

AGREEMENT FOR CONSULTING SERVICES

This Agreement for Consulting Services ("Agreement") is entered into this 30th day of July, 2018 (the "Effective Date"), by and between **Corwin Press, Inc.**, a SAGE Publications, Inc. company, with offices at 2455 Teller Road, Thousand Oaks, California 91320 ("Corwin") and **Boone County School District**, with offices at **8330 US Highway 42 Florence, KY 41042** ("Customer").

1. **Services.** Customer desires to contract with Corwin for the furnishing of services related to the Customer's professional learning needs (the "Services"); and Corwin desires to provide such Services to the Customer as further described in the Proposal attached hereto as **Exhibit A**. Customer may request to reschedule the date of a speaking event and if approved by Corwin, Customer will reimburse Corwin for any additional costs or expenses incurred by Corwin and/or the speaker of such event.
2. **Term and Termination.** The term of this Agreement will commence on September 13, 2018 and will remain in effect for one year or until Corwin has completed the Services described in Exhibit A. Either party may terminate this Agreement without cause upon sixty (60) calendar days' advance written notice. In the event of termination by Customer, Corwin shall be paid any fees then due and expenses incurred as of the effective date of termination including, without limitation, speakers' fees and costs, Corwin's non-refundable travel costs, and non-refundable venue deposits. Said amounts will be paid by Customer to Corwin within ten (10) days of the termination date.
3. **Compensation.** Corwin will be paid at the rates outlined in Exhibit A. Customer will pay Corwin all amount due hereunder within thirty (30) days of receipt of invoice.
4. **Warranties.** Corwin represents and warrants (i) that it will perform the Services using qualified personnel and in accordance with applicable industry standards; and (ii) that it will comply with any and all applicable rules, laws and regulations, court or administrative orders or decrees of any federal, provincial, local or other governmental unit which has jurisdiction in such circumstance.
5. **Indemnification.** Each party will indemnify, defend and hold harmless the other party, its affiliates, and their officers, directors, employees and agents from and against all obligations of any nature whatsoever (including all reasonable attorneys' fees) resulting from a party's failure to perform in accordance with any of the terms of this Agreement.
6. **Force Majeure.** Notwithstanding any other provision of this Agreement, in the event that the performance of any obligation under this Agreement by Corwin is prevented due to acts of God or any other cause beyond its reasonable control (including the unavailability of a speaker for an event), Corwin shall not be responsible to the Customer for failure or delay in performance of its obligations under this Agreement. Moreover, in the event a speaker becomes unavailable to attend a speaking event, Corwin may, at its sole discretion, substitute the speaker and/or reschedule the speaking event.
7. **Notices.** All notices required or permitted hereunder will be in writing and will be sent by registered or certified mail, return receipt requested, to the party to whom such notice is directed, at its address as set forth above, or to such other address as such party will have designated by notice hereunder. Notices will be deemed given on the date received.
8. **Ownership/Rights.** Corwin will own or hold the necessary rights to any materials or other work product created, developed or distributed by Corwin (or the assigned speakers) under this Agreement including, without limitation, any event handouts or materials (collectively, "Materials"). No rights to any of the Materials shall be conveyed to Customer; provided, however, that Customer shall be permitted to use the Materials solely in connection with the speaking event provided by Corwin hereunder. Moreover, in no event shall Customer be permitted to: (a) alter, reproduce, distribute or otherwise use any Materials provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever; or (b) photograph, audio tape, video tape, or otherwise record or broadcast an event, presentation or any of the Services provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever.
9. **Subcontracting.** Corwin may engage subcontractors to perform the Services including, without limitation, speakers to deliver presentations at a speaking event.
10. **Additional Services.** Customer agrees that any interest for additional Services relating to Customer's professional learning needs will be directed to and contracted with Corwin. For the avoidance of doubt, such Customer interest will not be directed to any Corwin speaker, trainer, or consultant.
11. **Confidentiality.** Customer agrees that, except with the prior written consent of an authorized representative of Corwin, it may only disclose the terms of this Agreement to a third party who shall agree to maintain said terms as confidential and who has a legitimate business purpose to receive such information. In the event Customer or any of its authorized representatives or agents are required by law or compelled by legal process to disclose the terms of this Agreement to any other third party, it shall provide Corwin with prompt written notice of such requirement prior to the actual disclosure so that Corwin may seek an appropriate protective order.
12. **Miscellaneous.** This Agreement constitutes the entire agreement between Corwin and Customer, and supersedes all prior agreements, representations and understandings of the parties whether written or oral. No amendment, supplement, or modification of this Agreement will be effective unless executed in writing by both Corwin and Customer. In the event of a conflict between a term of this Agreement and a term of Exhibit A, the term of this Agreement will control. Additionally, in the event of a conflict between a term of this Agreement and any ancillary Customer document, form or agreement (even if executed by the parties subsequent to the execution of this Agreement), the term of this Agreement will control. The invalidity or unenforceability of any particular provision of this Agreement will not affect the other provisions, and this Agreement will be construed in all respects as if any invalid or unenforceable provision were omitted. This Agreement shall be governed by the laws of the State of California without regard to conflicts of laws. Any

