



NEW HAVEN PUBLIC SCHOOLS  
AGREEMENT COVER SHEET

**Cover Sheet is an Internal Document for Business Office Use**

**Please Type**

Contractor full name: Modern Classroom Project

Doing Business As, if applicable:

Business Address: 15 14th Street SE, Washington DC 20003

Business Phone: (617) 6370339

Business email: [christine.barford@moderclassrooms.org](mailto:christine.barford@moderclassrooms.org)

SS# OR Tax ID #: On File

Funding Source & Acct # including location code: 2553-6399 56694 0410

Principal or Supervisor: Edith Johnson, Director of Professional Learning Leadership Development

Agreement Effective Dates: From 07/01/23 To 06/30/24.

Hourly rate or per session rate or per day rate. \$700/educator x 200 educators

Total amount: \$140,000

Description of Service: Please provide a one or two sentence description of the service.

*Through our Virtual Mentorship Program, each participant will be enrolled in our online course for NHPS educators, and matched with an expert mentor for virtual coaching and detailed feedback on all submitted assignments. Participants will receive a lunch webinar dedicated office hours, ongoing tracking of mentees and regular updates about trends and progress.*

*Upon completion of the program, each educator will become eligible for EDUs/graduate credits (additional fees required). Modern Classrooms Project will provide \$500 stipends for educators upon completion of the program in addition to implementation support of the NHPS district.*

Submitted by: Edith Johnson Phone: (475) 220-1574



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Edith Johnson, Director of Professional Learning Leadership Development  
**Date:** March 13, 2023  
**Re:** Modern Classrooms Project Contract

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Please **answer all questions and attach any required documentation as indicated below**. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Modern Classrooms Project

2. **Description of Service:**

*Through our Virtual Mentorship Program, each participant will be enrolled in our online course for NHPS educators, and matched with an expert mentor for virtual coaching and detailed feedback on all submitted assignments. Participants will receive a lunch webinar dedicated office hours, ongoing tracking of mentees and regular updates about trends and progress.*

*Upon completion of the program, each educator will become eligible for EDUs/graduate credits (additional fees required). Modern Classrooms Project will provide \$500 stipends for educators upon completion of the program in addition to implementation support of the NHPS district.*

3. **Amount** of Agreement and hourly or session cost: \$700 per educator x 200 educators = \$140,000

4. **Funding Source** and account number: 2553649955740410

5. **Continuation/renewal or new Agreement?**

**Answer all questions:**

- a. If continuation/renewal, has the cost increased? If yes, by how much? Yes. Increased by \$140,000. Last year 22 teachers participated at zero cost to the district. As MCP funded our teachers.
- b. What would an alternative contractor cost: There is not another contractor that provides this particular instructional format.

- c. If this is a continuation, when was the last time alternative quotes were requested?  
December 2022
- d. For new or continuation: is this a service existing staff could provide. If no, why not?  
No. Of the 22 teachers who participated all teachers have rated this training as very effective. One teachers has gone on to be trained as a Modern Classroom Distinguished Teacher, who can provide support to other teachers who implement Modern Classroom in their instructional practices.

See article in New Haven Register focusing on Modern Classroom teacher, Joey Lombardi.

<https://www.nhregister.com/news/article/new-haven-teacher-recognized-modern-classroom-17776786.php>

Modern Classroom Presentation to NHPS Executive Team Fall 2022 with data that supports effectiveness of program

[https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK\\_pPpPyTfZ3Mc-zZDSU/edit#slide=id.gec64a45f81\\_0\\_0](https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK_pPpPyTfZ3Mc-zZDSU/edit#slide=id.gec64a45f81_0_0)

## 6. Type of Service:

### Answer all questions:

- a. Professional Development? Yes
  - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? No. This is a specialized program that requires trained mentors and facilitators who are experts in this program.
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe)

## 7. Contractor Classification:

### Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? No
- b. Is the Contractor Local? No
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? Yes. It's a national non-profit organization
- d. Is the Contractor a public corporation? No
- e. Is this a renewal/continuation Agreement or a new service? Continuation
- f. If it is a renewal/continuation has cost increased? If yes, by how much? Yes, by \$150,000. Last year 22 NHPS teachers participated in this professional development at zero cost to the district because Modern Classroom had funding to support this at zero cost.
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: While this is not a mandate, teachers who participate in this classroom model, they can earn the ability to be a distinguished Modern Classroom teacher, who can provide support and mentoring to other NHPS teachers at zero cost to the district.

