

**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 Association for Supervision and Curriculum Development (ASCD) (hereinafter "Contractor"), with its principal place of business at 1703 North Beauregard Street, Alexandria, VA 22311-1714.

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:

ASCD will provide a professional development (PD) program on Capacity Building to support the implementation of Differentiated Instruction (DI) to a core of educators throughout the District. This core group will assist teachers in developing the knowledge, understanding and skills to create differentiated classrooms. There will be two (2) days of PDs on DI Overview for Administrators, six (6) days of onsite workshops and job-embedded PDs for Goal Clarity Coaches, six (6) days of onsite job-embedded PDs for Goal Clarity Coaches in demonstration classrooms, Professional Learning Groups for Goal Clarity Coaches, and one (1) day of training with the Assistant Superintendent of Curriculum and Instruction to discuss culmination and next steps. The cost for these PDs will be

\$129,000. The Contractor will supply books and action tools which will support the ongoing DI implementation. The cost for these resources will be \$70,160.13. "ASCD Proposal for Differentiated Instruction Capacity Building Professional Development Program" is attached and incorporated herein by reference. The location of the trainings will be agreed upon by the Contractor and the Board.

### 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:	<u>\$199,160.13</u>
Progress Payments (if not applicable, insert N/A):	<u>Upon receipt of invoice for services completed</u>
Costs/Expenses (if not applicable insert N/A):	<u>N/A</u>
Fund Source:	<u>Title II-AO12053-0322-4014</u>

### ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on August 5th, 2014 and shall complete the Services no later than June 30, 2015, 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 age, color, creed, disability, marital or parental status, national origin, race, sex, veteran status, religion, or political opinion or affiliation. 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.

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. 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.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of July 29<sup>th</sup>, 2014.

Contractor's Social Security Number or Federal Tax ID Number: 52-6078980

JEFFERSON COUNTY BOARD OF  
EDUCATION

Association for Supervision and Curriculum  
Development (ASCD)  
CONTRACTOR

By: \_\_\_\_\_

Title: Donna M. Hargens, Ed.D.  
Superintendent

By: \_\_\_\_\_

Richard Papale  
Title: Interim Chief Program  
Development Officer

Cabinet Member: Dr. Dewey Hensley

(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 Consulting Services

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.**

Karen E. Branham

Print name of person making Determination

Gheens Academy

School or Department

Karen Branham

Signature of person making Determination

7-1-2014

Date

Association for Supervision and Curriculum Development (ASCD)

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



---

# Proposal for

## Differentiated Instruction Capacity Building Professional Development Program

Jefferson County Public Schools, KY

May 23, 2014

Submitted by

**Jean Pride**  
**Program Director**  
[jpriide@ascd.org](mailto:jpriide@ascd.org)

**Mary Sprecher**  
**Mid-Atlantic and SE Regional Implementation Manager**  
[mary.sprecher.cons@ascd.org](mailto:mary.sprecher.cons@ascd.org)

**Chip Marston**  
**Southeast Regional Program Manager**  
[chip.marston@ascd.org](mailto:chip.marston@ascd.org)



## Summary

This proposal offers a professional development program to provide Capacity Building to support the implementation of Differentiated Instruction (DI) for Jefferson County Public Schools. The DI Capacity Building program is based on a two strand capacity-building model designed to create a core group of educators in the district with expertise in DI who will assist teachers in developing the knowledge, understandings, and skills to create differentiated classrooms. In this case, the district will identify a core group of teachers, as the designated teacher leaders to become DI experts, as well as a core group of administrators to become DI experts and support the work of teacher leaders at their schools.

The summary contains the following elements:

- Description of program strands
- Proposed calendar of activities and target dates
- Suggested materials
- Cost analysis
- Next Steps
- ASCD Teacher Leader Standards

## I. Introduction

### ASCD

ASCD is a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner.

