

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and New Leaders, Inc (hereinafter "Contractor"), with its principal place of business at 30, West 26th Street, 10th Floor, New York, NY 10010.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

Contractor will provide its proprietary New Leaders: Emerging Leaders program to cohort of up to 30 certified employees with documented leadership experience and KY Administrative Certification for Principal K-12. The program components and delivery timeline are included in the attached Scope of Work.

Should research Organization use or collect data for the purpose of conducting a research study, Research Organization will separately submit an external research request through Data Provider's online system: <https://assessment.jefferson.kyschools.us/DRMS/>. For any project, involving data collection or research (e.g., program evaluation or monitoring activities), JCPS student or staff participation is

voluntary. As a federally authorized Institutional Review Board (IRB), JCPS complies with the federal definition for research, which includes sharing of Personally Identifiable Information (PII) for the purposes of answering a question or evaluating activities for effectiveness beyond standard educational or operational procedures. Thus, all data collection and research activities must be approved by the JCPS IRB and shall not begin before approval is secured from the JCPS IRB.

ARTICLE III
Compensation

The Board shall pay Contractor the total amount stated below (hereinafter “Contract Amount”). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	\$355,000
Progress Payments (if not applicable, insert N/A):	Invoices to be sent October 31, 2023, December 31, 2023, March 31, 2024, and June 30, 2024
Costs/Expenses (if not applicable insert N/A):	NA
Fund Source:	Title II - AS12053-0322-401K8 for \$177,500 Wallace - AS12052-0322-022I for \$177,500

ARTICLE IV
Term of Contract

Contractor shall begin performance of the Services on July 1, 2023 and shall complete the Services no later than June 30, 2024, unless this Contract is modified as provided in Article VIII.

ARTICLE V
Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor’s employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX
Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X
Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI
Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII
Contractor's Work Product

~~Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.~~

The Parties acknowledge and agree that, as between the parties, Contractor retains and exclusively owns the right, title and interest in and to its intellectual property rights, including but not limited to: (i) inventions, patents and patent application; (ii) trademarks, service marks designs, logos, trade names, internet domain names; (iii) copyrights or other works of authorship (whether or not copyrightable); (iv) trade secrets, know-how, processes, methodologies, techniques, ideas, and concepts; and (v) technology and software (collectively the "New Leaders IP"). For the avoidance of doubt, the New Leaders IP includes any works authored or developed by the Contractor in connection with this Contract. No license is granted in, to or under the New Leaders IP other than expressly set forth herein.

Board employees participating in the Services ("Participants") may receive copies of Contractor's proprietary tools, job aids, handouts, or similar materials with ongoing practical application (collectively, "Tools") as part of their participation. Participants will receive a limited license, as set forth on the Tools, to use the Tools for purposes of their work in Board and for their personal and professional development. "Tools" does not include curriculum or instructional material prepared by Contractor to deliver Services.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.

- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no administrative findings of child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

ARTICLE XVI Confidentiality

Each Party acknowledges that, through the performance of the Services, it may have access to Confidential Information. Confidential Information provided by New Leaders includes but is not limited to any materials marked as confidential by New Leaders. Each Party agrees not to publish or otherwise disclose to any person, without specific permission by the other Party, any Confidential Information, nor to use said Confidential Information for any purposes not related to the Services, unless any Confidential Information (i) is or becomes generally known to and available for use by the public other than as a result of a Party's acts or omissions in breach of this Contract, (ii) is required to be disclosed pursuant to applicable law or court order. In the event that a Party is requested or required by law or court order to disclose any Confidential Information, that Party will provide the other Party with prompt notice of such request or requirement in order to enable the other Party to seek an appropriate protecting order or other remedy (and if a Party seeks such an order or remedy, the other Party will cooperate with it, at the expense of the Party seeking the order or remedy, in connection therewith). Upon expiration or termination of the Contract, or at any other time a Party ("Disclosing Party") may request, in writing, the other Party ("Receiving Party") will deliver to Disclosing Party or, at Disclosing Party's option, destroy all Confidential Information and other documents relating thereto, that Receiving Party may then possess or have under his or her control, provided that Receiving Party will not be required to deliver to Disclosing Party or destroy any materials in Receiving Party's possession that were obtained or prepared by Receiving Party prior to the engagement hereunder or outside the scope of the Services. Nothing in this Agreement shall allow for the destruction of documents in a manner not in accordance with the Public School District Records Retention Schedule set forth by the Kentucky State Archives and Records Management Division (the "Retention Schedule"). In the event that a request is made to have records destroyed prior to the permissible destruction period under the Retention Schedule, the Receiving Party will notify the Disclosing Party that records shall not be destroyed at that time, and the records shall be retained until the date of destruction specified by the Retention Schedule.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract on October 25, 2023 effective as of July 1, 2023.