## 8. Contractor Selection:

### Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume. Please see the links for video information regarding Modern Classroom Project. This contractor provides a specific format to implement to support individualized instruction for students through blended instruction, self-paced structures and mastery based grading. This enables students to access content through teacher created videos, control the pacing of their own learning and progress from one lesson to the next when they demonstrate mastery. We are gearing this towards our secondary teachers.

<https://www.modernclassrooms.org/impact-overview>

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source? Previous leadership partnered with the Modern Classroom Project last year at zero cost. There was a very high interest from other teachers to participate in this model. The feedback from the teachers who have completed the training was very positive. Please refer to the Modern Classroom Project Presentation link with the specific feedback from NHPS teachers.  
[https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK\\_pPpPyTfZ3Mc-zZDSU/edit?usp=sharing](https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK_pPpPyTfZ3Mc-zZDSU/edit?usp=sharing)

Modern Classroom Project received a Sole Source letter from the City of New Haven Purchasing Department. See attachment to this agreement.

- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor:  
As this would be a continuation, we utilized the feedback from the teachers who have completed the training. There are also a number of teachers who are interested in participation in this training this summer. Please refer to the Modern Classroom Project Presentation link with the specific feedback from NHPS teachers.  
[https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK\\_pPpPyTfZ3Mc-zZDSU/edit?usp=sharing](https://docs.google.com/presentation/d/1Dj5Ty12dObYVcLAuHCUxJE9iK_pPpPyTfZ3Mc-zZDSU/edit?usp=sharing)

## 9. Evidence of Effectiveness & Evaluation

### Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? MCP will address the need for secondary teachers to provide individualized instruction for students at various levels. This training provides teachers with training in blended instruction, student self pacing structures in order for secondary students to learn at their own pace. We know that the pandemic devastated learning for many of our NHPS students. This model will give teachers and students multiple pathways to access the NHPS curriculum in a structured system that enhances students 21st century skills and will allow students to progress from lesson to another at their own pace. Teachers who participate in this training will complete virtual coaching during the training and during the school year.

They will also complete evaluations and feedback to MCP that will present the data to the executive leadership team in the fall.

Please view the MCP in Action videos. See the links below.

<https://www.modernclassrooms.org/>

- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness. See Deck link below:  
Refer specifically to slide 5, 6, & 7 on the powerpoint. They are also included in the packet.
  - c. How is this service aligned to the District Continuous Improvement Plan? NHPS mission is to provide all students with personalized authentic and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem solving and high quality instruction. This agreement is in direct alignment with Priority Area 1 academic learning 1.2 Engaging instruction: Building teacher capacity to implement curriculum through the use of purposeful, meaningful and supportive instruction that integrates social emotions leads with a focus on rigor and relevance to students, 1.3: Building teacher capacity to monitor learning and provide regular, meaningful feedback to students and priority area 4: officer individualized professional growth opportunities to support all staff by greeting a multifaceted professional learning structure to address needs.
10. Why do you believe this Agreement is fiscally sound? This agreement is fiscally sound as it provides effective professional development for teachers across the country. Last year we had 22 teachers who participated in this professional development opportunity and they rated the training as highly effective. This is a voluntary training that teachers will be compensated for.
11. What are the implications of not approving this Agreement? Teachers will not have the opportunity to participate in a professional development training that will support structures and systems to improve their instructional practices and student outcomes.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Modern Classroom Project**

FOR DEPARTMENT/PROGRAM:

**Professional Learning Leadership Development**

This Agreement entered into on the 1 day of July 3 2023, effective (no sooner than the day after Board of Education Approval), the 30 day of June 2024, by and between the New Haven Board of Education (herein referred to as the “Board” and, Modern Classrooms Project located at, 15 14th Street, SE Washington, DC 20003 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$700 per day, hour or session, for a total of 25 days, hours or 25 sessions.

The maximum amount the contractor shall be paid under this agreement: \$140,000. Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by **ESSER III Carryover Program** of the New Haven Board of Education, **Account Number:** 2553-6399 56694 **Location Code** 0410.

This agreement shall remain in effect from July 1, 2023 to June 30, 2024.

**SCOPE OF SERVICE:** *Please provide brief summary of service to be provided.*

Through our Virtual Mentorship PProgram, each participant will be enrolled in our online course for NHPS educators, and matched with an expert mentor for virtual coaching and detailed feedback on all submitted assignments. Participants will receive a lunch webinar dedicated office hours, ongoing tracking of mentees and regular updates about trends and progress.