Founded in 1943, the Association for Supervision and Curriculum Development (ASCD) is a nonprofit, nonpartisan organization that represents more than 175,000 educators from 119 countries and nearly 60 affiliates. Our members span the entire profession of educators—superintendents, supervisors, principals, teachers, professors of education, and school board members.

We address all aspects of effective research-based teaching, learning, and leadership—such as professional development, educational leadership, and capacity building. ASCD offers broad, multiple perspectives—across all education professions—in reporting key policies and practices. Because we represent all educators, we are able to focus solely on professional practice within the context of "Is it good for the children?" rather than what is reflective of a specific educator role. In short, ASCD reflects the conscience and content of education

## II. Capacity Building Professional Development

ASCD is committed to providing effective professional development that will build local capacity, allowing human and financial resources to be used more effectively. We know that people learn new strategies and techniques and master the art of teaching in many ways. We know that in order for teachers to be their best, an environment of professional learning, modeled by the administration, and supported through institutionalized structures that allow for risk-taking and collegial relationships, must be in place. Capacity Building Professional Development promotes these structures, processes and policies while promoting teacher leadership.

Specifically, ASCD is committed to providing the range of professional development services required to develop teacher leaders into local experts in specific instructional and leadership practices, including:

- (a) Workshops and ongoing follow-up work by ASCD Faculty members in small group and one-on-one situations with teacher leaders including: support in setting up demonstration classrooms, observation, feedback, and coaching, support with PLC activities for ongoing learning, study groups, and support with classroom implementation of specific practices
- (b) Facilitation by ASCD Faculty members of meetings with teacher leaders with follow-up lessons and classroom visitations to other

- teachers, focusing on objectives determined by teachers and teacher leaders
- (c) Regular meetings involving ASCD Faculty members and principals and other school leaders to reflect on program implementation and progress in achieving the school's student achievement goals and objectives
  - (d) Ongoing work with principals, assistant principals, central office administrators, and other designated instructional leaders on a regular basis to plan ways to support teachers and teacher leaders in implementing specific instructional practices
  - (e) Curriculum seminars and customized mini-conferences focused on specific instructional practices for teacher leaders and teachers
  - (f) Ongoing follow-up by ASCD Professional Development Coaches with teacher leaders to support them in planning, leading, and implementing job-embedded professional development with their colleagues

The content of the professional development for DI must be approached by levels in order to differentiate for the adult learner and to ensure the eventual development of teacher leaders and administrators in the Expert/Expert Plus proficiency level for differentiating instruction.

#### **Basic Level**

- Awareness of the need- rationale & evidence that supports the need for differentiated instruction
- Identifying key vocabulary, features, concepts, and principles of differentiated instruction.
- Identifying and applying some basic instructional strategies that are currently used in teacher's classrooms & ways that those strategies could be used effectively for differentiation.
- Effective use of multiple teacher presentation modes and multiple student materials.
- Introducing & applying basic strategies that invite differentiation- varying writing prompts, varying questions.
- Creating respectful tasks
- Using instructional strategies to meet key learning goals & to build student engagement and understanding
- Planning for whole-group vs. small-group or individual work
- Differentiating according to one student trait (readiness, interest, learning profile).
- Developing specific guidelines for implementing targeted approaches so teacher has basic plan for managing differentiated classroom routines.

#### **Mid-Level Proficiency**

- Student assessment: diagnosing readiness, interests, learning profiles & student progress
- Use of assessment as a catalyst for instructional planning

- Planning high-quality instruction as a baseline for DI
- DI classroom management strategies
- Planning for flexible grouping.
- Balancing teacher-choice & student-choice options
- Using variety of instructional strategies to differentiate content, process, & product
- Understanding, planning, and delivering instruction responsive to cultures
- Differentiating by readiness, interest, learning profile in a single learning experience or brief lesson sequence
- Clarity about what students should know, be able to do, understand as result of lessons & the unit
- Creating a classroom environment that supports learner differences
- Helping students become self-reliant learners
- Communicating with parents & students about DI