Contractor's Social Security Number or Federal Tax ID Number:

JEFFERSON COUNTY BOARD OF
EDUCATION

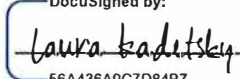
By: _____

Title: Martin A. Pollio, Ed.D.
Superintendent

Jean Desravines
CONTRACTOR

By:  _____
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Title: Laura Kadestsky
Chief Administrative Office &
General Counsel

By:  _____
56A436A9C7D84B7...

Cabinet Member: Robert Moore

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: _____

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: _____

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Education Specialist

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): _____

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): _____

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): _____

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: _____

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: _____

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items: _____

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Faith Stroud

Print name of person making Determination

Schools Division Leadership and Professional Development

School or Department



Signature of person making Determination

9/14/23

Date

New Leaders, Inc

Name of Contractor (Contractor Signature Not Required)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011

New Leaders Proposal for Jefferson County Public Schools

February 14, 2023

New Leaders is pleased to continue our partnership with Jefferson County Public Schools (JCPS) to strengthen the skill and capacity of school leaders to drive student achievement. In support of the Jefferson County Public Schools' mission to partner with families and the community to provide transformational learning experiences designed to nurture thoughtful and prepared graduates, New Leaders proposes to provide our proven leadership development services to:

- Prepare current leaders of teams for future school- and district-level leadership opportunities;
- Develop highly effective instructional leaders who leverage data-driven instructional practices to dramatically improve student learning outcomes;
- Gain clarity and consensus on the data points that will propel all students to achieve at high levels;
- Identify the transformative leadership actions that will empower aspiring and rising leaders to drive student achievement in their schools and across the district;

Since 2018, New Leaders and JCPS have trained over 130 aspiring leaders in the Emerging Leaders (for teachers, teacher leaders, instructional coaches, etc. aspiring to become assistant principals) and Breakthrough Leadership (for assistant principals aspiring to become principals) programs. Over the course of the partnership, there has been a 98% completion rate, and almost 50 alum have progressed to the next level of leadership in their education career. More than 30 past participants are current JCPS principals, and more than 95% of alum are still employed by the district. In support of JCPS' leadership development team, we propose to continue work with teacher leaders via the Emerging Leaders Program, with an added emphasis on preparing participants to become assistant principals.

Introduction

For 20 years, New Leaders has worked in and with schools, districts, and states to improve school performance by developing leaders at all levels—from teacher leaders to principal supervisors—with the mindset, skills, and practice needed to drive instructional excellence at scale. We are an educational leadership organization whose mission is driven by racial equity, social justice, and an unwavering belief in the potential of every student.

Like JCPS, we view effective school leaders as the greatest leverage point for transforming schools and students' lives. We cultivate leaders who are not afraid to do things differently. We support our partners to identify and remove barriers to student success. Our proven leadership solutions reflect the unique strengths and needs of our partners—helping them get results for their schools and students.

An independent evaluation has shown that our approach works. In 2019, RAND Corporation released an independent, multi-year evaluation confirming New Leaders' effectiveness in improving student achievement.¹ The RAND researchers found that New Leader Principals have a positive, statistically significant impact on student's math and literacy performance, providing further validation and detail on the "New Leaders effect" previously reported by RAND in 2014.² In addition to student achievement, RAND found that New Leader Principals are retained in their roles at higher rates and support higher student attendance than their peers.

RAND named New Leaders the principal preparation program with the strongest evidence of positive impact. Related, district and charter leaders in the study reported that New Leaders understood their needs and responded to them accordingly, provided better value for the money, and built their capacity to identify highly qualified leaders in-house.

