

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

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and New Leaders, Inc. (hereinafter "New Leaders"), with its principal place of business at 101 West 23<sup>rd</sup> Street, #300, New York, NY 10011.

WITNESSETH:

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

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

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

ARTICLE I

Entire Agreement; Amendments

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

ARTICLE II

Services

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

Contractor will provide its proprietary New Leaders: Emerging Leaders program (funded by Title II and the Wallace Grant) to cohort of up to 30 certified employees with documented leadership experience and KY Administrative Certification for Principal K-12. The program components include the following services to be rendered by the Contractor

Emerging Leaders

Audience: Teacher Leaders

Our signature program for teacher leaders – Emerging Leaders – is designed for equity-focused leaders of teams. In this pathway, participants use their personal leadership skills to develop and lead a high performing team and effectively implement and monitor observation and coaching, as well as collaborative planning processes, systems, and structures to support the team in advancing instructional excellence and racial equity for all students, especially students of color.

Program Competencies include diagnosing strengths, areas of opportunity, and identify next steps in personal leadership to dismantle racial inequities and in order to support the vision of instructional excellence and racial equity

- Use systems and structures to establish high-performing teams and scale best practices across the team in order to increase outcomes for all students, especially historically marginalized student populations
- Apply the Instructional Core with an racial equity lens to alter teacher practice, align content, and increase outcomes for all students, especially historically marginalized student populations
- Use 4-Part Action Planning to diagnose, set goals, create action plans, and monitor/adjust plans in order to drive instructional excellence and racial equity.
- Create and use systems and structures to implement and utilize the coaching cycle that support equitable teacher practices, align content, and increase outcomes for all students
- Apply strategies for addressing technical challenges, adaptive challenges, and implementation dips that result from changes in practice

Delivery Timeline: See the attached scope of work from New Leaders.

### ARTICLE III Compensation

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

Contract Amount:	\$355,000
Progress Payments (if not applicable, insert N/A):	<u>Invoices to be sent October 31, 2024, December 31, 2024, March 31, 2025, and June 30, 2025</u>
Costs/Expenses (if not applicable insert N/A):	<u>NA</u>
Fund Source:	CA12053-0322-401K0 for \$187,500 AS12052-0322-022I for \$167,500



ARTICLE IV  
Term of Contract

Contractor shall begin performance of the Services on July 1, 2024 and shall complete the Services no later than June 30, 2025, unless this Contract is modified as provided in Article VIII.

ARTICLE V  
Performance of Services by Contractor

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

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

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

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

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

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

ARTICLE VI  
Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender

expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII  
Prohibition of Conflicts of Interest

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

ARTICLE VIII  
Changes

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

ARTICLE IX  
Termination for Convenience of the Board

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

ARTICLE X  
Termination for Default

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

ARTICLE XI  
Disputes

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



Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV  
Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no administrative findings of child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

ARTICLE XVI  
Confidentiality

"Confidential information" shall mean information of a confidential and proprietary nature revealed by or through a party (whether in writing, orally or by another means) to the other party in connection with this Contract, including, without limitation, (i) all forms and types of educational methods and training

materials, financial, business, scientific, technical, economic, or engineering information including patterns, plans, compilations, program devices, formulas, designs, prototypes,

methods, techniques, processes, procedures, programs or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing; (ii) information traditionally recognized as proprietary secrets; (iii) all copies of the foregoing or any analyses, studies or reports that contain, are based on, or reflect any of the foregoing; (iv) all program evaluation data obtained in accordance with Exhibit A; and (v) any information marked as confidential by a Party.

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

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of July 1,  
2024.

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

JEFFERSON COUNTY BOARD OF EDUCATION

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

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

Jean Desravines  
CONTRACTOR

DocuSigned by:  
By: Jean Desravines  
C4823335EE64482...

DocuSigned by:  
By: Laura Kadetsky  
43FA9C7D84B7...

Laura Kadetsky  
Title: Chief Administrative Office & General  
Counsel

Cabinet Member: Robert Moore \_\_\_\_\_  
(Initials)



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

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

State the date the emergency was declared by the superintendent:

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

Explain why the vendor is a single source:

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

State the type of service: Education Specialist

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

State the item(s):

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

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

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

State the item(s):

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

State the location:

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

Explain the logic:

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

State the items:

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

Faith Stroud

Print name of person making Determination

Academic Schools Division, Leadership and Professional Development

School or Department



Signature of person making Determination

6/23/2021

Date

New Leaders, Inc.

