DRAFT

Product Development Plan

Project North Star

A joint development effort
between
Montgomery County Public Schools, (MD)
and Pearson

February 23, 2011

Table of Contents – Program Development Plan

Executive Summary

The Program shall be developed in accordance with Agreement as further defined by the pedagogy, ideas, approaches, and general specifications as specified in this document, the Program Development Plan ("PDP").

PROGRAM DEVELOPMENT PLAN to the AGREEMENT dated as of June 8, 2010 (the "Agreement") between the BOARD OF EDUCATION OF MONTGOMERY COUNTY and MONTGOMERY COUNTY MARYLAND PUBLIC SCHOOLS ("MCPS" collectively), and PEARSON EDUCATION, INC., publishing as PEARSON EDUCATION, INC. ("Publisher").
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1 Program Development Plan Introduction
1.1 General Guide

The PDP shall initially cover the development of an online version of the Program, and any print version of the Program or any of its individual Components that Publisher may desire to publish. The PDP includes the program description, staffing plan, royalty and payment information, and post-development collaboration, as well as a development schedule for deliverables and associated acceptance criteria. The Development Funds payable to MCPS under the Agreement shall be used to develop the Program in accordance with the performance milestones and acceptance criteria specified herein.

The PDP may be modified from time to time during the Development Period but only by a written amendment to the PDP that is signed by each party's duly authorized representative.

2 Program Overview, Vision & Rationale

2.1 Program Vision Statement

The Program is the first digital K-5 curriculum that integrates all subject areas around critical thinking and academic success skills to accelerate learning and begin the road to college readiness in elementary school. The Program frees up more time for teaching and supports personalized learning by █████████████████████████████████████

2.2 MCPS Thinking and Academic Success Skills Vision

The Montgomery County Public Schools (MCPS) Thinking and Academic Success Skills Framework identifies and defines critical and creative thinking skills as well as academic success skills that permeate instruction in all content areas of the MCPS K-5 Integrated Curriculum. This framework incorporates the research for the primary talent development model successfully implemented in MCPS elementary schools with the Program of Assessment, Diagnosis, and Instruction (PADI). Primary talent development nurtures, identifies, and documents the skills necessary for success in accelerated and enriched instruction. Developing critical and creative thinking skills reveals the strengths and talents of more

students both in daily classroom instruction and during the system process for Student Instructional Program Planning and Implementation. Providing students with explicit instruction in critical and creative thinking skills and opportunities to develop academic success skills while learning content helps students understand how they learn. Making students aware of how they learn prepares them for lifelong learning.

2.2.1 Academic success skills:

Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings. Some examples of academic success skills are:
- Collaboration— Working effectively and respectfully to reach a group goal.

- Effort/Motivation/Persistence—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- Intellectual Risk Taking—Accepting uncertainty or challenging the norm to reach a goal.

- Metacognition—Knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.

2.2.2 Creative thinking skills:

Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things. During creative thinking students may disregard accepted principles. Some examples of creative thinking skills are:
- Elaboration—Adding details that expand, enrich, or embellish.

- Flexibility—Being open and responsive to new and diverse ideas and strategies and moving freely among them.

- Fluency—Generating multiple responses to a problem or an idea.

- Originality—Creating ideas and solutions that are novel or unique to the individual, group, or situation.

2.2.3 Critical thinking skills:

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason. During critical thinking students deeply question and apply accepted principles. Some examples of critical thinking skills are:
- Analysis—Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.

- Evaluation— Weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.

- Synthesis—Putting parts together to build understanding of a whole concept or to form a new or unique whole.

2.2.4 Elementary Integrated Curriculum Framework

The marking period content MCPS chooses for 9 subjects (reading, writing, math, science, social studies, art, music, health, information literacy and physical education) is based on the MCPS Elementary Integrated Curriculum ("EIC") Framework. MCPS organized standards in this framework into a unique sequence to maximize student acquisition of content and to ensure integration through thinking and academic success skills for each marking period. The EIC Framework is organized by content area and grade level, including desired outcomes, standards, and indicators/objectives. Content for all elements of the Marking Period Overviews, Content Weekly Planners and Integrated Weekly Planners is based on content area indicators organized in the EIC Framework, including formative Checks For Understanding in Sample Learning Tasks.