¹ Gates et al. (2019). Preparing school leaders for success: RAND evaluation of New Leaders' Aspiring Principals program, 2012-2017. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2812.html

² Gates et al. (2014) Preparing Principals to Raise Student Achievement: Implementation and Effects of the New Leaders Program in Ten Districts, Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR507.html

To date, we have trained over 4,000 leaders who reach nearly half a million students in high-need communities nationwide. Our district and school leaders work with America's highest-need students: 78 percent live in low-income households and 87 percent are children of color. Upwards of 30 percent are English Language Learners. Honoring this diversity, 64 percent of our alumni are leaders of color compared to only 20 percent nationally.

Job-embedded and Research-based Approach




Our work is grounded in adult learning theory, and we will use data to drive impact and advance student achievement. New Leaders' job-embedded approach to leadership development reflects the research that adults learn best when training is rooted in challenging, real-world work. We offer cohort-based learning, authentic practice, and expert coaching to equip participants with the ambitious leadership practices needed to be change agents. Our content and program delivery allows leaders to translate theory into practice.

Two independent studies of New Leaders found that our programming for principals-in-training demonstrated positive effects on student achievement and met Tier II evidence requirements for the Every Student Succeeds Act (ESSA).³ In addition, our groundbreaking research outlined in our reports *Ambitious Leadership*⁴ and *Playmakers*⁵ affirms the power of highly effective principals and school-based teams to position their schools and students for lasting success. Our partnership will allow JCPS to leverage our proven content and build the capacity of school leaders to engage in ongoing cycles of improvement that lead to sustained student outcomes.

New Leaders' Transformational Leadership Framework™

New Leaders' Transformational Leadership Framework (TLF) outlines our competency-based approach to leadership development. The TLF defines five major categories (see Table 1 below) that are central to school improvement and the basis of our work with district, charter, and state partners. Aligned with Professional Standards for Educational Leaders, the TLF pulls from a wide evidence base and has been documented in New Leaders' book, *Breakthrough Principals*. All of our programming is based upon this proven school improvement content and custom shaped by each partner's unique priorities, needs, and strengths.



Table 1. Transformational Leadership Framework

Transformational Leadership Framework		
Learning and Teaching		Ensure that curriculum, instruction, and assessments are aligned to rigorous college and career readiness standards.
Talent Management		Ensure the development, efficacy, and sustainability of professional learning communities and teacher teams within the school; deliver actionable feedback and coach staff members to achieve excellence.
School Culture		Foster an intellectual and caring culture of deep learning, structured inquiry, and ongoing curiosity for all members of the school community including families; build this out through high expectations and shared accountability.

³ Two independent studies of New Leaders found that our principal-in-training programming demonstrated positive effects on improved student achievement, student attendance, and stronger principal retention and met the ESSA Tier II (moderate evidence) criteria. (Gates, S.M., Baird, M., Doss, C.J., Hamilton, L., Oppen, I.M., Master, B.K., Prado Tuma, A., Vuollo, M. & Zaber, M.A. (2019). *Preparing School Leaders for Success: Evaluation of New Leaders' Aspiring Principals Program, 2012-2017*. Santa Monica, CA: RAND Corporation; Gates, S.M., Hamilton, L.S., Martorell, P., Burkhauser, P.H., Pierson, A., Baird, M., Vuollo, M., Li, J.J., Lavery, D., Harvey, M. & Gu, K. (2014). *Preparing Principals to Raise Student Achievement: Implementation and Effects of the New Leaders Program in Ten Districts*. Santa Monica, CA: RAND Corporation.)

⁴ *Ambitious Leadership: How Principals Lead Schools to College and Career Readiness*. Full text is available at <http://newleaders.org/ambitious-leadership>.

⁵ *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*. Full text is available at <http://newleaders.org/playmakers>.

Planning and Operations		Create and sustain successful structures which support learning and culture for all members of the school community, including families; ensure that resources are always allocated in alignment with instructional priorities.
Personal Leadership		Define leadership stance and style; act with integrity in accordance with values; reflect frequently on performance and continually seek and make change for improvement.

Focus on Equity

Equity is at the center of all our work. Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

To that end, we have embedded a deep focus on equity in each category of the TLF. Specifically, in Learning and Teaching, we support school leaders to understand how to use data, systems of analysis, and action-planning to identify and address the needs of all students. Our goal is to ensure schools not only calibrate on effective practices for rigorous standards-based instruction but use differentiated approaches and instructional resources to accelerate the learning of all children.

