

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 Solution Tree, Inc. (hereinafter "Contractor"), with its principal place of business at 555 N. Morton Street, Bloomington, IN 47404.

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 Assessment Literacy Training to K-12 English Language Arts (ELA) and Mathematics teacher teams, and Content Specific Goal Clarity Coaches (GCC). There shall be a total of ten (10) days of Assessment Training provided to approximately 140 ELA teacher teams (two per team), along with approximately 30 Content Specific GCCs. Cost for these trainings shall be \$65,000. There shall be ten (10) days of Assessment Training provided to approximately 140 Mathematics teacher teams (two per team) along with approximately 30 Content Specific GCCs. Cost for these trainings shall be \$65,000. Each teacher team and Content Specific GCC in the ELA and Mathematics training will be provided a copy of the book "Design in Five: Essential Phases to Create

Engaging Assessment Practice.” Total cost of 340 books shall be \$6,553.80 (\$6,109.80 plus shipping and handling cost of \$444). Description of Services (Exhibit A) is attached and incorporated herein by reference. Locations of all trainings will be determined by the Board. Notwithstanding Article IX, if the Board cancels this Contract within 30 days or less of the scheduled date, the Board shall be liable to pay any reasonable travel expenses incurred by the Contractor in the performance of the Contract.

The Board shall not record (on audio or video) the consultants’ presentations during a visit.

Notwithstanding Article XII, the Board acknowledges that the Contractor owns the copyrights to all tangible or electronic presentation materials, handouts, and/or program books ("materials") used in conjunction with the services performed under this contract and that no materials will be developed specifically for the Board under this Contract, and the Board may not reproduce any materials not designated reproducible without the express written permission of the Contractor.

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>\$136,553.80</u>
Progress Payments (if not applicable, insert N/A):	<u>\$26,053.80 due Sept. 29, 2016; \$65,000 due Oct. 27, 2016; \$13,000 due Nov. 16, 2016; \$32,500 due Dec. 15, 2016.</u>
Costs/Expenses (if not applicable insert N/A):	<u>N/A</u>
Fund Source:	<u>Title II</u>

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on September 27, 2016 and shall complete the Services no later than December 15, 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 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, or disability. 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 May 25, 2016.

Contractor's Social Security Number or Federal Tax ID Number: 35-2026417

JEFFERSON COUNTY BOARD OF
EDUCATION

By: _____

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

Solution Tree, Inc.
CONTRACTOR

By: _____

Shannon Ritz
Title: Director of Professional
Development

Cabinet Member: Karen E. Branham

Karen E. Branham

KB
(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

5-5-14

Date

Solution Tree, 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



Exhibit A

Description of Services

SERVICE 1: English Language Arts Assessment Training

Dates: September 27-29, 2016 (Elementary School Staff)
October 11, 2016 (Middle School Staff)
October 12, 2016 (High School Staff)
October 25-27, 2016 (Elementary School Staff)
November 15, 2016 (Middle School Staff)
November 16, 2016 (High School Staff)

Associate: Laurie Robinson-Sammons

Estimated Number of Participants: 310

Participant Demographics: Goal Clarity coaches and ELA Teacher Teams

Proposed Start Time: 8:00am

Proposed End Time: 3:00pm

Workshop Location: TBD

Cost of Service: \$65,000.00 (\$6,500.00 per day, all inclusive)

SERVICE 2: Math Assessment Training

Dates: October 5, 2016 (Middle School Staff)
October 6, 2016 (High School Staff)
October 18-20, 2016 (Elementary School Staff)
November 29, 30, and December 1, 2016 (Elementary School Staff)
December 14, 2016 (Middle School Staff)
December 15, 2016 (High School Staff)

Associate: Mona Toncheff

Estimated Number of Participants: 310

Participant Demographics: Goal Clarity coaches and Math Teacher Teams

Proposed Start Time: 8:00am

Proposed End Time: 3:00pm

Workshop Location: TBD

Cost of Service: \$65,000.00 (\$6,500.00 per day, all inclusive)

Description of Services 1 & 2:



Solution Tree Assessment experts will plan and conduct common assessment literacy and implementation training for K-12 Goal Clarity Coaches, and ELA and mathematics teachers in Jefferson County Public Schools in the 2016-17 school year.