controversy or claim arising out of or relating to this Agreement, or the breach thereof, will be settled by arbitration in Ventura County, California and administered by the American Arbitration Association in accordance with its then-existing Commercial Arbitration Rules. This Agreement may be executed in counterparts, each of which will be deemed the original, all of which together will constitute one and the same instrument. A faxed copy or other electronic copy will be deemed as an original.

Accepted and agreed to by:

Customer

Corwin

NAME

Dave West

Vice President, Professional Learning and Sales

TITLE

Date:

Date:

Exhibit A: See attached Proposal

Please provide the following information to insure proper billing:

Billing Contact Name:

Kim Thomson

Title:

PD Coordinator

Billing Contact email address:

Kim.thomson@boone-
kyschools.us

Phone:

859.283.3223

As you sign and return this document, please also forward a Purchase Order and if purchasing Books, a copy of your Tax ID Certificate. Thank you!

STUDENT CENTERED COACHING

by Diane Sweeney



An Initial Proposal for
Boone County Schools, KY

July 30, 2018

CORWIN
A SAGE Publishing Company

SCHOOL-BASED COACHING CAN BE DESIGNED TO DIRECTLY IMPACT STUDENT LEARNING.

Student-Centered Coaching (SCC) is an evidence-based instructional coaching model that shifts the focus from “fixing” teachers to collaborating with them to design instruction that targets student outcomes. The SCC model is the gold standard for instructional coaching that drives school innovation, teacher effectiveness, and student achievement. Through the partnership between Corwin and Diane Sweeney, we have a unique opportunity to help school and district clients take their coaching programs to the next level.

Why Does Student-Centered Coaching Matter?

Instructional coaching began a rapid expansion in the U.S. beginning in 2006 with the federal grant program known as Reading First. This program was mandated by No Child Left Behind and required for all reading programs to be “scientifically based.” Schools were flooded with new resources, and many districts hired literacy coaches to support the implementation of the programs or resources that were being purchased. By default, coaching became closely associated with an initiative that was somewhat overwhelming. This dramatically impacted how coaching was perceived by teachers. Many viewed coaching with trepidation because they felt as if coaching was something that was “being done to them.”