Through our partnership, JCPS and its school leaders will also be positioned to improve their own personal leadership through examining their own biases and setting clear expectations for how teams and staff lead and teach from an equity mindset. Through culture and talent management, leaders will focus on creating an environment where their staff can explore the impact of internal bias in their practices and shift to more efficacious belief systems that allow all students to take on the rigorous learning required of college and career readiness standards. In this way, the TLF will become a vehicle for JCPS to create school cultures focused on increasing opportunities and access to high-quality learning for all students.

Proposed Services

Emerging Leaders

Audience: Teacher Leaders and Instructional Coaches

Emerging Leaders is designed to support leaders of teams in establishing a vision of instructional excellence and equity, establishing high performing teams, diagnosing the present state of their teams, and identifying the gaps between where they are and where they want to go -- so that the team and students can thrive. Over the course of this program, leaders of teams will work in Math and ELA to establish systems and structures for managing instruction that will dismantle inequitable practices and will invest their teams in a culture of instructional excellence and equity grounded in the belief that all students can achieve. Once the systems and structures for leading and managing instruction are established, leaders of teams will focus on building their own capacity and the capacity of their teams to drive exponential growth for all students.

Program Competencies

- Diagnose strengths, areas of opportunity, and identify next steps in personal leadership to dismantle racial inequities and in order to support the vision of instructional excellence and racial equity
- Use systems and structures to establish high-performing teams and scale best practices across the team in order to increase outcomes for all students, especially historically marginalized student populations
- Apply the Instructional Core with an racial equity lens to alter teacher practice, align content, and increase outcomes for all students, especially historically marginalized student populations
- Use 4-Part Action Planning to diagnose, set goals, create action plans, and monitor/adjust plans in order to drive instructional excellence and racial equity.
- Create and use systems and structures to implement and utilize the coaching cycle that support equitable teacher practices, align content, and increase outcomes for all students

- Apply strategies for addressing technical challenges, adaptive challenges, and implementation dips that result from changes in practice

Delivery Timeline

Sample Implementation Calendar at a Glance, 2023 – 2024

Component	Location	Total Sessions	Session Length	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Program Orientation	Virtual	1	Up to 30 min	•											
Program Launch	Onsite/ Virtual	4	4 hours		••••										
Communities of Practice	Onsite/ Virtual	5	4 hours				•		•		•		•	•	
Reflective Learning Exercises	Onsite/ Virtual	4	Up to 2 hours			••				•				•	
Learning Meetings	Onsite/ Virtual	2	Up to 2 hours					•							•
One-on-One Coaching	Onsite/ Virtual	8	Up to 2 hours		•	•	•		•	•	•	•		•	

Program Monitoring and Communication

Over the course of each program year, New Leaders will use multiple proprietary tools to gather data to: 1) monitor, support, and ensure that participants implement what they’ve learned with fidelity; 2) inform program content and drive participant goals, action steps, and foci; and 3) assess program impact on participants, students, and/or schools. New Leaders will actively monitor and support ongoing fidelity of implementation and impact through the following strategies:

Implementation Data. New Leaders program staff will observe the program components that require participants to apply their new learning. Through reflective learning exercises and one-on-one coaching, participants will share evidence of ongoing implementation and receive targeted feedback from the New Leaders facilitator. These reflective conversations provide opportunities to monitor and course-correct participant progress.

Participant Surveys. New Leaders will administer regular participant surveys after each session and at the mid- and end-of-year points. New Leaders will use this year-long data to monitor program quality, participant satisfaction, and support continued program outcomes and participant growth, including their improvement in skills and knowledge, application of program content, and impact on school improvement.

Monthly Check-ins. We will host monthly check-ins with senior JCPS leaders to provide updates on participant progress, fidelity of implementation, and identified areas of opportunity. These collaborative conversations will inform our differentiated support for participants and provide insights toward supporting and sustaining transformational leadership practices across all schools.

Formal Step-back Meetings. New Leaders will host two formal “step-back” meetings with senior JCPS leaders at mid-year and end-of-year. The purpose of the step-back is to understand: 1) JCPS’s satisfaction with the program to-date across all facets of the program; 2) participant perceptions and effect of programming on participant growth; and 3) needs for the next program year based on feedback and lessons learned.