#### ***Advanced-Level Proficiency***

- Exploring various models of DI
- Selecting key concepts, principles, & skills for a lesson or unit
- Designing differentiated units & lessons
- Application of more sophisticated instructional strategies that invite differentiation
- Dealing with issues of assessment & grading
- Effective use of alternative assessments
- Working collaboratively with students to build a more responsive classroom
- Coaching strategies/practices and scaffolding for student success
- Specialized approaches for specific learning needs
- Means of evaluating degrees of success of differentiation in the classroom

#### ***Expert/Expert-Plus Proficiency***

- Continued honing of understanding, skills and growth
- Leading school-based professional development for DI
- Coaching, observation, and feedback for teachers and leaders
- Developing district-wide differentiated curriculum

In support of building local capacity and internal experts, ASCD will work with the district, and schools to differentiate their professional development. Professional development strategies implemented will be based on the following levels:

- Level 1: **Awareness**

Professional development only starts the process of change, raising awareness and introducing new constructs and terminology.

- **Level 2: Skill Development**

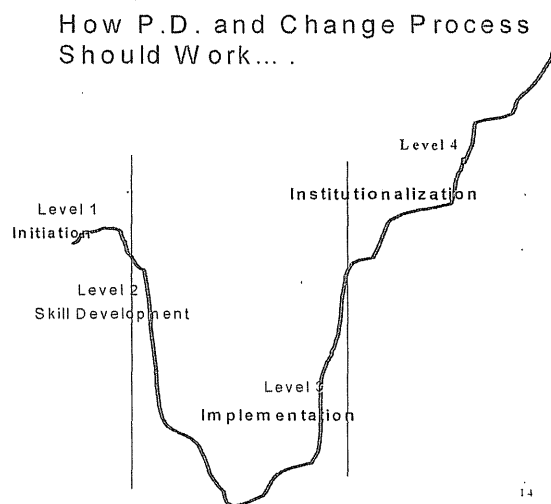
This is an intense level of professional development. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue during Level 2 requires a considerable amount of support and massed practice in order to learn new content to a level of comfort.

- **Level 3: Implementation**

Professional development focuses mostly on helping the adult learner make necessary refinements and adjustments in newly learned content so that it fits the particular context well. Problem solving about real implementation problems is a key to motivating the Level 3 adult learner to use the new practices and get positive results with students.

- **Level 4: Institutionalization Practices**

Professional development focuses on maintaining or institutionalizing the behaviors and protocols. Sometimes Level 4 is reserved for trainers, coaches, teacher leaders and other professional development leaders who learn various strategies for helping other adult learners use new instructional practices.



Champion, Robby: *Guide for Instructional Leaders: An ASCD Action Tool*, 2000

### III. Goals/Objectives

The primary objective of Capacity Building Professional Development for **Differentiated Instruction** is to support the building of local capacity and internal experts in Differentiated Instruction for Jefferson County Public Schools through ASCD Faculty Members, ASCD Professional Development (PD) Coaches, and ASCD products. The goals are to:

1. Develop Goal Clarity Coaches to implement and ultimately support the implementation and sustainability of Differentiated Instruction
2. Develop classroom teachers who effectively utilize the practice of Differentiated Instruction in the classroom for the benefit of all learners.
3. Develop Administrators who, by their leadership, will maintain and institutionalize the practice of Differentiated Instruction at the district and school levels.

## **IV. Procedures (PD Practices/Activities)**

### **2 Day Professional Development Workshop DI Overview for Administrators**

- ASCD Faculty Member provides 2-Day Professional Development in the form of a workshop at the beginning of the school year for all district administrators. The professional development will be customized based on the levels of DI and the integration/connections to other district initiatives. It will include opportunities for administrators to refine their understanding of differentiated instruction, and to refine their practices for supporting the implementation of DI in the classrooms, while taking on the roles of DI experts who provide professional development and coaching to the teachers in their schools. The two days would be separated into supporting three half-day sessions for elementary administrators and one half-day session for secondary administrators.