2.2.5 Program Components List

- Curriculum
- Associated Professional Development
- Associated Assessment
- Implementation Guide

3 Pre-Existing Works

3.1 MCPS' Pre-existing Works

Each party also acknowledges that pre-existing works not specifically named at the signing of the agreement may in fact be included in the Program at a later time. If this occurs, each party will notify the other of the additional pre-existing work, and if included, shall be added to 3.1 or 3.2 as appropriate. Both parties shall mutually agree upon the addition of pre-existing works in writing.

Action: Terry or Marty, are there any changes to this list?

Action: MCPS to re-validate the list.

MCPS reserves all rights to the following pre-existing works which includes content, system architecture, platform architecture, user interface, or materials from these works used as part of the Program.

1. MCPS Assessment of Progress in Reading (K-2)
2. MCPS Reading Benchmarks Assessments in Reading (3-5)
3. MCPS Art Curriculum and Assessments
4. MCPS Health Curriculum and Assessments
5. MCPS Mathematics Curriculum and Assessments
6. MCPS Music Curriculum and Assessments
7. MCPS Physical Education Curriculum and Assessments
8. MCPS Reading Language Arts Curriculum and Assessments
9. MCPS Science Curriculum and Assessments
10. MCPS Social Studies Curriculum and Assessments
11. MCPS Thinking Skills and Academic Success Skills Framework
12. MCPS Integrated Kindergarten Curriculum and Professional Development
13. MCPS Program of Assessment and Diagnostic Instruction Strategies
14. MCPS Framework for Teaching and Learning
15. MCPS Writing Exemplars
16. MCPS Standards-based Grading and Reporting Rubrics and Supporting Materials

17. MCPS Professional Development Videos (instruction and differentiation)
18. MCPS Instructional/Observation Look-Fors
19. MCPS Leadership Development Program (training and materials)
20. MCPS Professional Learning Communities Institute
21. MCPS School Leadership Teams Institute
22. MCPS Integrated Kindergarten Curriculum Transition Site (System Platform/Design, Information Architecture, and Graphical User Interface/Experience)
23. MCPS myMCPS Portal/Online Curriculum (System Platform/Design, Information Architecture, and Graphical User Interface/Experience) as of June 30, 2010

Nothing shall prevent MCPS from using, modifying, updating or improving its pre-existing works independent of the Program, subject to Section 14 of the Agreement, nor prevent Publisher from using, modifying, updating or improving its pre-existing works independent of the Program.

3.2 Publisher's Pre-existing Works

The Publisher reserves all rights to the following pre-existing works as content or materials from these works are used as part of the Program.
1. Scott Foresman-Addison Wesley enVisionMATH ©2009/©2011
2. Scott Foresman-Addison Wesley enVisionMATH Texas
3. Scott Foresman-Addison Wesley enVisionMATH California
4. Scott Foresman-Addison Wesley enVisionMATH Florida
5. Scott Foresman Reading Street ©2011
6. Scott Foresman Reading Street Texas
7. Scott Foresman Reading Street California
8. Scott Foresman Interactive Science ©2012
9. Scott Foresman Science ©2010
10. Scott Foresman Social Studies ©2011
11. Scott Foresman Social Studies ©2013
12. California History of Social Sciences
13. Investigations in Number, Data, and Space ©2008
14. Good Habits Great Readers ©2009
15. Words Their Way © 2005
16. Pearson Leveled Reader Database

3.3 Publisher Platform
Publisher will leverage its learning and assessment platforms. The exact tools and technologies to be used may change according to requirements discovered during development of the product.