The goals for the training include the following:

- Ensuring that Goal Clarity Coaches, ELA teacher teams, and mathematics teacher teams know how to write congruent common assessments and high quality assessment items that ensure rigor and meet the high level cognitive demands of the state standards.
 - Goal Clarity Coaches, ELA teacher teams, and mathematics teacher teams need basic assessment literacy training to ensure that all participants understand the components of high quality common assessments.
 - Goal Clarity Coaches, ELA teacher teams, and mathematics teacher teams will understand how to write congruent common assessments that ensure that every lesson's learning targets, instructional activities, and assessment items align.
 - Goal Clarity Coaches, ELA teacher teams, and mathematics teacher teams will learn how to choose the right type of assessment to match the rigor of a given learning target.
 - Goal Clarity Coaches, ELA teacher teams, and mathematics teacher teams will become familiar with collaborative scoring practices to ensure common assessment data are used appropriately.

Training will include the essential outcomes as listed above and will also include work time for each teacher team. Teams should bring copies of their standards/essential learning targets, curriculum and pacing guides, etc. and will spend part of the training time in work sessions writing common assessments while the Assessment Associates direct, guide and advise the work of the teams.

Training will occur the first part of each day with a designated period of time each afternoon for teams to put into practice what they have learned from the morning session.

Resources

Title	Unit	Quantity	Cost	Total
<i>Design in Five: Essential Phases to Create Engaging Assessment Practice</i>	Book	340	\$17.97*	\$6,109.80
Shipping and handling	--	--	\$444.00	\$ 444.00
Total	--	--	--	\$6,553.80

*Quantity discount applied



Billing Schedule

Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	waived	Upon execution of contract
September Trainings + Resources	\$ 26,053.80	September 29, 2016
October Trainings	\$ 65,000.00	October 27, 2016
November Trainings	\$ 13,000.00	November 16, 2016
November/December Trainings	\$ 32,500.00	December 15, 2016
Total Contracted Amount	\$136,553.80	--

Program Evaluation Report

for

Solution Tree, Inc.
Assessment Literacy Training



Dear Ms Laurie Robinson-Sammons (as private and confidential)

Report: Solution Tree Evaluation Results

Dear Laurie,

This email contains evaluation results for Jefferson County Public Schools (Phase IV Assessment) / Louisville, KY / 1338612 9/9/2015 9/10/2015:

The question categories are listed first, followed by the individual question results, consisting of the following topics:

- About the workshop

In the second part of the analysis the average values of all individual questions are listed.

Laurie Robinson-Sammons

Jefferson County Public Schools (Phase IV Assessment) (1338612 9/9/2015 9/10/2015)
No. of responses = 119



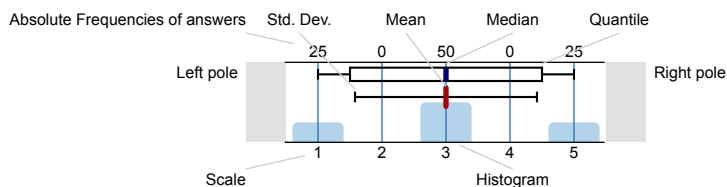
Overall indicators

2. About the workshop



Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention



Quality index

Description of quality symbol



Mean value is below the quality guideline.



Mean is within the range of tolerance for the quality guideline.



Mean value is within the quality guideline.

1. Tell us about you

Your Name:

School Name:

School Address:

Phone:

Fax:

E-mail:

1.1) Title/Position

Teacher 0

n=110

Principal/Assistant 102

Superintendent 0

District Office (please specify below) 5

Other 3

1.2) If you selected District Office above please specify here.

