

**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 of Supervision and Curriculum Development, (ASCD) (hereinafter "Contractor"), with its principal place of business at 1703 N. Beauregard St., Alexandria, VA, 22311.

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 15 days of on-site professional development workshops and 21 days of on-site job-embedded PD for Goal Clarity Coaches and selected teacher leaders in demonstration classrooms. The cost for this Professional Development will be \$151,500. ASCD's 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>\$151,500</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>CA12053-0322-401A</u>

ARTICLE IV
Term of Contract

Contractor shall begin performance of the Services on July 28, 2015 and shall complete the Services no later than February 24, 2016, 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 28, 2015.

Contractor's Social Security Number or Federal Tax ID Number: 526078980

JEFFERSON COUNTY BOARD OF
EDUCATION

Association of Supervision and Curriculum
Development (ASCD)
CONTRACTOR

By: _____

By: Jim Hemgen

Donna M. Hargens, Ed.D.

Jim Hemgen

Title: Superintendent

Title: Managing Director, Professional
Learning Services

Cabinet Member: Dewey Hensley

DH

(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 E. Branham

Signature of person making Determination

6-30-15

Date

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- Year 2

Jefferson County Public Schools, KY

February 19, 2015

Revised July 1, 2015

Submitted by

Chip Marston
Southeast Regional Program Manager
chip.marston@ascd.org

Ann Cunningham-Morris
Director, Professional Learning
acunning@ascd.org

Summary

This proposal offers a Year 2 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 and/or Goal Clarity Coaches, as the designated teacher leaders to become DI experts, as well as providing administrators with information and tools to support the work of Goal Clarity Coaches and teacher leaders as they implement DI at their schools.

The summary contains the following elements:

- Description of program strands
- Proposed calendar of activities and target dates
- Cost analysis
- Next Steps

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 125,000 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 Faculty members with teacher leaders to support them in planning, leading, and implementing job-embedded professional learning with their colleagues

The content of the professional learning 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**

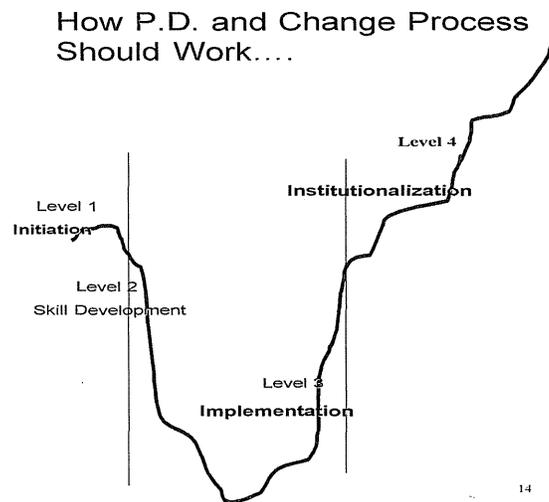
This is an intense level of professional development. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue during Level 2 requires a considerable amount of support and massed practice in order to learn 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 continue to support building local capacity and internal experts in Differentiated Instruction for Jefferson County Public Schools through ASCD Faculty Members, ASCD job-embedded professional learning practices, and ASCD products. The goals are to:

1. Develop Goal Clarity Coaches and other selected teacher leaders from each school 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 as aligned to standards based instruction 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) & Timetable

Year 1 implementation began to build the DI capacity in Jefferson County Public Schools. The majority of participants are progressing through basic-level and mid-level proficiency. In order to accelerate the implementation to advanced-level and expert proficiency, there is a need to increase the teacher leader teams at each school, to provide more focused support to the elementary schools aligned to their needs, and to increase the implementation support provided to middle schools and high schools. Additionally, the job-embedded coaching support delivered at the school sites should assist in the development of an increased number of demonstration classrooms and increased coaching and feedback to assure implementation with fidelity. The Year 2 professional learning activities, schedule and practices outlined below will assure increased expert capacity building for DI in the district.

15 Total Days of Onsite Professional Development Workshops for Goal Clarity Coaches & Selected Teacher Leaders

ASCD Faculty Members will provide increased workshops and implementation support during the school year for identified Goal Clarity Coaches and teacher leaders. This will include support via customized workshops featuring: help in implementation of DI practices in the classroom, support for setting up DI demonstration classrooms in identified teacher leader classrooms, and support with the development of DI unit and lesson planning. The Goal Clarity Coaches and teacher leaders 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, teacher leaders and district administrators including the use of DI practices implementation surveys, DI Learning Walk data-gathering tools, and other planning and monitoring tools that can be used during the 2015-2016 school year and integrated into district and school monitoring in future years.