3.4 MCPS Platform

MCPS Platform Assumptions
The MCPS version of the product will be developed using a phased approach intent on leveraging the existing and future feature set of the myMCPS Portal/Online Curriculum.

Phase 1

Phase one of myMCPS Portal/Online Curriculum provides users with access to all of the components of the integrated curriculum in addition to a vibrant professional learning network where teachers can collaborate on instructional materials, assessment and professional development.

Online Integrated Curriculum & Resources: Phase one will use portal to provide users with access to the online integrated curriculum. This includes the Marking Period Overviews, Integrated Weekly Planners, and Content Weekly Planners (both single and comparison view), assessments, and will include links to Instructional Resources and Professional Development assets. Teachers will have full access to all features of the myMCPS Portal/Online Curriculum including uploading, sharing, creating, and searching for multimedia instructional materials.

Post Phase 1
Online Integrated Curriculum & Resources: Expand access of identified functions and features to students and parents. Students and parents can access resources that were assigned to them by teachers.

Assessment: Utilizing existing myMCPS platform features and additional feature enhancements planned and proposed for myMCPS Assessment Center, MCPS users will have the ability to enter data from paper and pencil performance based assessments. Teachers will have the ability to analyze assessment data in a variety of ways through various tools in myMCPS. Interfaces with other technology solutions within the MCPS Learning Platform will be developed.

Planner: Users will have the capability to track, manage, and plan instruction via a calendar/planner tool by associating lessons and resources. In addition, users will have the ability to share and co-edit calendars and synchronize with Outlook calendars.

3.4.1 Interoperability Assumptions

There will be no interoperability between the MCPS Learning Platforms and Pearson Learning Platforms. Pearson shall cooperate with MCPS to enable MCPS to host assets contributed by Pearson to the National Version; provided that any additional costs incurred to modify these Pearson assets or the MCPS Platform to enable MCPS to host a copy of these Pearson assets on the MCPS Platform shall be borne by MCPS.

4 Program Development Processes
4.1 Program Development Responsibilities

4.1.1 Development Reviews

Publisher and MCPS will collaborate to develop a plan to periodically review the work product to ensure consistency. Time for the reviews will be accommodated in the development schedule, and will take place at agreed upon locations, which may include video conferences. The reviews will allow Publisher and MCPS to provide feedback on the products as they progress through the development process.

4.1.2 Change Management

Publisher assumes that the key deliverables from MCPS (Marking Period Overviews, Integrated Weekly Planners, and Content Weekly Planners) as well as the Thinking and Academic Success Skills Frameworks, will remain essentially unchanged after delivery to Publisher. Necessary changes to the source documents will be documented as a change request and will be handled through a structured change management process. The impact of the change on the Program budget will be analyzed, documented and discussed collaboratively. A decision will be made as to the tradeoffs required and whether the change can be included in the program. Should MCPS wish to make changes to their version of the Online Integrated Curriculum, Publisher and MCPS will collaborate to determine whether the change can be included in the National Version. MCPS and Publisher will work together to ensure changes are tracked appropriately.

4.1.3 Leadership Meetings

Publisher recommends establishment of a regular schedule of in-person meetings that combine issue resolution, focused planning sessions, status update, and work session. The frequency of the meetings may be greater in the beginning than later in the development cycle. Periodic review of materials under development would be addressed with the appropriate team members. Because the key players on the project team are located in many different cities, there is extensive use of virtual meeting methods such as conference calls, WebEx and Video Conferences. Although these methods are sufficient for most products, this Program has special requirements. It is very complex and brings together many entities that have not worked together before, as well as the MCPS author team which is so central to the nature of the Program. In order to facilitate efficient decision making and issue resolution and keep the project on track, the leadership meetings will help the teams retain productivity while overcoming the challenges of the unique Program. Locations would rotate so that the burden of travel would be spread amongst the various teams, and could include video conferencing.

Publisher Status Meetings:

A regular schedule of meetings has been set up to manage the Program. During the prototyping phase each functional team will meet at least once per week to review their development status, which will be communicated to the Program manager.