Asst. Supt

JCPSS

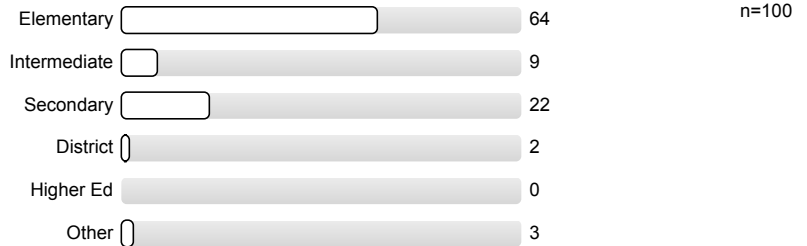
Data Management

Curriculum Specialist

N/A

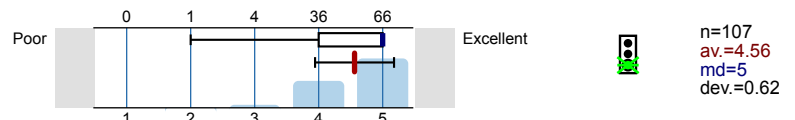
Assistant Superintendent

1.3) Grade Level



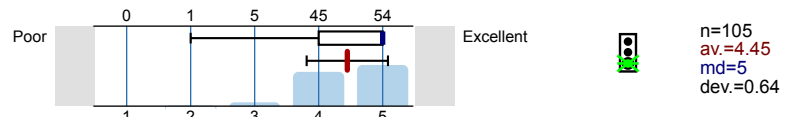
2. About the workshop

2.1) Content



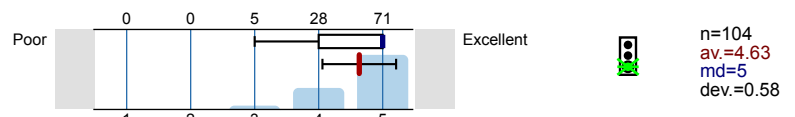
(relevant and current information)

2.2) Workshop Outcomes



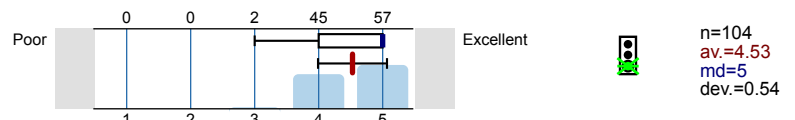
(defined and achieved)

2.3) Presentation



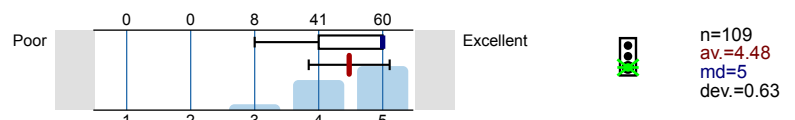
(effective PowerPoint presentation, organization, communication, etc.)

2.4) Materials



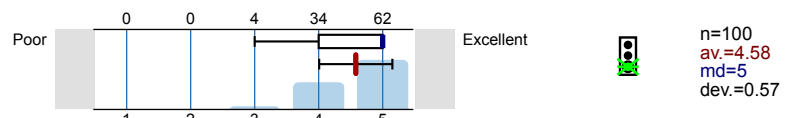
(handouts, notebooks, etc.)

2.5) Participation



(engaging activities, interactive focus)

2.6) Overall Workshop Rating



3. Your comments about the workshop

3.1) What was the most valuable aspect of the workshop?

- Descriptive vs Evaluative feedback

Content is very relevant & powerpoint was helpful & very detailed. This is important work.

Provided many examples of specific tools that could be introduced to teachers, particularly in collaborative ^{team} _{work}.

For me, our English PLCs are really struggling.

Breaking down of the K-12 Reading/Writing Analyses was very beneficial.

Practical, take-away materials

The common sense analogies

Examples of assessment indicators. I particularly liked the last examples of providing parents with student work and allowing them to see other pieces to determine

Conversation/discussion with colleagues

Exposure to resources like Design in 5 - glad to know what my teachers will be learning and how they will bring it back to the school.

Presenter is very bright and articulates the content in a positive way.

PHASES OF ASSESSMENT PLANNING -

Overview the workshop provided so I can support this work in the school.

Design in 5, Critical Questions
Time to reflect

minutes

Working w/ groups

The most valuable aspect of the workshop ^{2 hrs} ^{textbooks} ^{Powerpoint} ^{presentation} ^{10/17} was the resources given during the 1st.

Design in 5 materials and the overview/theory behind what our ELA + Math teachers and GC will be getting.

confirmed many current practices

5 steps

Inclusion of students in the learning process.

Where are you now?

Where are you going?

How are you going to get there?

Utilizing the Design in 5.

Explaining the 5 step method

Developing assessments that will improve learning.

Discussing with colleagues

The specific examples that I can take back & share with staff were fabulous!

Design in 5; particularly phase 5 - Determine student investment & reporting method.

Specific information.

The handouts of scaffolding (5) assessment in the current PLC.

The resources from the Design 5 Resource, by Nicole Vagle

Creating or Revising the assessment.

Looking at strategies for assisting teachers or designing assessment

Being provided a clear framework for the development of well crafted assessments.