Capacity Building Workshop Days

September 29, 30 and October 1, 2015

- 3 days-Marcia Imbeau- Half days for **each** ES Achievement Area- Achievement Area 1&2, Achievement Area 3&4, Achievement Area 5&6

September 15 and 16, 2015

- 1 day- Kristina Doubet- 1 full day session for all middle schools
- 1 day- Kristina Doubet- 1 full day session for all high schools

November 10, 11 and 12, 2015

- 3 days-Marcia Imbeau- Half days for each ES Achievement Area- Achievement Area 1&2, Achievement Area 3&4, Achievement Area 5&6
- **November 4 and 5, 2015**
- 1 day- Kristina Doubet- 1 full day session for all middle schools
- 1 day- Kristina Doubet- 1 full day session for all high schools

January 12, 13, and 14, 2016

- 3 days-Marcia Imbeau- Half days for each ES Achievement Area- Achievement Area 1&2, Achievement Area 3&4, Achievement Area 5&6

January 12 and 13, 2016

- 1 day- Kristina Doubet- 1 full day session for all middle schools
- 1 day- Kristina Doubet- 1 full day session for all high schools

21 Total Days of Onsite Job-Embedded Coaching for Goal Clarity Coaches and Teacher Leaders at Local School Sites

ASCD Faculty members will provide on-site coaching, observations and feedback in demonstration schools. These sessions will follow the capacity building workshops conducted by Marcia Imbeau and Kristina Doubet.. Goal Clarity Coaches and teacher leaders will participate in DI Learning Walks, data collection using the ASCD gathering and monitoring tools and coaching of teachers in the implementation of DI practices and strategies. The Goal Clarity Coaches and teacher leaders will also be given the tools and the skills to set up a demonstration classroom in their respective buildings. The demonstration school sites will increase to include classrooms at six elementary schools, four middle schools and four high schools.

Capacity Building Job-Embedded Coaching Days**October 27, 28 and 29, 2015**

- 3 days for Elementary School Coaching by Areas-Marcia Imbeau - GCC's/Teacher leaders will attend as groups at the designated school in their areas. There will be 3 ES demonstration sites representing Areas 1&2, 3&4 and 5&6.

October 27 and 28, 2015

- 2 days for Middle School coaching-Eric Carbaugh-GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 MS demonstration sites

October 20 and 21, 2015

- 2 days for High School coaching- Kristina Doubet- GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 HS demonstration sites.

December 1, 2, and 3, 2015

- 3 days for Elementary School Coaching by Areas-Marcia Imbeau - GCC's/Teacher leaders will attend as groups at the designated school in their areas. There will be 3 ES demonstration sites representing Areas 1&2, 3&4 and 5&6.

December 1 and 2, 2015

- 2 days for Middle School coaching-Eric Carbaugh-GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 MS demonstration sites

December 15 and 16, 2015

- 2 days for High School coaching- Kristina Doubet- GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 HS demonstration sites.

Note: Repeat demonstration sites and groups of GCC's/Teacher Leaders for consistency and more in-depth implementation support/feedback at the schools.

February 23, 24, and 25, 2016

- 3 days for Elementary School Coaching by Areas-Marcia Imbeau - GCC's/Teacher leaders will attend as groups at the designated school in their areas. There will be 3 ES demonstration sites representing Areas 1&2, 3&4 and 5&6.

February 23 and 24, 2016

- 2 days for Middle School Coaching-Eric Carbaugh-GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 MS demonstration sites

February 23 and 24, 2016

- 2 days for High School Coaching- Kristina Doubet- GCC's/Teacher Leaders will attend at the school closest to them. There will be 2 HS demonstration sites.

Note: New demonstration school sites will be used in February to increase the implementation support/feedback at a variety of schools. Groups of GCC's/Teacher Leaders will remain the same for professional learning consistency.

Professional Learning Communities

- Goal Clarity Coaches, Teacher Leaders and Teachers will include implementation of DI practices and strategies into their PLC's at each school. In addition, PLC activities may integrate the use of ASCD books and action tools to support ongoing professional learning.

V. Budget

	Description of Work	Anticipated Costs
Differentiated Instruction Professional Development		
August 2015	Year 2 DI Implementation, Communication & Evaluation Planning with District Leaders. August date to be decided by Curriculum and Instruction and Contractor. No charge for this day.	No charge for 1 total day

<p>September, 2015</p>	<p>3 Workshop Dates September 29, 30 and October 1, 2015 Marcia Imbeau September 29 - ½ day achievement area 1 and ½ day achievement area 2 September 30 - ½ day achievement area 3 and ½ day achievement area 4 October 1- ½ day achievement area 5 and ½ day achievement area 6</p> <p>2 Workshop Dates September 15 and 16, 2015 Kristina Doubet September 15 – Full day MS September 16 – Full day HS</p>	<p>\$21,000 for 5 total days September 2015</p> <p>Imbeau \$12,500.00, (3) <u>Doubet 8,500.00 (2)</u> \$21,000.00</p>
<p>October 2015</p>	<p>3 Job-Embedded ES Coaching Dates October 27, 28 and 29, 2015 Marcia Imbeau October 27 – Areas 1 & 2 October 28 – Areas 3 & 4 October 29 – Areas 5 & 6 \$4500/first day and \$4,000/each consecutive day, includes all expenses</p>	<p>\$29,500 for 7 total days October 2015</p> <p>Imbeau \$12,500.00 (3) Doubet 8,500.00 (2) <u>Carbaugh 8,500.00 (2)</u> \$29,500.00</p>