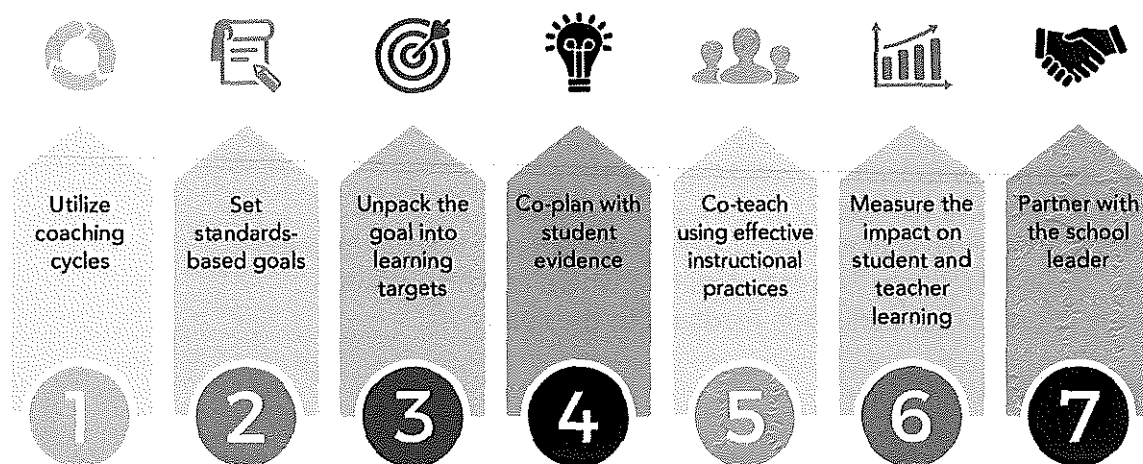
At the time, educators had no idea that this perception would define coaching for decades to come. Even today, coaching is often perceived as a ‘teacher-centered’ endeavor. Sweeney writes (2011), “Coaching often centers exclusively on the actions taken by the teacher - making the assumption that if we improve the teaching, then student learning will improve as well. There is some logic to this approach, but unfortunately an unintended outcome is we’ve spent so much time thinking about what teachers *should* be doing that we’ve lost touch with the most important people in our schools...the students” (p. 8).

We can do better. We can focus our coaching efforts on moving student learning forward while also impacting teacher learning. This is what is accomplished through the use of Student-Centered Coaching.

What Does Student-Centered Coaching Look Like?

There are seven core practices that drive Student-Centered Coaching. They are:

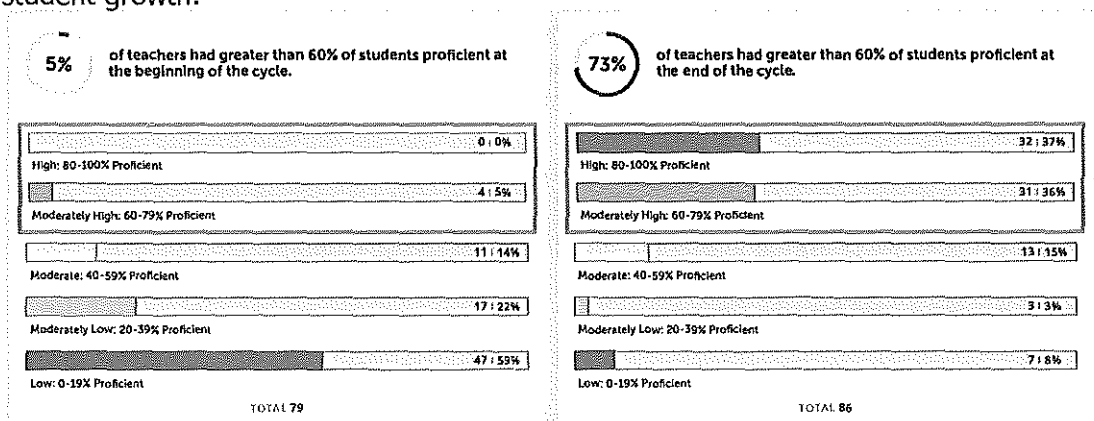
7 Core Practices for Student-Centered Coaching



The core practices are built on a solid research base. The following effect sizes from the Visible Learning research align with the process used for Student-Centered Coaching:

- Teacher Clarity: $d = 0.75$
- Collective Efficacy: $d = 1.57$
- Formative Evaluation: $d = 0.90$

The coaching cycle is a 4-6 week cycle for 4-6 coaches at a time, which leads to incredible student growth:



LEARNING OUTCOMES

At the conclusion of the Student-Centered Coaching Series,

Coaches will...

- Learn how to implement the core practices for Student-Centered Coaching
- Implement tools to measure the impact of coaching on student learning and instructional practice
- Develop tools and techniques for engaging teachers in coaching cycles (scheduling, coaching cycles, setting agreements, etc.)
- Practice using strategies for rigorous and respectful discourse across coaching conversations
- Learn how to provide strengths-based feedback that moves student learning forward

Principals will...