Upon completion of the program, each educator will become eligible for EDUs/graduate credits (additional fees required). Modern Classrooms Project will provide \$500 stipends for educators upon completion of the program in addition to implementation support of the NHPS district.

***Exhibit A: Scope of Service:*** Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

***Exhibit B: Student Data and Privacy Agreement:*** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education ***prior to service start date***. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

March 16, 2023

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Christine Barford, Vice President of Partnerships

\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 11/27/19





# MEMORANDUM

## BUREAU OF PURCHASES

### CITY OF NEW HAVEN

Shawn J. Garris, Acting Purchasing Agent  
200 Orange Street, New Haven,  
Connecticut 06510  
Telephone (203) 946-8201  
Facsimile (203) 946-8206  
Email: sgarris@newhavenct.gov

DATE: April 3, 2023  
TO: Edith Johnson, Director of Professional Learning Leadership  
Development,

SLSRC #20230403NHPS
------------------------

FROM: Shawn J Garris,  
Acting Purchasing Agent

RE: Sole Source – Modern Classroom Project Professional Development Summer Training.

I have received your sole source request with supportive documentation for the above reference provider that offers professional development and mentoring opportunities for educators. This proprietary program enables educators on completion of course work to create self-paced learning opportunity for students. A student learning model that promotes human connection and social-emotional growth within each student.

Therefore, pursuant to Section 74(d)(i) of the City Charter, I hereby designate the above referenced vendor as the "Sole Source" vendor for the above referenced purpose. Please prepare the appropriate procurement documents and include this Sole Source letter with your request.

**While all else remains the same, this sole source expires five years from the date of this letter.**

Please note any non-competitively bid contract which is \$100,000.00 or greater may require Board of Alderman approval.

Any questions, please feel free to contact me @ x8202.

cc: Arami Martinez, Accounts Payable  
Carl Carangelo, NHPS Finance Department  
File





## QUOTE

**Bill to:** New Haven School District, 54 Meadow Street New Haven, CT 06519

**Vendor Name:** THE MODERN CLASSROOMS PROJECT, 15 14th St SE, Washington, DC 20003

**Tax ID Number:** 82-5421304

**Contact:** Christine Barford, [christine.barford@modernclassrooms.org](mailto:christine.barford@modernclassrooms.org)

Quote #	Date of Quote	Date of Services	Description of Services	Cost
NHSD-1	12/21/2022	07/01/2023 - 06/30/2024	<p>Through our <b>Virtual Mentorship Program</b>, each participant will be enrolled in our online course for New Haven School District educators, and matched with an expert mentor for virtual coaching and detailed feedback on all submitted assignments.</p> <p>New Haven School District will also receive a launch webinar, dedicated office hours, ongoing tracking of mentees, and regular updates about trends and progress.</p> <p>Upon completion of the Program, each educator will become eligible for CEUs/graduate credits (<i>additional fees required</i>).</p> <p>Modern Classrooms Project will provide \$500 stipends for educators upon completion of the program in addition to implementation support for New Haven School District.</p>	$\begin{array}{r} \$750/\text{educator} \\ \times \\ 200 \text{ educator(s)} \\ = \\ \$150,000 \end{array}$

**TOTAL: \$ 150,000**

New Haven School District will be invoiced based on enrollment and only invoiced for educators fully enrolled at the start of each cohort.



## **Sole Source Letter**

December 15, 2022

To Whom It May Concern:

This letter is to confirm that The Modern Classrooms Project's online training courses and virtual support models are sole source products, sold and distributed exclusively by The Modern Classrooms Project. Our training is blended, self-paced, and mastery-based and certified to receive microcredentials, CEUs, and/or graduate credit by Digital Promise, George Mason University, and Colorado State University Pueblo.

Our unique Virtual Mentorship Program is a combination of asynchronous videos and tutorials that participants watch in addition to structured assignments, live sessions, and check-ins with participants' mentors. Each of our mentors is a practicing educator. As educators move through our instructional content, they connect with their mentor and other educators in their cohort for a unique, blended experience. Our mentor pool represents instructors from across the country, and our ability to pair classroom teachers with classroom teachers is unique to our blended approach and allows for educators to learn from peers.