Collaborative Development Meetings

A regular schedule of collaborative development meetings involving personnel from Publisher, Quarasan or other vendors, and MCPS has been established and will continue throughout the life of the program development phase. Topics for the meetings will vary according to the development tasks at hand.

Program Management Meeting:

A Weekly Program management meeting will be held, attended by representatives from all teams Publisher. At the Program management meeting, progress against the Program milestones will be monitored, and issues affecting the Program development will be discussed and resolved.

Pearson Dashboard Review

On a monthly basis, Program development progress will be reported to Publisher executives, by non-MCPS staff via the quadrant report, in a standard Publisher Curriculum Group format. The progress against milestones, financials, risks, issues, and an overall Program development health rating will be reported.

4.2 Deliverables Acceptance Criteria

4.2.1 Acceptance Criteria for the resources:

Assets and Content are considered to include but are not limited to existing worksheets, notes, activities, directives, strategies, instructional articles, Power Points, slides shows, or other digital assets.

MCPS is solely responsible for all Assets and Content that it delivers to Pearson for use in any Pearson product. MCPS represents to Pearson that MCPS has the full rights to any Assets or Content that MCPS is providing to Pearson. MCPS agrees that all Assets or Content provided to Pearson does not infringe upon any copyright and that no third parties have any interest in or rights to any part of these Assets or Content. MCPS is responsible for providing careful scrutiny of all materials (Assets and Content) to ensure that it is written/created by MCPS and/or those who release Pearson from liability. MCPS confirms that all Assets and Content provided to Pearson for use in any subsequent Pearson product has not been revised, adapted, paraphrased, or otherwise borrowed from copyrighted material. MCPS also agrees to ensure that the Assets do not contain any libelous, obscene, or otherwise unlawful material, nor infringe any patent, copyright, trademark, or other proprietary rights of any kind of any third party anywhere in the world, whether common law or statutory, nor violate any person's right of privacy or publicity, nor otherwise violate any personal, property, or proprietary rights of any other person or entity, nor contain any instruction or formula that is inaccurate or injurious to the user.

4.2.2 Acceptance Criteria for the manuscript:

The submitted manuscript for the integrated curriculum guides must:

- Follow the mutually agreed upon writing guidelines.

- Be accessible in the mutually agreed format and site.

- Follow the mutually agreed file name conventions. Standards of file naming should be understood by both MCPS and Publisher.

- Satisfy MCPS content coverage based on their 10+ years of research and study.

- Align to the final Common Core State Standards for Mathematics and Literacy.

- Guarantee Contain appropriate content sequence within a grade level and among grade levels.

- Take into account its national potential and as such ensure that all non-textbook material is available without the need of special permission or additional membership costs.

- Be free of factual and content errors.

- Reference materials and trade books still in print and with an appropriate range of copyright years.

- Contain elements that convey the objective of the content such as clear art specs, and layout suggestions.

- Specify a delivery method, such as .pdf, editable MSWord document, etc.

- Be available in the mutually agreed format at the mutually agreed time and date.

- Pearson: The teams need to identify consequences with regard to material that does not meet these criteria.

Acceptance Criteria For Pearson Developed Products for MCPS

Key Manuscript Elements per Marking Period:

Marking Period Overview Page

a. Unifying Questions

b. Thinking Skills

c. Academic Success Skills

d. Weekly Curriculum Concepts and Topics

e. Differentiated Instruction Grid (Pearson generated)

f. Spanner/Planner (Pearson generated)

Integrated Weekly Planner Page

a. Marking Period Overview (pdf)

b. Model Integrated Day(s) (pdf)

c. Answers to Unifying Questions by Subject

d. Curriculum Concepts and Topics

Content Weekly Planner Page

a. Unifying Questions

b. Enduring Understandings

c. Essential Questions

d. Standards, Indicators/Objectives

e. Sample Learning Tasks

f. Professional Development

g. Instructional Resources

h. Links to Additional Resources

i. Links to DI, as needed (Pearson generated)

j. Links to enrichment or remediation for Checks for Understanding (Pearson generated)

4.3 Resources (Team Structure)
TO BE ADDED

4.3.1 Executive Sponsorship
During both planning and development phases executive sponsorship responsibilities will be shared by representatives from MCPS and Publisher. Erick Lang from MCPS and Mike Evans from Publisher will serve as executive sponsors. Should a conflict arise that requires escalation to the executive sponsors, each will discuss the issue in an effort to define a solution that is beneficial to all in accordance with the Agreement.