Cost Proposal

The services described herein will be provided by New Leaders based on the cost summary detailed in Table 2.

Table 2. Cost Summary for New Leaders’ Emerging Leaders and Breakthrough Leadership Programs

Pathway/Program	Price
Emerging Leaders: Teacher Leaders (30 Participants)	\$355,000
Total	\$355,000

*Additional client services requested by JCPS and delivered by New Leaders may be subject to pricing modification. Pricing for subsequent years may be adjusted based on the client services selected by JCPS.

New Leaders Contact

Alex Elson

Executive Director, Partner Engagement

Mobile: (630) 881-6546

Email: aelson@newleaders.org

Kimberly Washington

Executive Director, Program Implementation

Mobile: (301) 357-6007

kwashington@newleaders.org

Appendix

Emerging Leaders

Topical Scope and Sequence

Program Orientation	
Overview: This session focuses on Team Leadership programming and how the program will support them in building for the future and drive towards instructional equity and excellence. Participants will learn about the following: program components, building their teams, roles and responsibilities, NL policies, and technology supports, including the Hub. Additionally, they will have opportunities to ask clarifying questions and be provided with clear next steps relative to the beginning of the program year.	
Program Orientation (Asynchronous or Synchronous)	Topics: <ul style="list-style-type: none">• Overview of Program and Supports• Participant Responsibilities
Coaching	Introductory Meeting: <ul style="list-style-type: none">• Develop Coach/Coachee Relationship• Wellness check• Coaching Process Overview• Setting the stage for program launch
Module 1: Program Launch Leading for Equity	
Overview: Our current context demands new and better for the school communities that leaders serve. In this module, leaders will critically examine and reflect on their personal leadership and wellbeing and the impact that their leadership has had on the school community, all in service of not replicating leadership moves or systems and structures that upheld inequitable practices for both staff and students. During module 1, participants will engage in consciousness-raising processes for thought partnership and critical feedback on their diagnostic and prioritization work through 4-Part Action Planning. Participants will also reflect on their personal leadership and the skills needed to become a transformational leader, who leads through a lens of instructional excellence and equity. They will explore the Transformational Leadership Framework to help them understand how these bold and ambitious actions transform the educational experience of all students. To support them with this task, they will use the Transformational Leadership Framework in conjunction with the 4-Part Action Planning Process to set their personal leadership goals and actions for the year.	
Community of Practice	Session Topics <ul style="list-style-type: none">• Equity in Education• Equity in Personal Leadership• The TLF for Equity
Module 2: Program Launch Leading a High Performing Team	
Overview: Leaders of teams understand that to create equitable schools and equitable outcomes for students, they need to build high-performing teams to lead and support the work. In this module, they will learn strategies to tap into teacher leadership and elevate teacher voice to create and maintain a high-performing team with instructional equity and excellence at the forefront of their work. Specifically, they will engage their team in creating a vision of instructional excellence and equity, examine the impact of their values, beliefs, and behaviors that drive their team towards socially just practices, and transfer their actions into equitable practices.	
	Session Topics <ul style="list-style-type: none">• Adaptive Practices for collaboration and coaching<ul style="list-style-type: none">○ Building strong trusting relationships among team members