The Modern Classrooms Project's content and tutorials are the intellectual property of the Modern Classrooms Project. No other organization offers this model of training while teaching educators how to implement a blended, self-paced, mastery-based model. We hold the exclusive copyright to all of our training materials, and do not license or otherwise authorize any other party to distribute these materials without our consent.

There are no other products or services practically available that offer the same purpose or function, nor are there other entities, agents, or dealers who are authorized to represent this product.

The Modern Classrooms Project is the sole provider of the above-named products, and has the exclusive right to market, distribute, and set the prices of all of its product offerings.

For further information, please feel free to contact me directly.

Sincerely,

A handwritten signature in black ink that reads "Robert Barnett". The signature is written in a cursive, flowing style.

Robert Barnett

President

The Modern Classrooms Project

[robert.barnett@modernclassrooms.org](mailto:robert.barnett@modernclassrooms.org)

End of Cohort Results

MCP

New Haven enrolled 22 educators in Modern Classroom Project's Virtual Mentorship Program to get training and support in blended, self-paced, mastery-based learning in Summer Institute 2022.

This deck shares participant results in the form of:

- Experiences
- Reflection Data
- Artifacts

Virtual Mentorship Program

MCP

Through our Virtual Mentorship Program, your educators:

1. **Worked one-on-one with our Expert Mentors** in the Modern Classrooms Project Virtual Mentorship Program
2. **Engaged in live presentations** on blended instruction, self-paced learning structures, and mastery-based grading
3. **Received additional support** in subject-specific office hours, our private discussion board, and optional sessions

Submission #1: Student Check	
Mentored	Reviewer (for mentor to fill in)
<ul style="list-style-type: none"> <li>✓ Multiple of Student mastery checks created</li> <li>✓ Mastery checks assess (prior understanding)</li> <li>✓ Practice is self-aligned with mastery check + objective</li> </ul>	<ul style="list-style-type: none"> <li>✓ Single, non-reusable mastery check created</li> <li>✓ Mastery checks assess and require real understanding</li> <li>✓ Practice is self-aligned with mastery check + objective</li> </ul>
Mentor Comments	
<p><b>Strategic:</b></p> <ul style="list-style-type: none"> <li>Have created your very own practice for students to use after a live presentation. When you have a lot of students in the same class, it's difficult to create a practice that is self-paced and allows for differentiation. This practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> <li>Thank you for using the time to articulate your vision and implementation. The practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> <li>Have created your very own practice for students to use after a live presentation. When you have a lot of students in the same class, it's difficult to create a practice that is self-paced and allows for differentiation. This practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> </ul> <p><b>Strategic:</b></p> <ul style="list-style-type: none"> <li>Have created your very own practice for students to use after a live presentation. When you have a lot of students in the same class, it's difficult to create a practice that is self-paced and allows for differentiation. This practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> <li>Thank you for using the time to articulate your vision and implementation. The practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> <li>Have created your very own practice for students to use after a live presentation. When you have a lot of students in the same class, it's difficult to create a practice that is self-paced and allows for differentiation. This practice you created is very well thought-out and will help your students achieve mastery during independent learning time.</li> </ul>	

Virtual Mentorship Program Structure

MCP

Time Commitment: 25-30 Hours

Goal: Build 3 Modern Classroom Lessons

Structure: Self-paced, mastery-based PD with 5 key assignment submissions

Length:

- School Year: 8-12 weeks
- Summer Institute: 5 weeks

Mastery Checks	Choose a learning objective and set the criteria for mastery.	
Instructional Video	Record your first instructional video with guided notes and enhancements.	
Self-Pacing Plan	Classify your lessons, build your pacing tracker, describe your strategies for student collaboration and motivation.	
Learning Design Plan	Optimize your LMS and classroom layout for learning.	
Final Submission	Build 3 complete Modern Classroom Lessons.	



## Outstanding Feedback from New Haven Educators!

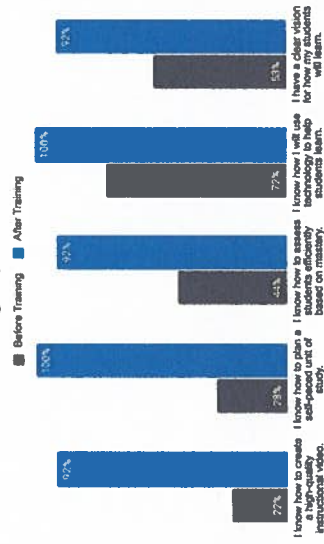
[MCP]