### **6 Days of Onsite Workshops and Job-Embedded Professional Development for Goal Clarity Coaches**

- ASCD Faculty Member to provide 6-days of initial, follow-up workshops and implementation support during the school year for identified Goal Clarity Coaches. This will include support via customized half-day workshops each day to include coaching and feedback, help in implementation of DI practices in the classroom, support for setting up DI demonstration classrooms in each of the teacher leader classrooms, and support with the development of DI unit and lesson planning. The Goal Clarity Coaches will be responsible for collecting data in their schools to review and discuss during the workshop sessions. ASCD Faculty and staff will support the development of customized DI tools for the Goal Clarity Coaches and district administrators including the use of DI practices implementation surveys, DI walkthrough data-gathering tools, and other planning and monitoring tools that can also be used during the 2014-2015 school year.

### **6 Days of Onsite Job-Embedded Professional Development for Goal Clarity Coaches in Demonstration Classrooms**

- 3 ASCD Faculty DI Coaches will provide 6 Days of on-site coaching, observations and feedback in demonstration schools. These sessions will follow the 2-day sessions conducted by Marcia Imbeau in the Fall, Winter and Spring. Goal Clarity Coaches will participate in DI classroom walk-throughs, data collection using the ASCD gathering and monitoring tools and coaching of teachers in the implementation of DI strategies. The Goal Clarity Coaches will also be given the tools and the skills to set up a demonstration classroom in their respective buildings. The demonstration school sites will include two elementary schools, one middle school and one high school.

## Professional Learning Groups

- Goal Clarity Coaches, Administrators and Teachers will participate in grade level, team, departmental or campus level self-led professional learning group meetings. Meetings may be held once a month. Group activities may include, but are not limited to, the use of ASCD books, Tools for High-Quality Differentiated Instruction: An Action Tool, Professional Development for Differentiating Instruction: An ASCD Action Tool, Differentiating Instruction PD Online Courses, PLC Booklets for Differentiating Instruction, and PD In Focus, an online professional development resource.



## V. Timetable

The timetable below is a **recommendation only**. Jefferson County Public Schools, ASCD, and the ASCD Faculty Member and PD Coaches will determine specific dates and timelines in order to meet the needs of the school district.

	Description of Work	Start and End Dates
Summer 2014	2-days Professional Development Workshop for District Administrators provided by One ASCD Faculty Member, Marcia Imbeau	August 5 & 6, 2014
Fall 2014	2-Days Marcia Imbeau Half-day Workshops on the Topic of Differentiated Instruction for the 4 groups of Goal Clarity Coaches. 3 groups of elementary and 1 group of secondary.	September 9 & 10, 2014
Winter 2015	2-Day, (3 Faculty Members), of on-site job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The Demonstration Schools will include three elementary schools, one middle school and one high school.  2-Days Marcia Imbeau Half-day workshops on the Topic of Differentiated Instruction for the 4 groups of Goal Clarity Coaches. 3 groups of elementary and 1 group of secondary	November 5 & 6, 2014  January 6 & 7, 2015

	2-Day, (3 Faculty Members), of on-site job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The Demonstration Schools will include three elementary, one middle school and one high school.	March 11 & 12, 2015
Spring, 2015	2-Days Marcia Imbeau Half-day workshops on the Topic of Differentiated Instruction for the 4 groups of Goal Clarity Coaches. 3 groups of elementary and 1 group of secondary.	March 25 & 26, 2015
	2-Day, (3 Faculty Members), of on-site job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The Demonstration Schools will include two elementary schools, one middle school and one high school.	April 22 & 23, 2015
	1-Day with 1 ASCD Faculty Member to discuss culmination and next steps.	June, 2015

## VI. Budget

Resources section represents **options (bulk discounts for books and action tools will be added)** which may be selected by Jefferson County Public Schools to support the ongoing DI implementation. Final costs will be reflected in the Professional Service Contract.