Design in 5

Build up of background knowledge before lunch.

Background build up - Discussion time

Time to reflect and talk with colleagues

Learning about assessment literacy

Verification on Right track with
Assessments

The video supports and examples used with visuals helped to
solidify my learning,

Presenter's format

real world examples to take back to teams

The way the presenter modeled what she presented

The second half w/ specific tools for designing assessment.

Connect the 4 critical questions of SEID
Diagram of 21st Century Best Practices
Examination of DOK

The role play
Planning Tools

Moving PLC forward in the framework
and steps to collaboratively develop
common assessments

Phases (looking @ assessments)

Deeper with formative vs. summative
Design in 5

For me was give the acronym "SEID" to the 4 critical questions. Ironically, I just reminded our teachers to remember to use the 4 critical questions each time they are planning. Using the phrase "Plant the SEID" helps to clarify what each of the 4 questions should represent "S- Standards E- Evidence I- Intelligence D- Differentiation."

The importance of immediate feedback

Learning about understanding the Design in 5 process

Phases laid out.

My favorite "no": Letting Kids be the teacher.

Design in 5!

This opportunity will enable me to sit down with my team and plan effective instruction!

How to design quality assessments connected to standards

Love the cycles of formative assessment \leq short
-medium
-long

Modeling and resources.

Design in 5

Descriptive vs Evaluative

The group activities.

Active Participation

The entire pacing of the day was perfect.
Many great examples were shown and ways to use them.

- Establishing of 1st Focus of PLCs - Learning

- I love the term "Co-blab-oration." I see this a lot. I appreciate the term to identify it.

The presentation & use of
handouts with examples

Visuals in PPT

Time to process w/ other administrators

- Digging deeper into formative/Summative evaluation
- The 4 Critical Questions
- Learning, Collaboration, Results

Look-fors in literacy assessment

- Discussion about assessment
- Resources
- Outline of presentation

PLC portion of the workshop was very useful in terms of how I can use this to help move our PLC's in the right direction.

Student performance data does not equate to evidence of learning

evaluative vs descriptive feedback

The overview of the process she will share w/ teachers this year.

SEID

Feedback information

The last hour of the workshop.

Hands on Packet/Tool with practical applications for creating assessments.

Powerpoint was excellent as well. Concise AND yet clear strategies and the focus information for creative assessments

Assessment Design Qualities

Choose Standards & Plan Engagement

The items that I can put right to use!

(Questions from Learning Targets)

Power Point presentation with interactive learning.
Knowledge of the PLC Assessment Training - clear
vision, explicit connections and practice.

Outstanding presentation
Engaging
Practical, ready to use resources

The handouts + book (Resources) for me to use with my teaching
staff to help us get to the next level in assessment

Resources given - time to discuss w/colleagues

Example of Assessments using Clapping Activity and giving
feedback for a criteria for success.

Videos

Design IN 5 Phases

just a review of the learning materials

Sharing how assessments and data are
used to help student with learning.

Fidelity, but collapsing of the standards.

Having the participants be able to think and perform task as she went along with the training. She did lots of CFU. The different activities used throughout the training, were very powerful and had great meaning.

Examples and Worksheets

Working on Assessment and how to use in class.

Descriptive and evaluative

Working through descriptive vs. evaluative
Unpacking the standards w/ fidelity

alignment of assessment
within PLC framework -- clear message
of roles

The most valuable aspect was simply looking at the assessment process using the Design in the Lens.

Design in 5 - Working through the Phases

Understanding each aspect of the Design 5. Breaking it up was very helpful

Examples and take away materials

handouts & materials

Great presentation with engaging activities. PLC 3 & SEID focus helped frame the process of going through 5 phases to create assessments.

videos & dialogue

VERY VALUABLE INFORMATION! I LOOK FORWARD TO SHARING THE SEID OF THE FOUR CRITICAL QUESTIONS WITH MY TEACHERS AS WELL AS WORKING WITH TEACHERS AND GCC TO DESIGN ASSESSMENTS USING DESIGN IN 5 - 5 PHASES.

Practical Application

Discussing how/the importance of formative assessments.
The skills necessary to identify {learning goals}

Methods of assessment for standards

Powerpoint was awesome.

The SEID concept is valuable to the stage of PLC my teachers are in. Also, the ordering of learning targets from less complex to more complex will be very beneficial to my staff.