## Outstanding Feedback from New Haven Educators!

Overall  
program rating:  
**9.3**  
out of 10

**100%**  
recommend  
the program  
to a colleague

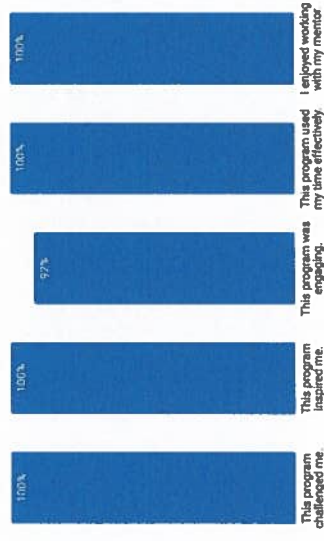
MCP Training: Impact on Educators



modernclassrooms.org

Additionally, 100% of participants said they were challenged and inspired by the program.

MCP Training: Educator Experiences



## More Feedback from New Haven Educators

[MCP]

## Work from New Haven Educators

We asked participants to share what they would tell their colleagues and admin about the program, here are some of their responses:

It was *innovative and useful*.

- Theresa Purdie, Cooperative High School

*Every teacher should be exposed to this training.* Although people might not use every aspect, the training really makes you reflect on your own practice and how your practice might improve.

- William McKinney, Engineering Science University Magnet School

I feel *SO much more prepared and better able to reach ALL of my students.*

- Jennifer Reda, Metropolitan Business Academy

Cathy Ramin, Art

Cathy built a class website for students to be able to refer back to for anchor examples and clearly aligned and presented the anchor standards for the course.

Ms. Ramin at Work

Ms. Ramin at Work

MRS. RAMIN ART  
WILBUR CROSS HIGH SCHOOL



WELCOME TO ART!

My name is Cathy Ramin and I am excited to be your art teacher at Wilbur Cross High School. I believe that every student has the potential to be an artist and I am committed to helping you discover your own artistic voice. I have been teaching art for 15 years and I have a wealth of experience in the field. I have a passion for teaching and I am committed to helping you succeed. I have a wealth of experience in the field and I am committed to helping you succeed. I have a wealth of experience in the field and I am committed to helping you succeed.

Objectives	Activities	Assessments
1. Understand the basics of art and design.	1. Art history lecture.	1. Art history quiz.
2. Understand the basics of art and design.	2. Art history lecture.	2. Art history quiz.
3. Understand the basics of art and design.	3. Art history lecture.	3. Art history quiz.
4. Understand the basics of art and design.	4. Art history lecture.	4. Art history quiz.
5. Understand the basics of art and design.	5. Art history lecture.	5. Art history quiz.
6. Understand the basics of art and design.	6. Art history lecture.	6. Art history quiz.
7. Understand the basics of art and design.	7. Art history lecture.	7. Art history quiz.
8. Understand the basics of art and design.	8. Art history lecture.	8. Art history quiz.
9. Understand the basics of art and design.	9. Art history lecture.	9. Art history quiz.
10. Understand the basics of art and design.	10. Art history lecture.	10. Art history quiz.



## Work from New Haven Educators

### William O'Shea, Science

William took what would have been a lengthy lecture on atoms and broke it into digestible chunks and short videos, paired with guided notes to help students retain all information that could otherwise be lost.



**Problem and Hypothesis**

- Explain the process of how atoms are formed.
- State the difference between atoms and molecules.
- Explain the difference between atoms and molecules.
- Explain the difference between atoms and molecules.
- Explain the difference between atoms and molecules.

**3. Solubility Properties**

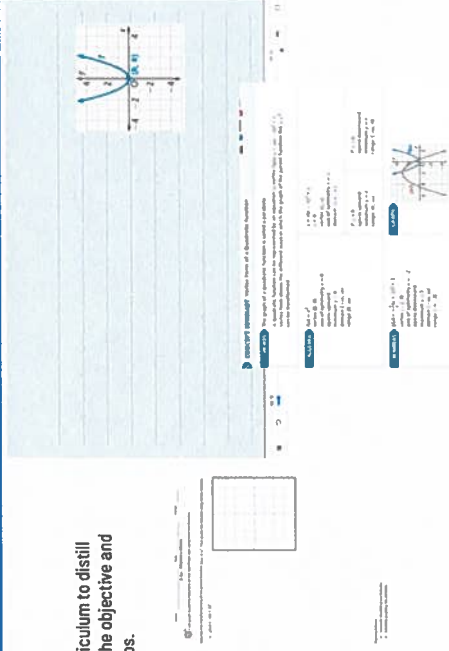
Property	Atom	Molecule	Example
Size			
Mass			
Volume			
State			

4. No. of particles

## Work from New Haven Educators

### Daniel Jack, Math

Daniel leveraged New Haven curriculum to distill daily mastery checks aligned to the objective and create aligned instructional videos.