- Learn how to lead the coaching effort
- Engage the full faculty in the coaching effort
- Identify how coaching is impacting student and teacher learning
- Understand how to create a culture where coaching thrives

Provide informal and evaluation feedback to the coach

PD DESIGN

The goal of Corwin's face-to-face Professional Learning experience is to realize the ESSA definition of Professional Learning which is sustained, (not stand-alone, 1-day, and short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused. This interpretation is supported by Timperly, Wilson, Barrar, and Fung's research in 2007 where they discovered that Professional Learning that **makes an impact** (and yields a .59 effect) includes the following components:

- ✓ Is provided over a long period of time (three to five years)
- ✓ Involves external experts
- ✓ Deeply engages teachers
- ✓ Challenges teachers' existing beliefs
- ✓ Is evidenced by teachers talking to each other about teaching
- ✓ Has exemplary School Leadership that supports teachers' opportunities to learn and provides opportunities within the school structure for this to happen

To realize this goal, Corwin proposes to bring a consultant or team of consultants to provide on-site learning that is designed to provide a sustainable impact on the coaching and leadership team. This support may be provided in any (or all) of the following strands:

School and District Leadership Strand

Participants learn the essential practices for leading a coaching effort. This includes strategies for providing feedback to a coach, techniques for evaluating coaching, and other ways to ensure that the coaching effort achieves the desired outcomes.

Coaching Strand

Coaches learn how to implement the core practices for Student-Centered Coaching. While we design these sessions to meet the needs of each district, we recommend the following: professional development focused on coaching practice, coaching labs, and opportunities for discussion, reflection, and problem solving.

Teacher Leader Strand

Teacher leaders learn how to support the learning of others in their school. This can occur by becoming a learning lab host teacher, or by learning strategies for facilitating PLCs, PD, and other teacher collaboration.

1. Session 1: Foundations for Student-Centered Coaching

Required Resource: Student-Centered Coaching: The Moves, Diane Sweeney

While this two-day workshop is geared towards coaches, teacher leaders, principals and district leaders are recommended to attend the first day to understand the vision for Student-Centered Coaching.

Outcomes:

- Understand the beliefs and philosophy for Student-Centered Coaching
- Learn the seven core practices for Student-Centered Coaching
- Explore strategies for launching and managing coaching cycles
- Understand how to use the Results-Based Coaching Tool to document the impact of coaching cycles

Sample Agenda

Day 1	<p>What is Student-Centered Coaching?</p> <ul style="list-style-type: none"> • Compare Student-Centered Coaching with other coaching models • Understand the beliefs and philosophy for Student-Centered Coaching <p>Core Practices for Student-Centered Coaching</p> <ul style="list-style-type: none"> • Utilizing coaching cycles • Setting standards-based goals • Using student-friendly learning targets • Co-planning with student evidence • Co-teaching with a focus on effective instruction • Documenting the impact of coaching • Partnering with the school leader <p>Creating a Culture for Student-Centered Coaching</p> <ul style="list-style-type: none"> • Define the role of the coach
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	<ul style="list-style-type: none"> Align coaching with school improvement efforts
Day 2	<p>Launching and Managing Coaching Cycles</p> <ul style="list-style-type: none"> Communicate your role and engage teachers Strategies for scheduling coaching cycles <p>Reflective Dialogue Within Coaching Cycles</p> <ul style="list-style-type: none"> Strategies for questioning and listening Building teacher efficacy through norms for collaborative work <p>Planning and Next Steps</p> <ul style="list-style-type: none"> Identify what coaches will implement between now and the next session Assign reading to prepare for the next session

Session 2: Digging Deeper into the Core Practices for Student-Centered Coaching

This two-day session digs deeper into the day-to-day practices for Student-Centered Coaching. By now coaches have had some time to implement the core practices and will benefit from revisiting how they can better employ the core practices in their own schools. Challenges such as developing a culture for coaching and encouraging teacher participation will also be addressed. Principals and district leaders are recommended to attend the first day of this session.