The resources and walking through the process.

The resources and manner of presentation with a large group. She kept us engaged during the presentation.

I have a good idea now of how to build capacity w/ teachers & can put a plan in place.

3.2) What feedback do you have for the presenter(s)? Please be specific.

- kept participants engaged

The opportunity to move & be active participants was appreciated even if clapping activity was a little corny.

Minor technology glitches - not a big issue.

Wish that participants could keep the Design In Five books to share with our teachers

Disconnect w/ audience. Principals need an hour or two. Teachers needed this day. New teachers need a week.

more activity after lunch. Cover the meat of the presentation early on when minds are fresh. ~~@@~~

Skip the basics of PLCs. We're well versed. Focus primary target - Design in 5 - started at 1:30 when most of us had already "checked out." More time on target; less on games.

next
benchm

NA

I think most of the audience had a deep background knowledge of PLCs and a balanced assessment system. The afternoon session was more in line with where schools in JCPS are and need to begin + grow.

We are freshest in the morning. I would have loved to get more into the 5 steps in the Am. A pre assessment for us would have been great so that you know where we are.

Facility did not allow for enough movement & activities.

It is evident that the presenter has refined presentation skills.

- ON CHART PAPER - WALK THROUGH EACH PHASE & CHOOSE SCENARIO TO DECONSTRUCT LEARNING.
- EX. 1. CHOOSE ACTUAL TARGET

It would be beneficial for me to have a concrete model using the same standards/learner targets throughout the presentation.

Feedback: I believe that you could ~~shorten~~ shorten the six hour PD to a 3 hour PD to keep audience engaged more.

As principal, it is hard to be out of the building for 6 hours. Maybe recommend to schools/systems to do AM 3hr. trainings.

Great focus on the conceptual part of this PLC focus.

Consider an overview for principals ~ and details for teachers + goal clarity coaches.

(hard to be out of bldg for

- Very informative
- Enjoyed the video clips

It would have been nice to actually go through the Design to 5 process utilizing a standard & targets.

Two of us were preschool site administrators and needed to figure out how to adapt this to skills that do not contain books.


Do presenters come out to individual schools?

Consider utilizing current district assessments to illustrate examples and areas for evaluating.

The information was extremely helpful
→ Laurie had a great style of presenting.

Devote more time to Design in 5.

I respond to concise direct information.

 It would have been helpful for us to have also received the Design in 5 book as well.

Perhaps better correlation as to how this matches up with current goals for district + school.

N/A

Enjoyed the time for discussion of the material with others in the room

A model, perhaps a video of PLC's working on the process of developing assessments to hear the collegial conversations.

Grant Connections to past Schools
& students

@ MS & HS refer to ~~writing~~ writing as argument, not persuasive to match the standard

Be sure to make a point to refer to writing as argumentative - not persuasive.

Knowledgeable about audience

Spend more time on the
5 phases.

enjoyed positive energy & recognition of adult learners

As a few more short moving activities, The ones you did were ~~enacted~~ interactive and well timed

The first half was (personally) something I have known & heard for years as a teacher, literacy coach, & then AP, & P. in this movement) to determine

thorough explanations. I gained greater understanding with your explanations to support the handouts

Excellent job on way to
Keep people engaged throughout

Engaging and reads her audience well

I liked that there were multiple opportunities to talk w/ colleagues so that we could process new learning

Thanks for the ongoing brain breaks and opportunities to dialogue about the learning

Engaging the audience with chocolate, caramel and nuts in order to meet others they don't know was very nice. It gave us a chance to meet other principals we rarely get to see.

Can you talk w/teachers about not just developing their assessment questions (from scratch) but also tweaking questions already developed.

More time spent understanding the design in 5 process

I would like to have a copy of the book for administrators

NONE

N/A

Very great presenter! Way to engage the audience.

Great communication style, good examples, nice
fair and share 😊

~~Provide the PowerPoint.~~ Great job. Information
gathered will impact students at Watson Lane.

More info on how to include interventions in the planning

One was very professional.

Great presentation - No changes
needed

Make connections to my school / provide opportunities that is... to make
connection to my school.

More reflective talk / time to
process for participants

The presenter was well prepared and very engaging.
Ideas were simplified and very easy to understand

Provide time to spend on tools teachers will be using.

- You keep me engaged
- Good examples

Having us to get up and move - good idea
Voice tone / level appropriate for the room.