Name of Contractor (Contractor Signature Not Required)

Requisition Number

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

F-471-1

Revised 05/2011



# New Leaders Proposal for Jefferson County Public Schools

Emerging Leaders  
Championing Educational  
Excellence and Equity

February 9, 2024



Dear Jefferson County Public Schools,

A quality K-12 education can, and should, be accessible to all children in the US. At New Leaders, we know the solution to disrupting systemic inequities is to build the capacity of diverse, equity-minded school leaders who are committed to the success of every child.

When you partner with New Leaders, you join our nationwide network of exceptional teacher, school, and system-level leaders who are radically transforming their schools and communities for the better. One third of the 50 largest school districts in the country partner with us. Here's why:

<b>Strongest evidence of impact</b>	External efficacy studies on our professional learning approach and results demonstrate that <b>the leaders we develop drive quantifiable results</b> for students and schools. Leaders developed by New Leaders also stay in their roles longer.
<b>Pioneer in leadership development</b>	We were the first professional learning organization to build the capacity of school leaders. Our approach is backed by more than <b>two decades of experience</b> and extensive evidence of <b>what works to improve teaching and learning</b> .
<b>High impact coaching for leaders</b>	Our <b>individualized coaching support</b> provides expert thought partnership and actionable feedback. Leaders partner with their coaches to translate theory into practice and drive excellence in schools and across districts.
<b>Unparalleled commitment to equity</b>	The leaders we develop, 60 percent of whom identify as leaders of color, <b>remove barriers to success for underestimated and underserved students</b> . They create learning environments in which everyone thrives.
<b>Collaborative partnerships</b>	Our talented staff show up as true collaborators and uplift the strengths and agency of our partners. Our innovative programming is <b>responsive to local priorities</b> and delivered with agility, creativity, and fidelity.

The leaders we develop serve as an example of what is possible, supporting students in realizing their futures as the next generation of leaders, innovators, and advocates for our society.

We look forward to partnering with you.

Jean Desravines  
Chief Executive Officer  
[newleaders.org](http://newleaders.org)

## Table of Contents

<b>Executive Summary</b>	03
<b>Statement of Need</b>	04
<b>Proposed Services</b>	04
Proposed Services: Emerging Leaders	04
<b>Our Research and Program Design</b>	09
Our Evidence Base	09
<b>Learning and Impact</b>	10
Our Partner-Centric Philosophy	10
Evaluating Our Impact	11
Evaluation Measures	11
<b>Partner Commitments</b>	12
<b>Investment</b>	13
<b>Appendices</b>	14
Program Theory of Action	14

## Executive Summary

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

- Prepare current leaders of teams for future school- and district-level leadership opportunities;
- Develop highly effective instructional leaders who leverage data-driven instructional practices to dramatically improve student learning outcomes;
- Identify the transformative leadership actions that will empower aspiring and rising leaders to drive student achievement in their schools and across the district.

### Impact & Accountability

As New Leaders works alongside Jefferson County Public Schools to provide the Emerging Leaders Program to a cohort of teacher leaders, we will develop a Learning and Impact data report that describes metrics our partners have found most beneficial, including:

- Baseline assessment for identifying and prioritizing leadership skills focus area(s) and driving development of coaching goal and growth on leadership development continuum.
- Participant learning data and participant practice data; and
- Participant engagement and satisfaction data

During the program year, New Leaders will provide Learning and Impact data reports, demonstrating progress against key performance indicators and metrics. These reports will be discussed during partner impact meetings with senior district leaders.

