaugural phase funds.
- **Continuing phase resources** are those created by the Partnership using funds contributed during the Continuing Phase starting July 1, 2015. These are available to Continuing Partners in the development, piloting and implementation process. When the Partnership determines that they are ready, they will be released as OER.
 - Differentiated and expanded content in existing core courses;
 - Additional courses in electives and grade levels;
 - Training materials created in the development phase for writers and for implementation.

2C. Content parameters

With sufficient support, courses will be made available with the following criteria:

- **Digital format:** Curriculum resources will be in a system or format that can be reproduced and transferred to other systems and are device agnostic. Google, Moodle and Schoology are the primary platforms for creating the course structure.
- **Creative Commons licensed:** All materials will be created so they can be openly licensed for sharing, distribution, revision, remixing, and reproduction when the Partnership determines they are ready to be released publicly.
- **Aligned to MN standards:** All materials will be aligned to MN academic standards and contain standard alignment documents within the course.
- **Assessments:** all courses will contain authentic assessments, with clear indicators of what students will be able to do at the completion of each unit, and how achievement will be measured.

3. Benefits of participation

The primary benefit of contributing to the project as a participating district is the assurance that high-quality digital curriculum will be produced at a more efficient cost, with greater control over editing, reproducing, updating, differentiating, and localizing to state and district standards. In addition, contributing partners share in the benefits of development, access, training and coordination that would not be available to those who wait for the end results. School districts that join the partnership will benefit from:

- A proven development and support infrastructure: Continuing Partners have opportunities to sponsor and manage projects in content areas of primary interest with support from the central organization.
- Oversight of development and influence in design: Continuing Partners are eligible to provide steering committee members, coordinators, teacher developers and reviewers.

- Development resources: Continuing Partners have access to the training and support materials that are created for teacher developers.
- Early access to courses: Continuing Partners have rights to view and download units as they are developed for piloting and review.
- Access to ongoing improvements and updates: Continuing Partners have rights to all content that is added to the central development hub.

4. Funding process

4A. Continuing fee

- Districts with 675 or fewer ADM (confirmed from the most recent MDE ADM report): flat fee of \$500.
- Districts with 676 or more ADM (confirmed by the most recent MDE ADM report): \$0.75 per student (ADM).

4B. New Continuing partners

Year 1: \$1.00 per ADM PLUS the continuing fee

- Fewer than 675 ADM: \$500 + \$1.00/ADM
- Greater than 675 ADM: \$1.75/ADM

Year 2 and following: \$.75 per ADM for following years.

4C. Cooperative Agencies

Cooperative Agencies with a minimum of 10 members who join on behalf of member districts can combine ADM counts instead of applying the minimum \$500 fee.

Cooperative Agencies would receive support for training in these areas, based on need, budget and regional level of involvement:

- Holding regional training events
- Providing or developing training expertise
- Support for staff who organize or deliver training events.

4D. Timelines

Districts will commit to the annual contribution. This commitment will automatically renew annually unless a district submits written notice of intent to withdraw by April 1 for the following fiscal year.

Billing will be done within 30 days of receiving a district commitment form for the current or upcoming fiscal year.

5. Fiscal hosting and management

5A. Management

Intermediate District 287 will serve as the fiscal host and central manager for project planning. An executive committee of representatives from partner districts will oversee the full range of the

initiative.

Course development may be sponsored by any district, service agency, or collaborating partner as agreed on by the partners. Intermediate District 287 will distribute funds to the entities coordinating projects. Sponsors will be responsible for coordinating the steering committee, facilitator/s, teacher-developers and quality review.

Release of materials under a creative commons license will be determined by the Executive Steering Committee.

5B. Ownership and Intellectual Property Rights

Ownership of all materials created by the partnership is shared equally among the partner districts who have signed the Statement of Intent to Participate in the Minnesota Partnership for Collaborative Curriculum. By signing the agreement, partners agree to abide by licensing decisions of the Partnership, understanding that the ultimate goal is to share as much as possible through Creative Commons licensing.

6. Review and evaluation process

Each project will be assigned a facilitator to oversee the design, development and review of courses.

Curriculum directors and content specialists from partner districts will review the development process and final course product for quality and alignment to academic standards. The [MPCC Curriculum Review Rubric](#) will be used by the Partnership to guide development and review. This rubric is based on several sets of nationally recognized standards for Open Educational Resources including quality design and accessibility standards for digital curriculum content.

7. Course development and curation

New course development projects will be budgeted \$15,000 to pay teachers and facilitators. Modifications projects would be budgeted less than that amount.

Continuous editing of materials, addition of new content, and updated versions will be maintained on a central site. Support for “just-in-time” editing would be a priority along with support for courses that need additional work, opportunities for expanding into differentiated units, translation, and other subject areas.

Curation will be coordinated by a team of facilitators, designers, writers, and technical support specialists. Feedback will be collected from teachers using courses and incorporated into the central content hub.

Translation of curriculum into languages needed by the partners will be undertaken according to priorities set by the executive committee.

7A. Positions and roles

- **Design specialists:** Facilitate the work of writers and content development, a facilitator

or facilitators who will oversee the creation of content, ensure adherence to creative commons licensing, alignment to standards, adherence to timelines, design standards, and content accuracy.

- **Writers:** Collect content to meet standards, establish unit and lesson plans, create activities and assessments. The total development hours assigned to a course will vary, depending on the availability of existing resources and course structure.
- **Development support:** Educational assistant/s to support the technical aspects of adding content, coordinating design elements, connecting to an LMS, reviewing for accessibility, linking to standards and other technical support.
- **Communications and Professional Development:** Providing updates to partner districts and teachers using courses, designing, scheduling and delivering professional development on courses that exist; connecting teachers using courses in networks to gather feedback and additional resources.
- **Reviewers:** Recruited from partner districts to review courses on an ad hoc basis, providing feedback based on Partnership rubrics, and guiding future development of courses and rubrics based on partner district needs.
- **Administrative support:** Administrator and clerical positions to manage budget, hiring, project planning, review process, quality control and continuous improvement.

7B. Scenarios

1. If half of current partners (about 90 districts with 250,000 ADM) commit, the funds would support approximately 4 half-time (.5 FTE) positions for production and .25 FTE in administrative support.
2. If all current partners (190 districts with 485,000 ADM) commit, the funds would support approximately 4 full-time positions for production and .5 FTE in administrative support.

8. Professional development and support

A continuum of support will be provided for partners depending on available funding:

1. Digital resources as materials for training sessions
2. Technical support for setting up courses on the learning management systems
3. Networks of facilitators, specialists and teachers in particular subject areas
4. Online delivery of development support
5. Synchronous sessions using blended or site-based meetings

Partners would have low-cost or free access to training resources and opportunities, including training modules have been created with partnership support for ongoing improvement, expansion and curation of content:

- Writers workshop
- Digital content design
- Moodle Nuts & Bolts
- Using digital resources in the classroom

Higher education institutions, especially those with teacher training programs, will be consulted for preparing new generations of teachers to use and create open digital curriculum.

Support Networks would be organized around topics of similar interest:

- Devices
- Learning Management Systems
- Grade level
- Subject areas
- Curriculum adoption cycles

9. Commitment process

1. Email jwvoss@district287.org to express interest in joining.
2. An [agreement](#) will be written based on your responses within 7 days of survey submission.
3. Invoices for funds committed will be sent based on the agreement.
4. A renewal form will be sent prior to the end of each fiscal year. *[New in 2018]*