Presenter extremely knowledgeable with subject matter

Great investment of time. Can't wait for my teachers to experience the training

I appreciate the activities to wake us up,
but could they be tied into the learning?

Very good presentation. I am looking forward to my teachers attending

When you work with the teachers have them go through the district curriculum maps with content they are actually getting ready to teach. Have them go through the Design 5 with their actual materials.

Session was engaging with specific examples to share with staff during Professional Learning Communities

We already buy in, so get to the applicable stuff sooner.

Grateful for knowledge and preparation to deepen our understanding.

Afternoon portion would have been better in 2 1/2 day sessions.

Great Job

Good read of audience for brain breaks
Use of videos enhanced learning
Content reinforced what we are doing in our schools & district

none

Great presentation

Clarifications of anchor standards for teacher groups.

the specific feedback to help teachers on how to design CFA's.

More time needs to be devoted to the handouts for understanding and participant usage.

How do we use the Five Steps? felt as though we rushed through the steps.

Excellent job!

Interesting information! Thank you for sharing your knowledge and thinking with us.

more time with the phase and less time in team building. (3 post-its)

Breaking the workshop up into 2 days, so there can be more time spent on each aspect of the design in 5.

add two more breaks

push the groups a little deeper into PLCs ~~o~~ ~~o~~
+ how it will work @ our school

Great work

Excellent crowd reader; understands her crowd. Very informative, resourceful

Good turn & talk time

Very knowledgeable and humorous
Pacing was excellent

Thank you for the breaks and times to stand
and have discussions.

Very engaging on a topic that we have
visited many times before

I felt the presenter was very effective
and knowledgeable.

I would've liked having the same book (resources) as
the teachers who will attend.

3.3) What suggestions do you have for future sessions?

Perhaps have separate (shorter sessions)
for those familiar w/ PLC process

It took almost 40 minutes to get past introductions and going. Speed that up

Sessions for principals should be focused. This session could have been done in one to two hours. Presenter should have started at 8 A.M. with "Design in 5." Then she would not have rushed through it and had a more
More time with target/method match and with writing rigorous assessment tasks.

Skip some of the AM info that we already know + get to the difficult stuff.

Question: Presenter assessed audience often. Would her presentation have been modified based on feedback of audience?

CONTINUED INTERACTION & HANDS ON LEARNING

Training in the summer or spring to provide us with time to develop a year-long roll out plan or perhaps embed this work into district provided PD sessions for each cycle.

My suggestion would be to shorten the length of
the Pd to 3 hours and incorporate everything

See above.

Great amount of time to talk and break.

Incorporate additional student self-monitoring.

Almost too much information for one day!

Mix principles of PLCs with Design in 5.

I would eliminate the prolonged set up.

N/A

It would have been beneficial to also receive the Design in 5 as well as the teachers.

maybe when you have principal audience make connections to teachers more!!

Find out prior knowledge on some topics to determine what to spend more time on.

Could have been done in a shorter session for administrators

A follow-up session further into the year (November) to give us an opportunity to share our progress toward the goal and to ask questions and get ideas would be wonderful!

offer suggestions of how to provide time for this work

Have PD w/ Admins/ILT instead of separate

I enjoyed hearing the first half again & it was well presented. However, w/ half a building admin. has to do, it is challenging going through two handouts and a text.

More role plays

Provide for Adm/Teachers together for planning purposes of individual school.

Nice content, pacing of the workshop & engagement w/ participants. No suggestions.

Make sure you go back to the questions that we first put on sticky notes in the beginning of the presentation.

Continue to make intentional connections w/ Learning targets and assessments - they must match and be embedded

People are at different levels, the morning was a review. For me; Afternoon was informative + useful.

N/A.

Keep up the great work!
your rock!

Two half days - morning principal, afternoon AP repeat.

Reprintables to train staff / PowerPoint / with permission

Please provide the PowerPoint.

This was too much information for 1 Big session. It would've been better spread over 2 days. (Info. overload)

It would have been great to attend with the teachers

Not 8-3, this is too long. 2/3 hrs. max, high impact, focused w/ outcomes/products specific to schools.

Participants should bring assessments from their own multiple mini examination

I think that for future sessions things are aligned well and successful

Slow down! More practice on each component/idea presented. Time built in for practice as we should present to staff.