	Description of Work	Anticipated Costs
Differentiated Instruction Professional Development		
Summer 2014	2-days Capacity Building Professional Development for	\$9,500.00 August 5 & 6, 2014

	Administrators, with 1 ASCD Faculty Member @\$5500.00 /first day, \$4000.00 consecutive day -includes expenses)	
Fall, 2014	2-days with 1 ASCD Faculty member who will provide 4 half-day Workshops on the Topic of Differentiated Instruction for Elementary and Secondary Goal Clarity Coaches. \$5500.00/First day. \$4,000.00 consecutive day, includes expenses.	\$9,500.00 September 9 & 10, 2014
Fall, 2014	2- days, (3 Faculty Members) for on-site job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The demonstration schools will include three elementary schools, one middle school and one high school. \$5500.00 for the initial day and \$4,000.00 for each consecutive day for each Faculty Member including expenses.	\$28,500.00 November 5 & 6, 2014
Winter 2015	2-days with 1 ASCD Faculty Member, who will conduct 4 half day workshops on Differentiated Instruction for elementary and secondary Goal Clarity Coaches. \$5500.00/First Day. \$4,000.00, consecutive day, includes expenses.  2-days, (3 Faculty Members), for On-site job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The demonstration schools will	\$9500.0 January 6 & 7, 2015  \$28,500.00 March 11 & 12, 2015

	include three elementary schools and one high school. \$5500.00 for the initial day and \$4,000 for the consecutive day for each Faculty Member, incl. exp.	
Spring 2015	2-days with 1 ASCD Faculty Member who will conduct 4 half day workshops on Differentiated Instruction for elementary and Secondary Goal Clarity Coaches. \$5500.00 / First Day and \$4,000.00 for the consecutive day including expenses.	\$9500.00 March 25 & 26, 2015
Spring 2015	2 day (3 Faculty Members), for job embedded coaching at demonstration schools with the ASCD Faculty Coaching Team. The demonstration schools will include two elementary, one middle school and one high school. \$5500.00 for the initial and \$4,000.00 for the consecutive day including expenses.	\$28,500.00 April 22 & 23, 2015
	1-day with 1 ASCD Faculty Member to discuss culmination and next steps.	June, 2015 \$5500.00
<b>Professional Development Resources</b>		
	Tomlinson, C.A. "The Differentiated Classroom: Responding to the Needs of All Learners"	\$15.16 (reflects a 20% discount off Member prices) X 320 copies \$4851.20
	Tomlinson, C.A. & Moon, T. "Assessment and Student	\$16.76 (reflects a 20%

	Success in a Differentiated Classroom"	discount off Member prices)X 320 copies \$5,363.20
	Tomlinson , C. A. & Imbeau, M.B. "Leading and Managing a Differentiated Classroom"	\$17.56 (reflects a 20% discount off Member prices) X 320 copies \$5,619.20
	Strickland, C.A. "Tools for High-Quality Differentiated Instruction: An Action Tool "	\$119.00/ 3-ring binder. X 320 copies \$38,080
	Tomlinson, C.A. & Brimijoin, K. & Narvaez, L. "The Differentiated School: Making Revolutionary Changes in Teaching and Learning".	\$18.36(reflects a 20% discount off Member prices) X 320 copies \$5875.20
	"Strategies for Designing, Implementing and Evaluating Professional Development: An ASCD Action Tool"	\$20.00 X 320 copies \$6,400.00
	<b>Upload of the "Walk Through Observation Tool" to E-Walk, based on the purchase of the Action Tool in which the said tool is included.</b>	No Charge
	<b>Sub-total Resources</b>	<b>\$66,188.80</b>
	<b>Shipping and handling for cost of Professional Books only</b>	<b>\$ 3,971.33</b>
	<b>TOTAL Resources</b>	<b>\$ 70,160.13</b>
	<b>TOTAL Faculty Members</b>	<b>\$ 129,000.00</b>
	<b>TOTAL</b>	<b>\$199,160.13</b>

## **VI. Key Personnel**

All ASCD Differentiated Instruction Faculty Members are trained by the author and educator, Dr. Carol Ann Tomlinson. The ASCD Faculty member will be selected based on the needs of Jefferson County Public Schools. ASCD will provide on-going support through ASCD Faculty members, and ASCD personnel. Marcia Imbeau will be recommended for this training.