4.3.2 Leadership Team
A Leadership team will be put in place to serve as the steering committee for the program. The team will be composed of four representatives from MCPS filling the following roles:
- Executive Sponsor
- Product Manager
- Product Development Lead
- Technical Project Manager

Publisher will provide one representative from each of the following areas:
Executive Sponsor
- Product Management
- Program Management
- Product Development
- Assessment
- Professional Development
- Platform.

4.4 Roles and Responsibilities – MCPS and Publisher

Online Integrated Curriculum guide	MCPS Responsibilities	Publisher Responsibilities
Curriculum	**Primary Developer** **Write content** Provide subject matter expertise Plan scope and sequence	Edit and revise for national audience Provide MCPS with access to assets
Implementation Guide	**Plan table of contents** **Primary Developer** **Write content** Provide subject matter expertise	**Plan table of contents** **Edit and revise for national audience** **Provide MCPS with access to assets**
Professional Development	**Strategize on development** Consult on Professional Development materials Review and accept	**Strategize on development** Primary developer of Professional Development materials

Online Integrated Curriculum guide	MCPS Responsibilities	Publisher Responsibilities
	Professional Development materials	Review and accept Professional Development materials
Assessment	**Strategize on development** Consult on Assessment materials Review and accept Assessment materials	**Strategize on development** Primary developer of Assessment materials **Review and accept Assessment materials)**

4.4.1   MCPS Responsibilities:

MCPS is responsible to serve as author team to create the following for Grades K - 5:

Curriculum Guide (Core) Offering), consisting of the following elements:
- Marking Period Overviews
- Content Weekly Planners
- Integrated Weekly Planners
- Model Integrated Days

Marking Period Overviews (four per year) - which identify:
- The Unifying Question for each week and
- The Skills covered during that marking period.
- The Curriculum concepts and topics

Content Weekly Planner - for each subject area:
- Unifying Question for the week - shared focus that integrates the curriculum
- Response to Unifying Question for the content area
- Essential Questions for the content area - subject specific goals for the week
- Enduring Understandings for the content area
- Content Standards and Indicators (objectives) for the content area - The Program will be correlated to the standards of 20 states and depending on the user's state, those standards will appear here. If we have not correlated to a particular user's state, then a set of National standards will appear.
- Links to Resources - there will be three different types:
  - o   Open Educational Resources
  - o   Original MCPS material
- Sample Learning Tasks (per content area) - 5-8 learning tasks that align to the Unifying Question and the Enduring Understandings. The sample learning tasks may also contain Notes to Teacher, Links to Sample Learning Task resources, and checks for student understanding.
- Model Lessons (per content area) - Fully-developed subject specific lessons. There will be model lessons as available in the MCPS Curriculum and teachers will be encouraged to upload their resources.

Integrated Weekly Planner – Identifies:
- The overall Unifying Question for the week,
- The answers to the Unifying Questions relevant to each content area,
- Model Integrated Days,
- Links to Marking Period Overviews, Content Weekly Planners, and Model Integrated Days

Implementation Guide

The Implementation Guide is a single print offering for grades K-5 that will provide districts with the guidance and support needed to implement the Program effectively. MCPS is expected to take the lead on development of this up to 120-page guide. As a companion to the Implementation guide, a Leadership Documentary will be developed jointly by Publisher and MCPS (see section 4.4.5).