Community of Practice	<ul style="list-style-type: none"> ○ Elevating voice and ownership ○ Collaborative processes (i.e., productive conflict with an equity focus during team meetings) ● Technical Structures that support collaboration and coaching <ul style="list-style-type: none"> ○ 3Ps, Outcomes-based agendas, Collaborative Planning Playbook, etc.
Module 3: Program Launch Instructional Excellence and Equity Math and ELA <p>Overview: Now that leaders of teams have explored their personal leadership, they will develop their knowledge around how instructional excellence and equity looks in the classroom. In this module, they will develop their knowledge around the protocols, processes and skills that position education as a practice of freedom. Leaders of teams will explore and observe for the components of the Instructional Core to calibrate on instructional excellence and equity while also learning collaborative structures and processes to lead their team in selecting and creating high-quality, culturally responsive, standards-aligned tasks that promote equitable outcomes for those that have been historically marginalized, minoritized, and underserved.</p>	
Community of Practice	Session Topics <ul style="list-style-type: none"> ● Observing for the Instructional Core ● Selecting/Developing High Quality Tasks <ul style="list-style-type: none"> ○ Analysis of Tasks in relation to classroom observations
Module 4: Program Launch Lesson Planning for Instructional Excellence and Equity Math and ELA <p>Overview: In order to support equity in student learning and support their mastery of high-quality tasks, teachers must deliver high-quality instruction. In this module, leaders of teams will examine how to mitigate inequitable practices by dismantling ineffective instructional practices and rethink how to provide excellent teaching and transformational learning for ALL students. They will also learn protocols to facilitate collaborative planning meetings such that team members anchor their planning for initial instruction in the instructional core, use accelerations and interventions to address unfinished instruction, learn from one another through the sharing of best practices, and are open to observing each other's practices.</p>	
Community of Practice	Session Topics <ul style="list-style-type: none"> ● Collaborative Planning: Lesson Planning aligned to Instructional Core <ul style="list-style-type: none"> ○ Using Task Exemplars for Lesson Planning ○ Using Accelerations to support student learning ○ Aligning High Impact Strategies to standards and students
Coaching	Coaching Topics <ul style="list-style-type: none"> ● Personal and Equity Leadership Successes, Challenges, and Next Steps ● Getting Started: The Work of the Team <ul style="list-style-type: none"> ○ Setting Up Team Calendar and Expectations ○ Team Challenges and Difficult Conversations ○ Identifying Next Steps
Reflective Learning Exercise	<ul style="list-style-type: none"> ● Coaching Practices I (*Baseline Administration) ● Team Practices I (*Baseline Administration)
Module 5 Using Student Work for Action Planning Math and ELA <p>Overview: As teams shift from long-term planning to the day-to-day work of the team, they must engage in ongoing monitoring of their practices to ensure that they are driving towards equitable outcomes for all students. In this module, they will use the 4-Part Action Planning Process to engage in the meaningful use of data to provide all students, but especially those students that have been historically and persistently marginalized, with the opportunity to achieve at high levels. Specifically, leaders of teams will facilitate collaborative planning meetings focused on the analysis and synthesis of student work, creating short-cycle action plans for corrective instruction, and making immediate shifts in adult instructional practices. Finally, leaders of teams will leverage their personal and instructional</p>	

leadership skills to support their team's capacity to implement effective instruction that embraces diversity and equity.

Coaching	Coaching Topics <ul style="list-style-type: none"> • Current Team Processes: <ul style="list-style-type: none"> ○ Reflecting on Collaborative Planning and Implementation of Action Plans ○ Identifying Next Steps ○ Planning for Upcoming Team Meetings • Personal and Equity Leadership Successes, Challenges, and Next Steps
Community of Practice	Session Topics <ul style="list-style-type: none"> • Collaborative Planning: Student Work Analysis <ul style="list-style-type: none"> ○ Short-Cycle Action Planning • Leading a Collaborative Planning Meeting
Reflective Learning Exercise	Learning Meeting I <ul style="list-style-type: none"> • Develop draft final SMARTER Goal, Team Vision, and Focused Action Plan Steps • Identify Next Steps for Action Plan Implementation • Planning for or Reflecting on Collaborative Planning Meetings • Personal and Equity Leadership Successes, Challenges, and Next Steps

Module 6 | Using Assessments for Action Planning | Math and ELA

Overview: Leaders of teams must have a system for examining and monitoring their team's implementation of instructional excellence and equity over longer time spans to ensure the effectiveness of their practices and measure the continued impact of instruction on student learning. In doing so, teams will be able to identify data that reflect inconsistencies and inequities in their implementation of instructional best practices. Leaders of teams will use the 4-Part Action Planning Process to apply the data practices identified in their Long-Cycle Plan. Specifically, they will lead collaborative planning meetings focused on monitoring the progress of student learning through the analysis and synthesis of assessment data, creating Mid-Cycle Action Plans for corrective instruction, and making continued shifts in adult instructional practices. Finally, leaders of teams will leverage their personal leadership and use adaptive leadership moves and efficacious strategies to continue building teacher capacity in using equitable instructional practices and delivery.