Outcomes:

- Understand how school culture impacts the coaching program, and develop strategies to address challenges related to school culture
- Practice setting goals that are student-centered, driven by the teacher, and measurable
- Practice using strategies for rigorous and respectful discourse within coaching conversations

Sample Agenda

Day 1	<p>School Culture and Coaching</p> <ul style="list-style-type: none"> Assess your school culture to deploy coaching more effectively Redefine attitudes and assumptions about coaching <p>Setting Expectations for Participation in Coaching</p> <ul style="list-style-type: none"> Separate coaching from supervision Strategies to authentically engage teachers in coaching cycles
Day 2	<p>Digging Deeper into the Core Practices for Student-Centered Coaching</p> <ul style="list-style-type: none"> Set standards-based goals for coaching cycles

	<ul style="list-style-type: none"> • Unpack the goal into student-friendly learning targets <p>Increasing Your Coaching Footprint</p> <ul style="list-style-type: none"> • Share launch letters and other artifacts that have been created • Problem-solve how to continue to communicate the benefit of coaching cycles throughout the school community <p>Planning and Next Steps</p> <ul style="list-style-type: none"> • Identify what coaches will implement between now and the next session • Assign reading to prepare for the next session
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Session 3: Workshop + Fieldwork through Coaching Labs

This two-day session takes us into the field to further analyze, strategize, and study methods for Student-Centered Coaching. The consultant organizes and facilitates coaching labs that will occur within the schools. Coaching labs provide the opportunity to meet with a small group of colleagues and observe a coach who acts as a lab host. The goal of coaching labs is to provide coaches with time to observe and reflect on one another's practice. Participants walk away with new ideas and tools for their work. While the schedule will vary from district to district, the following sample provides an example of what two days would look like.

Outcomes:

- Learn how to navigate the nuances that are common to coaching
- Understand how to use the core practices with intentionality
- Create a shared vision for Student-Centered Coaching through coaching labs
- Unpack challenges that coaches are facing in their day-to-day work with teachers

Sample Agenda

Day 1	<p>Morning workshop for coaches</p> <ul style="list-style-type: none"> • Continue to develop the coaches' understanding of Student-Centered Coaching • Problem-solve how to engage reluctant teachers in coaching cycles • Develop strategies for co-planning and co-teaching • Practice the use of strategies for rigorous and respectful discourse across coaching conversations • School and district leaders are encouraged to attend this session. <p>Afternoon coaching lab</p> <ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant
Day 2	Morning coaching lab

	<ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant <p>Afternoon coaching lab</p> <ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant
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Session 4: Workshop + Fieldwork through Coaching Labs

This two-day session follows a similar structure as Session 3. The morning workshop on the first day will focus on providing strengths-based feedback to teachers, as well as the power of pre and post assessment of coaching cycles. While the schedule will vary from district to district, the following sample provides an example of what two days would look like.

Outcomes:

- Learn how to provide strengths-based feedback to teachers.
- Understand the power of pre and post assessment of coaching cycles.
- Continue to develop a more refined vision of coaching through coaching labs.
- Unpack challenges that coaches are facing in their day-to-day work with teachers.

Sample Agenda

Day 1	<p>Morning workshop with coaches</p> <ul style="list-style-type: none"> • Providing strengths-based feedback to teachers • The power of pre and post assessment of coaching cycles • School and district leaders are encouraged to attend this session <p>Afternoon coaching lab</p> <ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant
Day 2	<p>Morning coaching lab</p> <ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant <p>Afternoon coaching lab</p> <ul style="list-style-type: none"> • Includes approximately 15 coaches • Takes place at a school • Includes a prebrief, observation, and debrief led by the consultant