Instructional Systems Development (Platform)

MCPS shall contribute to this area as follows:

1. **Course Specifications**
   - Contribute to platform requirements gathering
   - Contribute to defining all Course Specifications
   - Contribute to defining all work flows based on Course Specifications (Course Authoring Documents)
2. **Content Authoring and Course Build**
   - Create sample chapter content
   - Sign off on Sample Chapter before full course can be developed
3. **Full Production Build**
   - A mutually agreed process will be developed to share developed resources.
   - Consult with Publisher on completion of course authoring documents defined under Course Specifications in step 1.
   - Participate in QA process of National Product

4.4.2 Publisher Responsibilities

Publisher will collaboratively work with MCPS to

1. Manage Product Development,
2. Develop mutually agreed processes for sharing developed resources that are compatible with both parties' systems and meet agreed deadlines
3. Develop specified Professional Development products,
4. Develop Performance Assessments, conduct reliability and validity studies for new assessments, provide existing assessments as specified, and conduct the validation and efficacy study, need to revisit this point.
5. Publisher will complete all aspects of marketing, sales, Program finance, and curriculum development for the National edition.

5 Program Schedule

5.1 High Level Timeline

Prototyping Phase
May 2010 - October 2010
Key activities:
- Prototype Development
- Market Research & Analysis

Design Phase
November 2010 - March 2011
Key activities:
- Requirements Documentation
- Design Documentation
- Platform Planning
- Project Planning

Development Phase

Piloting Phase
During this phase, the North Star program will be introduced to classrooms by Publisher's marketing personnel in order to gather feedback on the product and to gain buy in on the value of the program within the districts.   Districts will have the opportunity to pilot the program for a whole school year, or to do a "test drive", using the products in their classrooms for a 2-4 week period anytime during the school year.
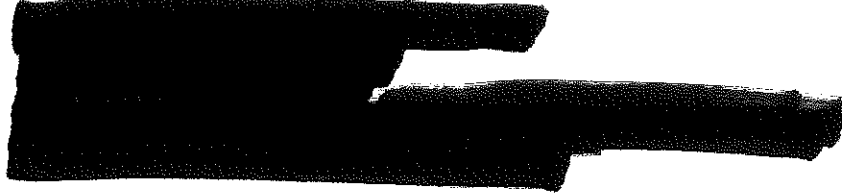
Implementation Phase

MCPS Version Implementation in District
Gr. K   2009-2010 School Year
Gr. 1   2010-2011 School Year
Gr. 2   2011-2012 School Year
Gr. 3-5   ???

National Version Implementation Phases

Maintenance Phase
For 1 year after the termination of the Development Period (July 15, 2012 – July 14, 2013) Publisher and MCPS to collaborate and modify the Program as appropriate, in accordance with the Agreement.

5.2 Performance Milestones (work in progress)

MCPS Deliverables and Dates	Publisher Deliverables and Dates	Milestone and Key Date
Gr K - MP Overview, Integrated Weekly Planners, Content Weekly Planners: 8/6/10		
Gr 1 - MP Overview, Integrated Weekly Planners, Content Weekly Planners	Gr 1 Assessments and Professional Development (NA Version)	
MP1: 8/06/10		
MP2: 10/20/10		
MP3: 01/05/11		
MP4: 2/17/11		
	Gr K – 1 modifications 4/29/2011	SY 2011-12 Start of MP 1 8/29/11
Gr 2- MP Overview, Integrated Weekly Planners, Content Weekly Planners		
MP1: TBD		
MP2: TBD		
MP3: TBD		
MP4: TBD		
Gr 3, Gr 4 and Gr 5 - MP Overview, Integrated Weekly Planners, Content Weekly Planners		
MP1: TBD		
MP2: TBD		
MP3: TBD		