## Teacher Leadership Opportunities!



Once your educators have reimagined their classrooms, they can apply to be a Distinguished Modern Classroom Educator!



The best Distinguished Modern Classroom Educators will become paid Mentors who support teachers across the district!



### Modern Classrooms Project

We empower educators to meet every student's needs.

modernclassrooms.org

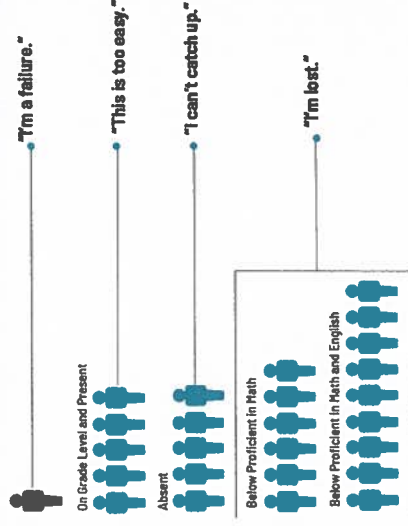
The Modern Classrooms Project is a non-profit organization that is dedicated to providing educators with the resources and support they need to create a modern classroom.

## Traditional Models of Teaching Ignore Students Needs

[MCP]

Classrooms that utilize lectures and demand fixed-paced learning **fail our students** and **stress out teachers**.

We experienced these problems ourselves and **developed a new approach to teaching** that will better meet students' needs.

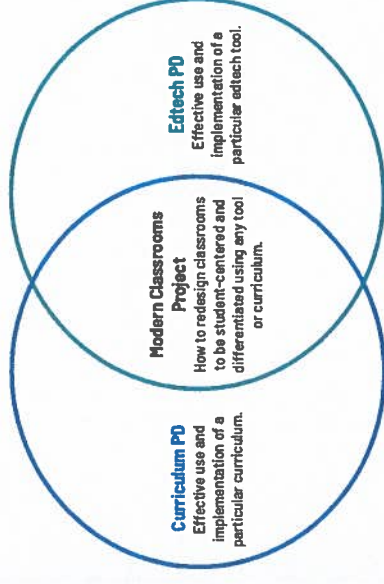


13

## Why We're Different

For too long, professional development has largely focused on curriculum and tools. To truly change outcomes, **teachers need to learn HOW to redesign learning environments** so that they are student-centered and differentiate to all students' unique needs.

[MCP]



modernclassrooms.org

## Our Instructional Model

[MCP]

## Blended Instruction

Through our personalized training programs, we empower educators to implement our research-backed instructional model:

**Blended Instruction**  
Students access content through teacher-created videos.



**Self-Paced Structures**  
Students control the pace of their own learning.



**Mastery-Based Learning**  
Students progress from one lesson to the next when they demonstrate mastery.



## In Modern Classrooms:

- Teachers **eliminate whole-class lectures**.
- Teachers **create original instructional videos and resources**.
- Students can **access instruction and materials at all times**.



Allura Pfiester, Kindergarten Implementer in PA

"It really allows students to have the very best of me." - Allura Pfiester

modernclassrooms.org



**In Modern Classrooms:**

- Students are self-paced within each unit of study
- Each lesson is classified as
  - **"Must Do"**
  - **"Should Do"**
  - **"Aspire to Do"**
- Teachers track each student's progress daily to help students stay on track

**In Modern Classrooms:**

- Teachers build bite-sized assessments for each lesson called **"mastery checks."**
- Teachers define criteria for mastery and help students reach it through:
  - **Revision**, guided by personalized feedback
  - **Reassessment**, when students are ready
  - **Reflection**, to help students grow
- Students cannot move on to the next lesson until they have **shown mastery** on the previous skill.

**Mastery?**

- ☐ Yes   ☐ Not Yet

Next Step: \_\_\_\_\_

**Our Impact**

# Our Research & Impact

**On Teachers**

Teachers must develop entire units in advance using the **principles of understanding by design**.

Teachers spend class time supporting students based on **live measures of academic mastery**.