A copy of in design in 5 should have accompanied our resources

All teachers need to be in this session

No suggestions

When working with specific levels (E, M, H.) I ~~be~~ would rather have that level when utilizing student examples. Hopefully there will be follow up & evaluation process of implementation of

Make a connection with district Goal Clarity window document.
 Spend more time on Design on 5. The stereotypes
 we already have had ~~types~~ training

Next steps involve team of teachers from schools
 to take back and share with Professional Learning
 Communities,

Great - Keep the explicit connections

Include these kinds of professional
 learning with principal meetings.

So much info at one time. Need more time to
process before additional info is given?

Preassess your audience - and use to guide
 discussions / strategies.
 More "take away" strategies, are easily implemented
 that

It is just a very long day.

More in depth - I know it would take more time

Spend 1 hour on building background knowing your audience.

Spend the rest of the time on practice.

Work w/all stakeholders in smaller sessions so that specific questions (school teams) can be addressed.

Show agendas and a reading would prepare us for learning.

Breaking the workshop up into 2 days.
Have 2 teachers per grade level attend the workshop

Half day sessions

more detailed work in the morning & videos in afternoon

Hard group- you were able to bring resources + set the tone for the next weeks.

In the future, I'd like to see video clips of PLCs going through this process.

N/A

3.4) Other comments:

materials and presentation were directly aligned to the current work of a principal

Specifically for administrators, is there something we should know? Not just building an assessment, but how can admin be support? This seemed geared to teachers.

Overall, Very good!! Excellent presenter. Good demeanor

AM or PM only session.

Differentiate Session(s)

Pre-assess audience. Then let participants choose the session that is most suited for them

- VIDEO CLIPS -

- DIVERSITY IN ALL CLASSROOMS
- NEED TO SEE A MORE DIVERSE CLASSROOM W/ VIDEO CLIPS.

Could you share the artifacts and support materials that were in the powerpoint?

very positive and knowledgeable

I believe Pd would serve people better if you was to shorten the duration of Pd from 6 hrs to 2 hrs. I feel that Pd is too long and can

Thanks!!

The presenter was entertaining and she was very clear about purpose. For me, I would prefer more information and less group work.
PP & Clips were great!

Thank you for the "Principal as Assessment Leader"

You did a good job connecting all the pieces together! Thank you!

This session was very engaging + increased my learning (new ideas) + reinforced some old learning I would like to use some of the video clips w/ staff - where

Lesson
Nice Job!! Okay how about
presentation was
organized and focused on

Great Session

I enjoyed the presenter! Her stories helped me connect to the content.

Knowledge.
* Great ideas from PM to take back
& work with, on Gold Day in Oct. +

I'm curious what my teacher teams will be focusing on (standards) when they come. I wish there were scheduled to come closer in time. Used every educational moment well in a variety of vehicles. The depth and breadth will serve. Overall the session was well planned and implemented. Thank you!

Lots more time to process

Thank You

Thank you for your presentation.

This was an appropriate + well done Training for Administrators. As our teachers engage in the upcoming trainings, I would like to see ways where the Admins can connect and collaborate with their teachers in a structured, guided way on the work they are doing + lessons they are learning.

The ~~present~~ presenter did the best she could with this time frame, it's just too big a frame.

Ms. Sammons met her goal set by the District. I think she was given the wrong goal given the audience.

I wish ~~as~~ a preworkshop had been given to address what we already know. I would all prefer a 2-3 hour training on the task itself. Just attended PLC Institute this summer. I've attended skillful teacher training

Thank you

Schedule teacher sessions sooner after this session.

Great Presentation. I love Solution Tree.

Thank you

She used visuals that were great. She held the audience attention. She made it relevant. She started us out at the base then built us up to the meat of the stages and showed how it connected. It was so clear and it was so long for this valuable information!

Loved the message ☺
Thank you!

Solution Tree has high-quality training and research-based information in all PDs.

Follow-up sessions for each school would be helpful.

Enjoyed the new knowledge around assessment ~~to~~ literacy.

Thank you!

I like how the principals + APs
were trained before the teachers so
we will be ready for collegial conversations
about how we will implement at Okolona.