MP4: TBD		

Professional Development Key Delivery Dates

School Year Milestone Dates	Date
SY 2010-11 Dates	Mon 8/23/10
SY 2010-11 Teachers Start	Mon 8/23/10
SY 2010-11 Start of MP 1	Mon 8/30/10
SY 2010-11 Start of MP 2	Wed 11/3/10
SY 2010-11 Start of MP 3	Tue 1/25/11
SY 2010-11 Start of MP 4	Fri 4/1/11
EOY 2010-11	Fri 6/10/11
MP1 materials for Gr K-2 available	Fri 7/1/11
MP2, 3, 4 materials for Gr K-2 available	Tue 11/1/11
SY 2011-12 Dates	Mon 8/22/11
SY 2011-12 Teachers Start	Mon 8/22/11
SY 2011-12 Start of MP 1	Mon 8/29/11
SY 2011-12 Start of MP 2	Thu 11/3/11
SY 2011-12 Start of MP 3	Wed 1/25/12
SY 2011-12 Start of MP 4	Mon 4/2/12
EOY 2011-12	Mon 6/11/12
All materials for Gr 3-5 available	Sun 7/1/12
SY 2012-13 Dates	Mon 8/20/12
SY 2012-13 Teachers Start	Mon 8/20/12
SY 2012-13 Start of MP 1	Mon 8/27/12

School Year Milestone Dates	Date
SY 2012-13 Start of MP 2	Mon 11/5/12
SY 2012-13 Start of MP 3	Mon 1/28/13
SY 2012-13 Start of MP 4	Mon 4/1/13
EOY 2012-13	Mon 6/10/13
Add SY 13-14 dates?	

5.3 Program Milestones

The following Program Level milestones are known as of the writing of this PDP. As the Program proceeds, changes to the dates may occur and will be mutually coordinated and managed between Publisher and MCPS so as to achieve the overall objectives of the Program. Program Level Milestones shall receive acceptance to proceed by both Publisher and MCPS, as appropriate and indicated, for ongoing quality assurance to ensure both agreement on milestone progress and delivery format compatibility. The cross-team reviews and Leadership meetings will support this effort.

Milestones	Date
██████████	████
██████████	████
██████████	████
██████████	████

Milestones	Date
███████████	██████
███████████████	████████

5.4 School Year Dates

Milestone	Date
SY 2010-11 Dates	Mon 8/23/10
SY 2010-11 Teachers Start	Mon 8/23/10
SY 2010-11 Start of MP 1	Mon 8/30/10
SY 2010-11 Start of MP 2	Wed 11/3/10
SY 2010-11 Start of MP 3	Tue 1/25/11
SY 2010-11 Start of MP 4	Fri 4/1/11
EOY 2010-11	Fri 6/10/11
MP1 materials for Gr K-2 available	Fri 7/1/11
MP2, 3, 4 materials for Gr K-2 available	Tue 11/1/11

Milestone	Date
SY 2011-12 Dates	Mon 8/22/11
SY 2011-12 Teachers Start	Mon 8/22/11
SY 2011-12 Start of MP 1	Mon 8/29/11
SY 2011-12 Start of MP 2	Thu 11/3/11
SY 2011-12 Start of MP 3	Wed 1/25/12
SY 2011-12 Start of MP 4	Mon 4/2/12
EOY 2011-12	Mon 6/11/12
All materials for Gr 3-5 available	Sun 7/1/12
SY 2012-13 Dates	Mon 8/20/12
SY 2012-13 Teachers Start	Mon 8/20/12
SY 2012-13 Start of MP 1	Mon 8/27/12
SY 2012-13 Start of MP 2	Mon 11/5/12
SY 2012-13 Start of MP 3	Mon 1/28/13
SY 2012-13 Start of MP 4	Mon 4/1/13
EOY 2012-13	Mon 6/10/13
Add SY 13-14 dates?	