Teachers spend less time managing behavior and **more time supporting student learning**.

Backward Design

Data-Driven

Sustainable

**On Students**

21st Century Skills

Students become **self-directed, self-aware** young adults.

Differentiation

**Every student is appropriately challenged** every day, regardless of learning level.

Authentic Mastery

Students internalize that **progress is contingent on mastery, not completion**.

### Scope of 2019-20 and 2020-21 Programming

The Modern Classrooms Project contracted with the Center for Research and Reform in Education (CRRE) at Johns Hopkins University to conduct an independent study of the efficacy of the Modern Classrooms Project approach on teacher and student outcomes during the 2019-20 and 2020-21 school years.

The study sample consisted of 55 teachers and 1,929 students.

#### Official Research Partners



**Dr. Rebecca Wolf**  
Assistant Professor, Center for  
Research and Reform in Education

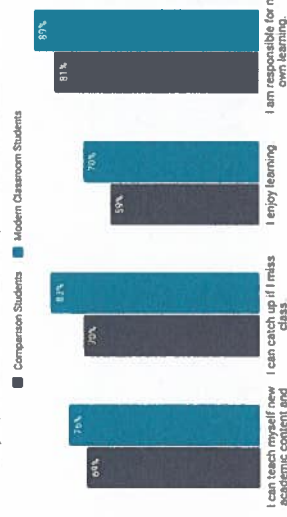
21

This graphic compares the responses of

- 1097 students with Modern Classroom Educators at our three primary partner schools
- 832 students with traditional educators at the same three schools

#### Impact on Students

survey responses from 1,929 students, January 2020, all results significant ( $p < 0.001$ )



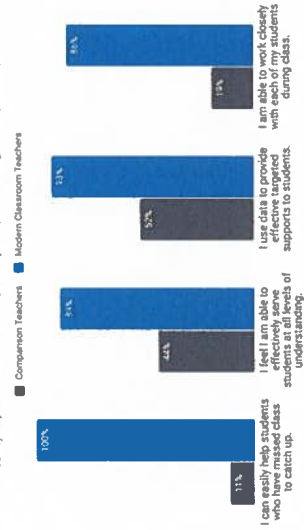
22

This graphic compares the responses of

- 28 Modern Classroom Educators at our three primary partner schools
- 27 traditional educators at the same three schools

#### Impact on Teachers

survey responses from 55 teachers, January 2020, all results significant ( $p < 0.001$ )



23

"In conclusion, this study yields **overwhelming positive support for the Modern Classrooms Project** from the perspective of both students and teachers who participated in the program during the 2019-20 school year."

"Modern Classrooms appeared to have the **strongest effects on teachers' abilities to differentiate instruction** to individual students and students' abilities to engage in self-directed learning."

Wolf, R., Edinger, J., Ross, S. (2020). *The Modern Classrooms Project: Survey Results for the 2019-20 School Year*. Towson, MD: Center for Research and Reform in Education, Johns Hopkins University.

24

## Long-Term Impacts of Our Model

## Case Study: Concord Community Schools

MCP

A 2021 survey of 65 Modern Classroom teachers found that teachers are committed to the model. As a result of my experience with Modern Classrooms...



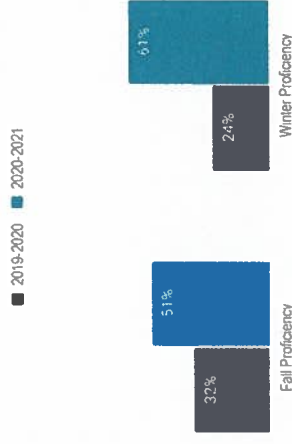
25

This graphic compares the responses of

- 264 K-8 students who completed the Inspect Math Benchmark Assessment prior to MCP implementation (2019-2020).
- 292 K-8 students who completed the Inspect Math Benchmark Assessment during MCP implementation (2020-2021).

### Percent of Students Proficient Pre- and Post-MCP

Survey results from K-8 students who completed the Math Benchmark Assessment

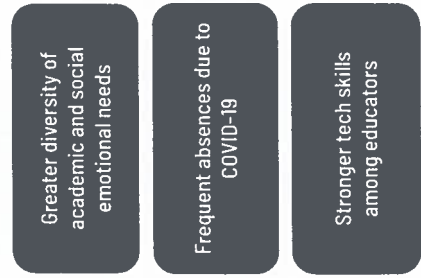


26

## A Path Forward for Teaching and Learning

## A Model Built for the Moment

MCP



Create differentiated, student-centered classrooms

Provide unrestricted access to learning

Leverage tech to build relationships & maximize small group interaction

Empower educators to



### Roadmap to Reopening Safely and Meeting All Students' Needs

"...demonstrates how educators can use technology to use their own time more purposefully in the classroom, and implement instructional approaches that allow for student self-direction, personalization, and collaboration."