## **VII. Next Steps**

ASCD Program Director, Jean Pride, Southeastern Regional Program Manager, Chip Marston, and Southeastern Implementation Manager, Mary Sprecher will facilitate the completion of the contract with Jefferson County Public Schools and ASCD. The following Next Steps are recommended:

Next Step 1: Jefferson County Public Schools will review the proposal and recommend any changes, additions or corrections.

Next Step 2: ASCD will review the requests and make the necessary changes to the proposal for a final review by Jefferson County Public Schools.

Next Step 3: Jefferson County Public Schools will accept or reject the proposal. If the proposal is accepted, ASCD will provide a "Professional Service Contract" for review by Jefferson County Public Schools included in this document will be recommended dates for Differentiated Instruction and suggested Faculty Member assignment(s).

Next Step 4: Jefferson County Public Schools will submit purchase order(s) for the services and products agreed upon. Progress payments will be made after receipt of invoice for services completed.

Next Step 5: ASCD Professional development staff member from ASCD Headquarters will work with designated Jefferson County Public Schools staff members to develop an overall professional development plan for DI including evaluation components, suggestions for development of ongoing monitoring tools referred to in this proposal, and communication support tools if needed.

## VIII. ASCD Goal Clarity Coaches Standards

### **Suggested Criteria for Goal Clarity Coaches:**

#### Standards and Performance Criteria

**Standard I:** Goal Clarity Coaches, through their work with professional staff, show their commitment to teacher learning in order to support student achievement.

#### *Performance Criteria:*

- A. Goal Clarity Coaches act on the belief that every professional staff member can build on their existing skills and knowledge.
- B. Goal Clarity Coaches support the achievements of professional staff in producing measurable growth in student achievement.
- C. Goal Clarity Coaches recognize individual differences in professional staff and adjust their practices accordingly.

#### *Possible Indicators:*

- Provides valuable learning activities for professional staff aimed at improving student achievement.
- Encourages professional staff to ensure that classroom instruction and lesson plans consistently reflect overarching curriculum goals and state and local student learning goals.
- Assists professional staff in ensuring that classroom instruction, lesson plans, and examples of student work indicate that all students are held to high standards and expectations; differentiated assignments incorporate high standards for each group.
- Helps professional staff set and self-evaluates their progress toward student achievement and academic goals.
- Over a period of several years, consistently supports the goal of measurable academic growth and achievement (proficiency, productivity, equity) of students.
- Communicates three messages: this is important, you can do it, and I will not give up on you.
- Assists professional staff in using student achievement data (proficiency, productivity, equity, quality) to design instructional activities that support academic growth and achievement for all students, regardless of racial or ethnic group membership, gender, or prior educational background and achievement, so lesson plans and classroom instruction reflect the attention to achievement needs of all students.
- Encourages professional staff in preparing students to persist and continue to achieve in academic, vocational, and arts areas not monitored by state- or system wide measures (e.g., academic acceleration into and satisfactory completion of higher-level courses

by students; students' demonstrated proficiency in vocational or trade skills; students' sustained interest and demonstrated proficiency in academic clubs or events such as debating club, math and science competitions, literary publications, musical/dramatic ensembles and performances, athletic teams, competitions, or leadership and government activities).

**Standard II:** Goal Clarity Coaches know areas of best practices in the field of staff development and how to communicate them to professional staff.

*Performance Criteria:*

- A. Goal Clarity Coaches demonstrate understanding of teaching and instruction and convey their knowledge clearly to professional staff.
- B. Goal Clarity Coaches offer multiple paths to knowledge.