Please contact me about scheduling a presenter. _____

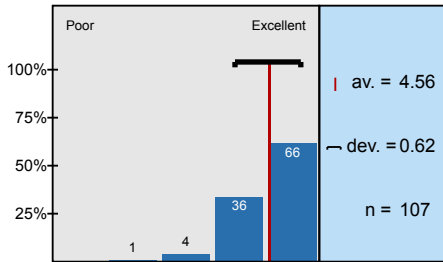
Signature: _____

Signing here grants Solution Tree permission to use these comments in our marketing materials. _____

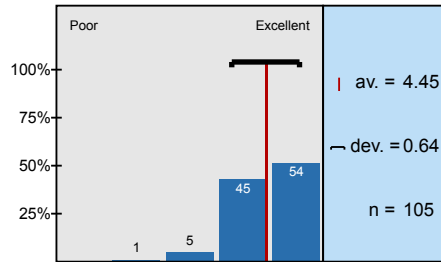
Thank you for your feedback!

Histogram for scaled questions

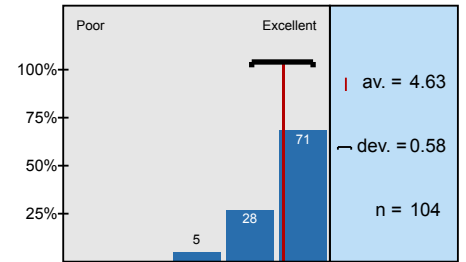
Content



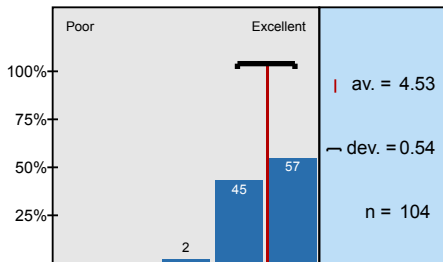
Workshop Outcomes



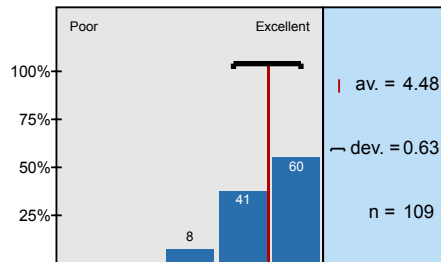
Presentation



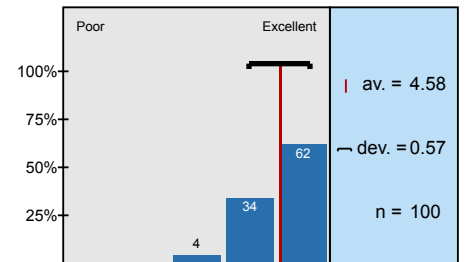
Materials



Participation



Overall Workshop Rating



Profile

Subunit:

Solution Tree

Name of the trainer:

Laurie Robinson-Sammons

Name of the course:
(Name of the survey)

Jefferson County Public Schools (Phase IV Assessment) (1338612 9/9/2015 9/10/2015)

Values used in the profile line: Mean

2. About the workshop

2.1) **Content**

n=107 av.=4.56 md=5.00 dev.=0.62

2.2) **Workshop Outcomes**

n=105 av.=4.45 md=5.00 dev.=0.64

2.3) **Presentation**

n=104 av.=4.63 md=5.00 dev.=0.58

2.4) **Materials**

n=104 av.=4.53 md=5.00 dev.=0.54

2.5) **Participation**

n=109 av.=4.48 md=5.00 dev.=0.63

2.6) **Overall Workshop Rating**

n=100 av.=4.58 md=5.00 dev.=0.57

Normed profile

Subunit:

Solution Tree

Name of the trainer:

Laurie Robinson-Sammons

Name of the course:
(Name of the survey)

Jefferson County Public Schools (Phase IV Assessment) (1338612 9/9/2015 9/10/2015)

70 85 100 115 130

Dimension

Norm
value

Content

Workshop Outcomes

Presentation

Materials

Participation

Overall Workshop Rating

About the workshop

For a detailed report including recommendations please copy and paste the link in your browser:

<http://classclimate.solution-tree.com/classclimate/norm.php?mode=show&umfid=24402&tan=MLD87>

Profile

Subunit:

Solution Tree

Name of the trainer:

Laurie Robinson-Sammons

Name of the course:
(Name of the survey)

Jefferson County Public Schools (Phase IV Assessment) (1338612 9/9/2015 9/10/2015)

2. About the workshop

Least
Favorable



Most Favorable

av.=4.54

dev.=0.60