PRICING SCHEDULE

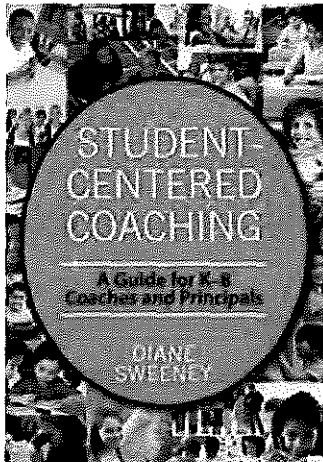
Date	Workshop / Service	Consultant	Workshop Price	Est #	Required Resources	Resources Price	Total Price
9/13/18 and 9/14/18	Session 1: Foundations for Student-Centered Coaching	Amanda Brueggeman	\$ 10,000	120	<u>Student-Centered Coaching: The Moves workshop</u>	\$0.00	\$10,000.00
10/18/18 and 10/19/18	Session 2: Digging Deeper into the Core Practices for Student-Centered Coaching	Consultant TBD	\$ 10,000	48	<u>Student-Centered Coaching: The Moves</u>	\$0.00	\$10,000.00
11/15/18 and 11/16/18	Session 3: Workshop + Fieldwork through Coaching Labs	Amanda Brueggeman	\$ 10,000	48	<u>Student-Centered Coaching: The Moves</u>	\$0.00	\$10,000.00
1/17/19 and 1/18/19	Session 4: Workshop + Fieldwork through Coaching Labs	Consultant TBD	\$ 10,000	48	<u>Student-Centered Coaching: The Moves</u>	\$0.00	\$10,000.00
TBD – July 2019	Student-Centered Coaching: Keynote with Diane Sweeney to kick off 2019-2020 school year	Diane Sweeney	\$5,500	120	n/a	\$0.00	\$5,500.00
BOOKS	Books have been purchased on a separate Purchase order.						
Estimated Shipping							
TOTAL							\$45,500.00

Please note:

- *Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.*
- *Copying and distribution of any handouts is the Client's responsibility.*
- *Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.*
- *All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.*
- *This proposal for services is intended to be a working document and is subject to change based on client needs.*

ADDITIONAL RECOMMENDED RESOURCES

The Required Resources for each workshop are noted above. Corwin also recommends the following books authored by Diane Sweeney:



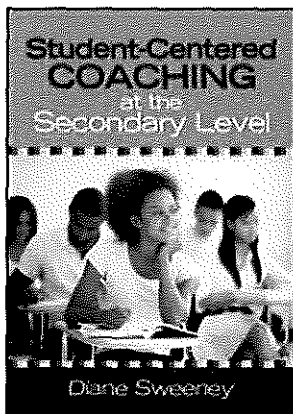
Student-Centered Coaching: A Guide for K-8 Coaches and Principals

Student-Centered Coaching is grounded in a simple but powerful premise: school-based coaching can be designed to directly impact student learning. When the focus is shifted from "fixing" teachers to collaborating with them in designing instruction that targets student achievement, coaching becomes both more respectful and results-based. The book also underscores the critical role of the principal in developing systems and structures for supporting teacher development and fostering a culture of learning. Each chapter includes:

- A model for designing and implementing student-centered coaching
- Data-driven coaching tools and techniques focused on student learning
- A framework for measuring the coaching's impact
- Specific practices for leading a student-centered coaching effort

Also included are exercises designed to promote coach and principal collaboration, giving them essential tools for enhancing student achievement.

\$38.95



Student-Centered Coaching at the Secondary Level

Written for coaches who work with secondary teachers in all content areas, *Student-Centered Coaching at the Secondary Level* offers rich case studies and practical tips and tools. Coaches and administrators get real-world specifics on

- Core practices for tackling the unique challenges of coaching across a variety of content areas at the secondary level
- Extending coaching to teams of teachers, rather than just individuals
- Using standards, such as the Common Core, to coach toward specific goals for student learning
- Embedding formative assessments into coaching conversations
- Moving past teacher resistance
- Working in tandem with principals to ensure that coaching accomplishes the goal of increased student learning

With graphic organizers, planning matrices, and other valuable resources, this step-by-step guide is your ultimate roadmap to coaching success. By focusing coaching on student learning—rather than on fixing teachers—you can make a measurable impact on student achievement.

\$34.95



Leading Student-Centered Coaching: Building Principal and Coach Partnerships

will be published in June of 2018. This book will tackle the toughest issues that are associated with integrating coaching into a school. For example, coaches trying to work around the principal, principals delegating too much to coaches, and coaches and principals working parallel rather than with each other. Each chapter addresses a different aspect of building, sustaining, and learning from the coaching effort. We also provide practical ideas and solutions that can help you to ensure that

coaching is getting results.

RECOMMENDED ONLINE COURSE

Seasoned school-based coaches know: coaching works best when teacher capacity and student achievement grow together. Student-centered coaching makes all the difference. In this interactive eCourse, you'll learn from coaches who successfully transitioned to a student-focused approach and chart a personalized action plan you can implement immediately.