<p>November 2015</p>	<p>2Job-Embedded MS Coaching Dates October 27 and 28, 2015 Eric Carbaugh October 27 – Selected MS October 28 – Selected MS \$4500/first and \$4,000/each consecutive day, includes all expenses</p> <p>2Job-Embedded HS Coaching Dates October 20 and 21, 2015 Kristina Doubet October 20 – Selected HS October 21 – Selected HS \$4500/first day and \$4,000/each consecutive day, includes all expenses</p> <p>3 Workshop Dates November 10, 11 and 12, 2015 Marcia Imbeau November 10 - ½ day achievement area 1 and ½ day achievement area 2 November 11 - ½ day achievement area 3 and ½ day achievement area 4 November 12 - ½ day achievement area 5 and ½ day achievement area 6 \$4500/first day and \$4,000/each consecutive day, includes all expenses</p> <p>2 Workshop Dates November 4 and 5, 2015 Kristina Doubet November 4 – Full day MS November 5 – Full day HS \$4500/first day and \$4,000/each consecutive day, includes all expenses</p>	<p>\$21,000 for 5 total days November 2015</p> <p>Imbeau \$12,500.00 (3) <u>Doubet 8,500.00 (2)</u> \$21,000.00</p>
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<p>December 2015</p>	<p>3 Job-Embedded ES Coaching Dates December 1, 2, and 3 2015 Marcia Imbeau December 1 – Areas 1 & 2 December 2 – Areas 3 & 4 December 3 – Areas 5 & 6 \$4500/first day and \$4,000/each consecutive day, includes all expenses</p> <p>2 Job-Embedded MS Coaching Dates December 1 and 2, 2015 Eric Carbaugh December 1- Selected MS December 2- Selected MS \$4500/first day and \$4,000/ each consecutive day, includes all expenses 2 Job-Embedded HS Coaching Dates December 2015 TBD</p> <p>2 Job-Embedded HS Coaching Dates December 15 and 16, 2015 Kristina Doubet December 15- Selected HS December 16- Selected HS \$4500/first day and \$4,000/each consecutive day, includes all expenses</p>	<p>\$29,500 for 7 total days December 2015</p> <p>Imbeau \$12,500.00 (3) Doubet \$ 8,500.00 (2) <u>Carbaugh 8,500.00 (2)</u> Total \$29,500.00</p>
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January 2016	<p>3 Workshop Dates January 12, 13, and 14, 2016 Marcia Imbeau January 12 - ½ day achievement area 1 and ½ day achievement area 2 January 13 - ½ day achievement area 3 and ½ day achievement area 4 January 14 - ½ day achievement area 5 and ½ day achievement area 6</p> <p>\$4500/first day and \$4,000/consecutive days, includes all expenses</p>	<p>\$21,000 for 5 total days January 2016</p> <p>Imbeau \$12,500.00 (3)</p> <p><u>Doubet 8,500.00 (2)</u></p> <p>Total \$21,000.00</p>
	<p>2 Workshop Dates January 12 and 13, 2016 Kristina Doubet January 12 – Full day MS January 13 – Full day HS</p> <p>\$4500/first day, includes all expenses 4 Workshop Dates February 2016 TBD</p>	

<p>February 2016</p>	<p>3 Job-Embedded ES Coaching Dates February 23, 24, and 25, 2016 Marcia Imbeau February 23 - Areas 1&2 February 24 - Areas 3&4 February 25 - Areas 5&6 \$4500/first day and \$4,000/ each consecutive day, includes all expenses</p> <p>2 Job-Embedded MS Coaching Dates February 23 and 24, 2016 Eric Carbaugh February 23 - Selected MS February 24 - Selected MS \$4500/first day and \$4,000/ each consecutive day, includes all expenses</p> <p>2 Job-Embedded HS Coaching Dates February 23 and 24, 2016 Kristina Doubet February 23 - Selected HS February 24 - Selected HS \$4500/first day and \$4,000/ each consecutive day, includes all expenses</p>	<p>\$29,500 for 7 total days February 2016</p> <p>Imbeau \$12,500.00 (3) Doubet 8,500.00 (2) <u>Carbaugh 8,500.00 (2)</u></p> <p>Total \$29,500.00</p>
	<p>TOTAL ASCD Professional Learning Services</p>	<p>\$151,500</p>

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.

VII. Next Steps

ASCD Southeastern Regional Program Manager, Chip Marston 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 an "Extended 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.

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