### Investment

The table below describes the cost summary for Emerging Leaders. **Investment includes programming for up to 30 Teacher Leaders.**

Program Offering	Proposed Timeline	Cost
Emerging Leaders	July 2024– May 2025	\$355,000

## Statement of Need

Since 2018, New Leaders and JCPS have trained over 155 aspiring leaders in the Emerging Leaders (for teachers, teacher leaders, instructional coaches, etc. aspiring to become assistant principals) and Breakthrough Leadership (for assistant principals aspiring to become principals) programs. Over the course of the partnership, there has been a 98% completion rate, and almost 50 program alumni have progressed to the next level of leadership in their education career. More than 30 past participants are current JCPS principals, and more than 95% of alum are still employed by the district. In support of JCPS' leadership development team, we propose to continue work with teacher leaders via the Emerging Leaders Program, with an added emphasis on preparing participants to become assistant principals.

## Proposed Services

### Emerging Leaders

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



## Topical Scope and Sequence

<b>Orientation (Synchronous or Asynchronous)</b>	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• Overview of Program and Supports</li> <li>• Participant Responsibilities</li> </ul>
<b>Coaching Conversation 1: Introductory Meeting (up to 90 mins)</b>	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• Develop coach/coachee relationships</li> <li>• Wellness check</li> <li>• Coaching process overview</li> <li>• Setting the stage for launch</li> </ul>
<b>Workshop 1: The Power of Personal Leadership to Advance Equity and Excellence</b>	
<b>Overview:</b> Tap into the power of personal leadership skills and build a school culture in which all students and adults excel.	
	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• Personal Leadership</li> <li>• Facilitating necessary conversations</li> <li>• Leadership actions that advance equity</li> </ul>
<b>Workshop 2: Four Characteristics of a High-Performing Team</b>	
<b>Overview:</b> Develop leadership practices and skills that cultivate effective teams who champion instructional excellence and equity.	
	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• Establishing trust and collaboration</li> <li>• Shared leadership</li> <li>• Actions that support a high-performing team</li> </ul>
<b>Workshop 3a: Making High-Quality ELA Instruction Accessible to All Students</b>	
<b>Overview:</b> Drive student achievement by redefining what high-quality, equitable instruction looks like in ELA classrooms.	
	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• The Instructional Core</li> <li>• Culturally relevant curriculum</li> <li>• Task analysis</li> <li>• Assessing the quality of instruction</li> </ul>
<b>Workshop 3b: Making High-Quality Math Instruction Accessible to All Students</b>	
<b>Overview:</b> Drive student achievement by redefining what high-quality, equitable instruction looks like in Math classrooms.	
	<b>Session Topics</b> <ul style="list-style-type: none"> <li>• The Instructional Core</li> <li>• Culturally relevant curriculum</li> <li>• Task analysis</li> <li>• Assessing the quality of instruction</li> </ul>
<b>Workshop 4a: How to Lead Inclusive Collaborative Lesson Planning in ELA</b>	

**Overview:** Learn how to establish and lead collaborative planning sessions with your teacher teams and scale best practices in ELA instruction.

**Session Topics**

- The Instructional Core
- Targeted instruction
- Collaborative planning for high quality instruction

**Coaching Conversation 2 (1 hour)**

**Workshop 4b: How to Lead Inclusive Collaborative Lesson Planning in Math**

**Overview:** Learn how to establish and lead collaborative planning sessions with your teacher teams and scale best practices in Math instruction.

**Team Practices 1 and Coaching Practices 1**

**Session Topics**

- The Instructional Core
- Targeted instruction
- Collaborative planning for high quality instruction

**Coaching Conversation 3 (1 hour)**

**Workshop 5: Best Practices for Using Student Work to Drive Instructional Shifts**

**Overview:** Learn how to lead data meetings around student work and make decisions shift adult practice and correct instruction towards student learning

**Session Topics**

- Assessing the quality of instruction
- Analyze student work and data
- Diagnose, prioritize, and action plan

**Coaching Conversation 4 (1 hour)**

**Learning Meeting 1 (Coaching Goal)**

**Workshop 6: Best Practices for Using Assessment Data to Drive Instructional Shifts**

**Overview:** Learn how to lead data meetings around interim data analysis to support alignment of high-impact instructional strategies to student learning needs

**Session Topics**

- Diagnose, prioritize, and action plan
- Analyze data and shifting adult practice (corrective instruction)

**Team Practices 2**

**Coaching Conversation 5 (1 hour)**

**Workshop 7: How to Coach Teachers and Improve Learning Outcomes**

**Overview:** Establish equitable systems and structures to effectively coach teachers and deepen their capacity to advance student achievement.