*Possible Indicators:*

- Matches staff development activities to staff's professional development needs.
- Provides clear explanations of instructional strategies; encourages professional staff to develop and use a variety of strategies
- Asks challenging questions to assist professional staff in developing, implementing, and monitoring professional development plans.
- Integrates job-embedded staff development with local school plans and the day-to-day functions of the school's instructional program.
- Encourages professional staff inquiries and responds clearly.
- Allows professional staff to form links between prior understanding and new knowledge through job-embedded staff development.
- Checks for understanding in a variety of ways and modifies staff development activities and training to meet professional staff needs.
- Provides opportunities for professional staff to reflect on what they have learned, articulate why it is important, and extend their thinking.
- Uses the latest research in the field of staff development to plan training and other job-embedded staff development activities for individuals, team, and other groups of staff.
- Recognizes individual strengths and teaching and learning styles of professional staff through differentiation of staff development activities.
- Provides for differentiation in staff development and training designs to meet the varying learning needs of individuals or groups.
- Observes and models in others' classes.



**Standard III:** Goal Clarity Coaches support the establishment and management of a professional learning community.

*Performance Criteria:*

- A. Goal Clarity Coaches foster a professional climate that promises openness, mutual respect, support, and inquiry.
- B. Goal Clarity Coaches establish and maintain respectful, productive relationships with professional staff in support of student learning and well-being.
- C. Goal Clarity Coaches facilitate professional learning in a variety of settings.

*Possible Indicators:*

- Encourages professional staff to participate and take intellectual risks as relates to professional growth and student achievement.
- Encourages professional staff to provide input in the development and implementation of the local school's goals.
- Provides varied learning opportunities for professional staff based on individual learning styles, strengths, and constraints.
- Works with staff to foster and nurture a culture of collegiality with teachers using each other as sources of knowledge where all are welcome and valued.
- Supports the development of professional learning communities by providing/coordinating a variety of professional growth opportunities (i.e., peer observation, study groups, action research, collaborative planning, team teaching).
- Uses a wide repertoire of resources to facilitate learning.
- Works with other "experts" to obtain resources for professional staff.
- Uses peer coaching to provide feedback to professional staff.

**Standard IV:** Goal Clarity Coaches continually assess student progress, analyze the results, and adapt staff development to improve student achievement.

*Performance Criteria:*

- A. Goal Clarity Coaches use a variety of formal and informal data sources.
- B. Goal Clarity Coaches analyze data and plan staff development accordingly.

*Possible Indicators:*

- Assists professional staff in using a variety of formal and informal assessment formats, both formative and summative.
- Assists professional staff in making accommodations to assessments to meet the needs of students with differing learning styles or special needs.

- Assists professional staff in developing and using rubrics and scoring tools to evaluate their students' work.
- Assists professional staff in regularly using multiple sources of assessment data to plan and modify instruction.
- Helps staff in planning and modifying instruction based on assessment results.
- Assists professional staff in using instruction among prior, current, and future grades or school levels when planning instructional goals (vertical teams).
- Uses student performance data from prior years as well as other relevant information to assist professional staff in designing current year's instructional goals to improve student achievement; plan for staff development; regularly monitor staff development needs (staff, teams, individuals) and plan appropriate ways to meet these needs; plan and conduct meetings and workshops to share information and best practices as indicated by formal and informal data.
- Assist professional staff in using data to establish and monitor professional development plans and goals.

**NOT FOR DISTRIBUTION OR REPRINTING WITHOUT PERMISSION**

Copyright, 2002, Association for Supervision and Curriculum Development  
 Barth, Roland, Darnell, Bobb, Lipton, Laura, Wellman, Bruce. *Guide for Instructional Leaders, Guide 1: An ASCD Action Tool*, Alexandria: ASCD, 2002. Teacher Leader Tool Developed by Montgomery County Public Schools, MD, published with permission