5.5 MCPS Deliverables Schedule

MCPS Deliverable	Date
Frameworks K-5	6/25/10
Gr 1 - MP Overview, Integrated Weekly Planners, Content Weekly Planners	MP1: 8/06/10 MP2: 10/20/10 MP3: 01/05/11 MP4: 2/17/11
Gr 2- MP Overview, Integrated Weekly Planners, Content Weekly Planners	MP1: TBD MP2: TBD MP3: TBD MP4: TBD
Gr 3 - MP Overview, Integrated Weekly Planners, Content Weekly Planners	MP1: TBD MP2: TBD MP3: TBD MP4: TBD
Gr 4 - MP Overview, Integrated Weekly Planners, Content Weekly Planners	MP1: TBD MP2: TBD MP3: TBD MP4: TBD
Gr 5 - MP Overview, Integrated Weekly Planners, Content Weekly Planners	MP1: TBD MP2: TBD MP3: TBD MP4: TBD
Implementation Guide Gr K-5 (files to printer) (revise with Gr 3-5 for Spring 2013)	4/1/12 4/1/13

6 Post Development Collaboration

6.1   Promotion and Marketing

In addition to details outlined in the Program Affirmation and Promotion section of the agreement, MCPS will host a limited number of executive sessions per calendar year for possible I3 Grant partner districts. An executive session will be defined as a formal meeting with potential I3 Grant partner districts that may include a walkthrough of the program, meeting with teachers and possible classroom observations so long as they do not disrupt instruction.

MCPS will work with Pearson to attest to the efficacy and quality of the Program at national events such as virtual conferences, national educational conferences, or national educational meetings.

In addition, the Publisher will reimburse MCPS for reasonable expenses incurred in carrying out MCPS's duties during the executive sessions or events connected with the marketing of the Program and associated travel ("Expenses"). Expenses may include only: transportation, food and lodging. MCPS warrants that Expenses will not exceed reasonable and customary industry rates. Publisher shall get the benefit of all discounts. Necessary air travel will be reimbursed at coach fares, and MCPS shall use reasonable efforts to obtain the lowest fares available. MCPS shall adhere to any relevant policies relating to such expenses and shall submit to Publisher for approval an itemized account of such expenses and associated receipts in such form and at such times as may reasonably be required by Publisher.

6.2   Program Efficacy Study

Both parties will work together to develop tools and identify mutually acceptable data for an Efficacy Study of the Program. MCPS agrees to collect data on student performance as outlined in the Agreement. In addition, the Publisher shall have approval of the assessment tools used to show student growth. The Publisher will provide an in-depth analysis of the data and write a formal report for use in the marketing of the Program, in accordance with provisions of the Agreement. The Publisher shall deliver the manuscript for the report to MCPS for review and approval, not to be unreasonably withheld.

In addition, MCPS will provide collaborate and establish mutually agreeable schedules, protocols and standards for piloting and validating the Program [a randomized control trial validation study of the Program] outside of Montgomery County Public Schools. Input and support will include working with the Publisher to develop an assessment and training plan for this study. The Publisher shall deliver the manuscript for the report to MCPS for review and approval, not to be unreasonably withheld.

7   Royalty and Payment Information

7.1   Royalty Escalation

As outlined in the Agreement, the royalty rates set forth in the Agreement shall increase from 2.5% to 3.0% for domestic sales and from 1.25% to 1.5% for foreign sales if and when Publisher's Program Net Receipts in the aggregate exceed ██████████

7.2   Payment Schedules

Two payments of $625,000 each (totaling $1,250,000) were paid to MCPS in June and December of 2010. This represents the total cash payments to MCPS that are required by the

contract as amended on November 4, 2010. Further payments to MCPS will consist of the royalty distributions as defined by section 8.D.ii of the June 8, 2010 contract.

8 Defined Terms

The terms defined in the Agreement shall have the same meaning in this PDP unless expressly modified by a written amendment to the Agreement. Provisions of this PDP are intended to further define each party's duties and obligations under the Agreement, not to conflict with the Agreement.

AGREED TO:

MONTGOMERY COUNTY PUBLIC SCHOOLS, MARYLAND   PEARSON EDUCATION, INC.

By: _____   By:_____

Name: _____   Name: _____

Title: _____   Title:_____