27



### Restarting and Reinventing School

"Student-centered blended learning models that tap new uses of technology across home and school spaces can, when they guide purposeful use of teacher time, increase equity in learning while offering productive models in this new environment."

Access link



### Christensen Institute

### Carpe Diem: Convert pandemic struggles into student-centered learning

An organization that "walks teachers step-by-step through how to set up core student-centered practices in their classrooms. School systems can also partner with the Modern Classrooms Project to provide cohorts of teachers with mentorship and coaching"

Access link

## Professional Development Offerings

## Virtual Mentorship Program



- 

- ✓ Access to content and tutorials
- ✓ Feedback on all submitted assignments
- ✓ One-to-one coaching
- ✓ Certified credentials





## 90+ School/District Partnerships

MCP

## Virtual Mentorship Program

MCP

MCP

<b>Time Commitment:</b> 25-30 Hours	
<b>Goal:</b> Build 3 Modern Classroom Lessons	
<b>Structure:</b> Self-paced, mastery-based PD with 5 key assignment submissions	
<b>Length:</b> <ul style="list-style-type: none"> <li>● During School Year: 8-12 weeks</li> <li>● Summer Institute: 5 weeks</li> </ul>	
	

Submission #1: Mastery Check	Practice (for mentor to fill in)		
	<b>Practice</b>	<b>Mastered</b>	<b>Mastered</b>
	<ul style="list-style-type: none"><li>1 Multiple or flexible mastery checks created</li><li>2 Mastery checks assess prior understanding</li><li>3 Practice is self-aligned with mastery check</li><li>4 Practice is self-aligned with mastery check</li></ul>		
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modernclassrooms.org

## Building Teacher Leadership Pathways

Prepare for long-term self-sustainability through our teacher leadership credentials



Once educators have reimagined their classroom, they can apply to be a Distinguished Modern Classroom Educator!

Our best Distinguished Modern Classroom Educators will become paid Mentors to support teachers across the region!



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

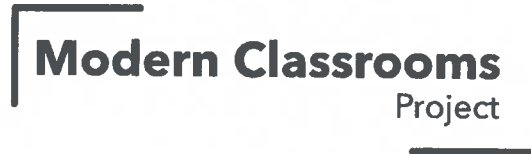


5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.





## **Sole Source Letter**

December 15, 2022

To Whom It May Concern:

This letter is to confirm that The Modern Classrooms Project's online training courses and virtual support models are sole source products, sold and distributed exclusively by The Modern Classrooms Project. Our training is blended, self-paced, and mastery-based and certified to receive microcredentials, CEUs, and/or graduate credit by Digital Promise, George Mason University, and Colorado State University Pueblo.

Our unique Virtual Mentorship Program is a combination of asynchronous videos and tutorials that participants watch in addition to structured assignments, live sessions, and check-ins with participants' mentors. Each of our mentors is a practicing educator. As educators move through our instructional content, they connect with their mentor and other educators in their cohort for a unique, blended experience. Our mentor pool represents instructors from across the country, and our ability to pair classroom teachers with classroom teachers is unique to our blended approach and allows for educators to learn from peers.

The Modern Classrooms Project's content and tutorials are the intellectual property of the Modern Classrooms Project. No other organization offers this model of training while teaching educators how to implement a blended, self-paced, mastery-based model. We hold the exclusive copyright to all of our training materials, and do not license or otherwise authorize any other party to distribute these materials without our consent.

There are no other products or services practically available that offer the same purpose or function, nor are there other entities, agents, or dealers who are authorized to represent this product.

The Modern Classrooms Project is the sole provider of the above-named products, and has the exclusive right to market, distribute, and set the prices of all of its product offerings.

For further information, please feel free to contact me directly.

Sincerely,

A handwritten signature in black ink that reads "Robert Barnett". The signature is stylized with a large, looped "R" and a cursive "Barnett".

Robert Barnett  
President

The Modern Classrooms Project  
[robert.barnett@modernclassrooms.org](mailto:robert.barnett@modernclassrooms.org)