Coaching	Coaching Topics <ul style="list-style-type: none"> • Current Team Processes: <ul style="list-style-type: none"> ○ Reflecting on Collaborative Planning and Implementation of Action Plans ○ Identifying Next Steps ○ Planning for Upcoming Team Meetings • Personal and Equity Leadership Successes, Challenges, and Next Steps
Community of Practice	Session Topics <ul style="list-style-type: none"> • Collaborative Planning: Assessment Analysis <ul style="list-style-type: none"> ○ Mid-Cycle Action Planning ○ Leading a Collaborative Planning Meeting
Reflective Learning Exercise	Team Practices 2

Module 7 | Observations and Feedback

Overview: In this module, leaders of teams will extend the work that they've done to establish a team that is equity-focused and built on a foundation of instructional excellence and equity. They will use their learning around the Instructional Core to further refine their observation lens and develop their skills in crafting and providing actionable feedback. More specifically, they will revisit observation through the lens of the Instructional Core and instructional

practices to identify the highest-leverage instructional area of focus. Then they will use a protocol to craft evidenced-based feedback to lead a coaching conversation. In this session they will also discuss calendaring around observation, feedback, and coaching.

Coaching	Coaching Topics <ul style="list-style-type: none"> • Current Team Processes: <ul style="list-style-type: none"> • Reflecting on Collaborative Planning and Implementation of Action Plans • Identifying Next Steps • Planning for Upcoming Team Meetings • Personal and Equity Leadership Successes, Challenges, and Next Steps
Community of Practice	Session Topics <ul style="list-style-type: none"> • Coaching Cycle • Instructional Observations • Effective Feedback

Module 8 | Coaching for Instructional Excellence and Equity

Overview: Now that leaders of teams have aligned their evidence and crafted effective feedback, they need to engage in coaching conversations to help the teacher reflect and make instructional adjustments through an equity-focused lens and to identify and address inequitable practices that affect learning and teaching. Specifically, they will apply an instructional coaching protocol to share their actionable feedback and support teachers in developing a short-cycle instructional action plan to shift toward more equitable instruction. They will learn how to apply effective communication strategies to increase teacher reflection, efficacy, capacity, and ownership in making decisions through an equity-focused lens. Lastly, they will learn how to apply accountability strategies to further build a culture of shared learning and to monitor the effectiveness of the instructional action plans.

Coaching	Coaching Topics <ul style="list-style-type: none"> • Current Team Processes: <ul style="list-style-type: none"> • Reflecting on Collaborative Planning and Implementation of Action Plans • Identifying Next Steps • Planning for Upcoming Team Meetings • Personal and Equity Leadership Successes, Challenges, and Next Steps
Community of Practice	Session Topics <ul style="list-style-type: none"> • Instructional Coaching Protocol • Instructional Coaching Conversations
Reflective Learning Exercise	Coaching Practices 2

Module 9 | Enhancing Your Coaching for Instructional Excellence

Overview: Building on the learning in the previous module and maintaining a focus on driving for instructional excellence and equity in their schools, participants will apply their learning around observations, effective feedback and coaching. Participants will engage in this work to ensure that the instructional practices within their own schools dismantle inequitable instructional practices and replace them with instructional practices that create opportunities for all students to learn and master the content. During this module, participants will bring in artifacts from their observations and through a collaborative process, diagnose their instructional opportunities for that teacher. Participants will then craft effective feedback, plan for and practice leading the instructional coaching conversation in preparation for leading that coaching conversation in their school.

Coaching	Coaching Topics <ul style="list-style-type: none"> • Implementation Updates: <ul style="list-style-type: none"> • Current Team Challenges • Planning for or Reflecting on Collaborative Planning Meetings • Planning for or Reflecting on the Coaching Cycle
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	<ul style="list-style-type: none"> ● Identifying Next Steps ● Personal and Equity Leadership Successes, Challenges, and Next Steps ● RLE Reflections
Community of Practice	Session Topics <ul style="list-style-type: none"> ● Coaching in Action <ul style="list-style-type: none"> ○ Use low-inference notes to craft effective feedback ○ Create your Coaching Plan ○ Role Play for upcoming Coaching Conversation
Reflective Learning Exercise	Learning Meeting 2 <ul style="list-style-type: none"> ● End of Year Presentation on Personal and Team Leadership ● End of Year Progress to SMARTER Goals ● Next Steps to sustain and expand upon progress

NOTE: *There is light asynchronous pre-work for each module.*