Through 11 self-paced modules featuring dynamic videos and practice activities, you'll gain in-depth knowledge and upgrade your skills as a student-focused practitioner. This eCourse will enable you to:

- ✓ Craft a student-centered, standards-based action plan using seven core practices
- ✓ Explore methods for launching and scheduling effective coaching cycles that fit your situation and align with your coaching beliefs
- ✓ Align learning targets and formative assessments with coaching and student achievement goals
- ✓ Practice strategies for co-planning, co-teaching, and strengths-based feedback across coaching conversations
- ✓ Explore teacher/coach collaborations and agreements
- ✓ Gain insights into partnering with school leadership at all levels through collaborative relationship building and trust

Develop your repertoire of coaching moves for use before, during, and after a lesson to help teachers move students toward mastery of the standards!

WHY CORWIN?

Corwin is an independently owned company and was founded in 1990 as a division of SAGE Publications. Our mission is rooted on helping educators do their work better. Twenty-six years ago Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States and in Australia. **The incredibly important and vital work we do is built on an unshakable foundation of beliefs:**

- We believe that all children can learn, and that all means ALL
- We believe that educators are professionals who need opportunities for professional learning and time to collaborate with peers and experts
- We believe that education is the cornerstone of a stable, just, and thriving society

Building off of our publishing success, we have grown to be a comprehensive full-service professional learning organization of where our authors' work comes to life and has additional impact through face-to-face programs, eLearning resources, and assessment and survey tools. Corwin partners with schools, districts, associations, and departments/ministries of education to deliver training and tools that build capacity, have positive change on instructional practices, and put students at the heart of all we do.

In addition, we:

- **Take a partnership approach:**
 - ✓ Our own Team and that of our extraordinary authors will work closely with you to develop a plan that builds teacher capacity and supports deep implementation of key concepts.
 - ✓ From contract to execution, you will have one point person to work with through every step of the process.
 - ✓ We are there to support you before, during and perhaps most importantly after your work with us, so that we can assure what was learned is being implemented and that you have evidence of impact.
- **Offer quality, breadth, and depth.** We have a knack for attracting the movers and shakers in K12 education. Our 200+ consultants have the expertise and experience to cover the whole professional development spectrum...from a keynote to a 5-year comprehensive professional development plan, from a book study to modeling and observation in the classroom, with or without a blended learning experience.
- **Provide training that is evidence-based.** In addition to being backed by the latest educational research, our PD solutions include services to help you evaluate progress and determine what to prioritize for sustained improvement.

ABOUT DIANE SWEENEY



Diane Sweeney is the author of the bestselling books, *Student-Centered Coaching: The Moves* (Corwin, 2016), *Student-Centered Coaching: A Guide for K-8 Coaches and Principals* (Corwin, 2011) and *Student-Centered Coaching at the Secondary Level* (Corwin, 2013). All three books are grounded in the simple but powerful premise that coaching can be designed to more directly impact student learning. Her first book, *Learning Along the Way* (Stenhouse, 2003) shares the story of how an urban elementary school transformed itself to become a learning community.

Diane spends her time speaking and consulting for schools and educational organizations across the country. She is also an instructor for the University of Wisconsin, Madison. When she isn't working in schools, she loves to spend time outside with her family in Denver, Colorado.

WHAT'S NEXT?

It has been my pleasure working with you to bring this unique opportunity to learn to your staff.

Our next steps are as follows...let's:

- ✓ **Set up a time to review this proposal** to make sure it is exactly what you need to provide to your colleagues and the decision-makers that will be involved in the process.
- ✓ **Hold dates with the Consultant(s)**, which we should do now to assure that we can provide the work on the dates you need! We don't need to have a signed contract in order to hold dates with a Consultant.
- ✓ **Make time for an introduction to your Client Engagement Manager Dusty Leigh**, who will be working with you through the contract process and will be your day-to-day contact to make sure the day goes off without a hitch!

Please contact me at your earliest convenience.

Warm regards,

Jen Peace

Senior Account Manager

Office: 113 Andover Place, Mooresville, NC 28115

Headquarters: 2455 Teller Road, Thousand Oaks, CA 91320

Phone: 805.358.8464



Helping educators make the greatest impact.