**Session Topics**

- Shifting mindsets
- Coaching cycles
- Observation and coaching for equity

**Coaching Conversation 6  
(90 mins: Checking in on progress or feedback on Team Practices 2)**

**Workshop 8: Instructional Coaching: The Art of a Coaching Conversation**

**Overview:** Uncover the art of the coaching conversation and how to drive shifts in teacher practice that yield more equitable student learning outcomes

**Session Topics**

- Instructional Coaching Protocol
- Instructional Coaching Conversations

**Coaching Practices 2**

**Coaching Conversation 7 (1 hour)**

**Workshop 9: Enhancing Your Coaching for Instructional Excellence and Equity**

**Overview:** Learn how to craft effective feedback and facilitate high-quality coaching conversations

**Session Topics**

- Use low-inference notes to craft effective feedback
- Create your Coaching Plan
- Role Play for upcoming Coaching Conversation

**Learning Meeting 2 (Progress to Coaching Goal)**

### Sample Implementation Calendar at a Glance, 2024 – 2025

Component	Location	Total Sessions	Session Length	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Program Orientation	Virtual	1	Up to 30 min	●											
Workshops	Onsite	11	4 hours		●● ●●	●		●	●		●	●	●	●	
Reflective Learning Exercises	Onsite	4	Up to 2 hours			●●					●			●	
Learning Meetings	Onsite	2	Up to 90 min					●							●
One-on-One Coaching	Onsite	—	9 hours 90 min	● 90 min		●	●	●	●		● 90 min	●			



## Our Research and Program Design

### Our Evidence Base

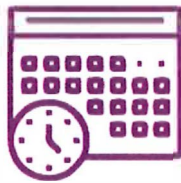
**We lead the field with evidence of impact.**

Our leaders drive quantifiable outcomes in learning, teaching, and equity and get results where it matters most: in schools, for students. According to the RAND Corporation, **New Leaders has the strongest evidence base of any education leadership program in the country.**

Multiple independent evaluations have proven that in schools led by a New Leaders principal:



**Students perform better in reading and math**



**Students gain additional months of learning**



**Students have better attendance rates**



**And principals themselves stay in their roles longer**

**We drive sustainable results.**

Because the leaders we develop stay in their roles longer, they attract and retain high-quality teachers. This helps ensure that school improvement gains endure, long after our partnership.

Research shows that a strong, equity-minded school leader accounts for about 25% of a school's impact on student learning. Research also shows that there are better school and student outcomes, especially for teachers and children of color, when a principal of color is at the helm.

**We know effective leadership.**

Our work is rooted in five evidence-based leadership domains proven to drive school improvement and accelerate student success. These domains, as outlined in our Transformational Leadership Framework™, identify highly effective leadership actions and guide our approach to professional learning.



**New Leaders Transformational Leadership Framework™**



# Learning and Impact

## Our Partner-Centric Philosophy

As a learning organization, New Leaders leans into several partnership principles with the systems that we work with to ensure that we are customizing our approach to the local context and needs of the system and remaining open and agile to adapt our approach as needed based on feedback, observations, and data.

### New Leaders Partner-Centric Philosophy



A brief overview of the principles that underlie our unique, partner-centric approach to professional learning can be found below.

- **Detailed Needs Assessment.** During our initial conversations with a partner, New Leaders seeks to deeply understand the outcome the partner is seeking. From there, we develop a customized intervention designed to produce the desired behavior changes.
- **Dedicated Implementation Team.** Our dedicated team, all former school and district leaders, spends a significant amount of time understanding district priorities and needs. That way, they are well-prepared to engage their audiences.
- **Build Strong Relationships.** We build relationships with program participants such that they feel equal like equal partners with our implementation team. In doing so, we establish the trust required to drive professional learning.
- **Relentless Focus on Coaching.** We are committed to providing support when leaders need it most. Our coaches have both classroom and school leadership experience and are passionate about enabling leaders to create environments where all students thrive.
- **Data-Driven Decision Making.** We realize that reflection is an integral component of professional learning. We regularly collect and assess data to monitor and adjust our work as needed.
- **Lead with Collaboration.** We believe that professional learning should enable authentic dialogue, at all levels. To that end, New Leaders meets with the senior leaders of our partner organizations, providing an opportunity to share learnings and feedback and create alignment.

## Evaluating Our Impact

As New Leaders works alongside Jefferson County Public Schools to provide coaching and workshops to a cohort of teacher leaders, we expect to see changes in leadership practices that can improve teaching and learning outcomes.

We know from experience that transformational change takes time; therefore, when looking to understand impact—either growth of a leader’s practice or improvement of student performance on standardized assessment measure—it is essential to consider the right cadence, methods and expectations that account for local context. To that end we develop learning and impact data reports that describe metrics our partners have found most beneficial, including:

- Baseline assessment for identifying and prioritizing leadership skills focus area(s) and driving development of coaching goal and growth on leadership development continuum.
- Participant learning data and participant practice data; and
- Participant engagement and satisfaction data.

New Leaders will provide Learning and Impact data reports, demonstrating progress against key performance indicators and metrics. These reports will be discussed during partner impact meetings with senior district leaders. Key performance indicators and evaluation metrics include:

### Evaluation Measures

#### Participant Engagement and Satisfaction

- Programming is recommended
- Coaching hours completed

#### Participant Learning

- Knowledge and skills have been acquired or enhanced
- Confidence in core leadership actions has improved

#### Participant Change in Practice

- Participants report and demonstrate that participation has resulted in:
  - Shifts in mindsets that improve practice
  - Increase in positive impact on instruction
  - Planning and leadership actions aligned with priority areas
  - Development of structures that actively drive toward success for every student
  - Immediate application of new skills
  - Achievement of coaching goal

## Partner Commitments

To facilitate our work together, New Leaders requests that Jefferson County Public Schools commit to supporting program participants and the overall program delivery in five key ways.

### Participant Selection

Solicit interest and nominations from leaders across the district that are eligible to participate in the programming, as well as encourage full participation, including participant accountability toward goal setting and action items identified in coaching sessions.

### Scheduling

Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to the launch of services, including participant availability to participate in one-on-one coaching sessions.

### Logistics

Coordinate logistics for all in-person sessions, including the meeting space, technology, catering, and/or other set-up needs.

### Access to Data

Make certain participant and district data available to New Leaders for programmatic purposes as well as to support the impact and evaluation of the programs.

### Check-Ins

Plan for district leadership to make themselves available to engage in monthly check-ins and a formal Partner Impact meeting over the course of the program year to ensure overall district satisfaction.

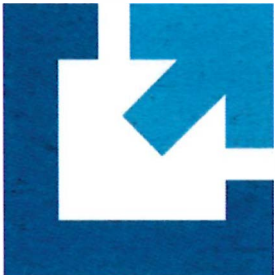
# Investment

## Investment

The table below provides the cost summary for Emerging Leaders. **Investment includes programming for up to 30 Teacher Leaders.**

Program Offering	Proposed Timeline	Cost
Emerging Leaders	July 2024 – May 2025	\$355,000

At New Leaders, we believe education leaders, in partnership with the communities they serve, have an unparalleled impact on the academic success and well-being of their students. Thank you for the opportunity to serve your school leaders and their communities.



LEADERSHIP CHANGES EVERYTHING

# Appendices

## Program Theory of Action

### We envision a world where...

All schools and students—especially students of color and students from communities with lower incomes—experience educational equity and excellence

### To reach our vision, schools and systems will have ...



more education leaders at all levels who reflect the cultural and racial identities of the communities they serve



more education leaders who lead schools that center student learning and partner with communities



more education leaders who sustain longer in their leadership and commitment to educational excellence and equity

### Within their schools and systems, our leaders will ...

shift their practices, drive excellent and equitable outcomes, and feel supported and motivated



become representative models of success for others



influence systems to enable equity-focused distributive leadership, and structures for sustainability

### Our work will enable our leaders to ...



gain access to and leverage resources



build capacity, connection, and community



develop their knowledge, skills, and mindsets



see representative models of success

### Our programs prioritize ...



high-quality, equity-focused professional learning



leadership development



networking



capacity-building experiences



diverse and representative pipeline of leaders