

Attachment A

Scope of Services

Contractor shall provide the following services to the District. If any services, functions or responsibilities not specifically described in this Agreement are necessary for the proper performance and provision of the Services, they shall be deemed to be implied by and included within the scope of the Services to the same extent and in the same manner as if specifically described in this Agreement. Contractor shall be responsible for providing personnel and other resources as necessary to provide the Services. Contractor represents that it has all intellectual property rights necessary to enter into and perform its obligations in the Agreement. If Contractor uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties or costs arising from the use of such design, device or materials in any way involved in the work.

The District employees participating in this program shall register and maintain a record of each employee's participation/attendance through the Electronic Registrar Online system. The schedule for the sessions provided by Contractor is as follows (with the "TBD" dates and locations to be mutually determined by the parties):

**Duval County Public Schools
UF Lastinger Certified Instructional Leadership Coaching Program
Scope of Work for 2015-2016 cohort of Assistant Principals**

The UF Certified Instructional Leadership Coach Program has been designed as an intentional and powerful strategy to build the capacity of school systems to continuously improve the quality of teaching and learning. Certified Instructional Leadership Coaches are a foundational building block of a school system's strategy to assess the quality of instruction and provide actionable feedback that improves teacher effectiveness. UF's goal is to work closely with the school system for two to three years to develop a strong cadre of certified instructional leadership coaches that have deep expertise and substantial success in advancing teaching and learning outcomes.

Three-Day Intensive Summer Institute:

The 125 APs will be divided between 2 weeks in the summer (TBD). They will attend three consecutive days within their week. The district will configure the groups for the institute with the intention of keeping these groups together throughout the follow-up sessions. This institute will require 2 rooms of approximately 25-30 APs and 4 UF facilitators per week.

There has been discussion of incorporating DCPS principals that received their certification during the 2014-2015 school year. 1-2 certified principals per group would co-facilitate with the UF facilitators (total of 4-8 certified principals). We defer to the district on the logistics of incorporating these principals (time, stipend, selection).

Participants will engage in a three-day intensive institute in the summer to build background knowledge around instructional leadership, highly effective professional development, building communities of practice, job embedded professional development structures, coaching research, the Danielson framework, and an introduction to the UF Lastinger Coaching Model. By the end of the

institute we anticipate that each participant will:

- Understand principles of adult learning and the job-embedded professional development needed to support adult learning.
- Understand a comprehensive framework for effective teaching that synthesizes elements from multiple observation systems and provides instructional strategies to improve teacher practice
- Learn fundamentals of instructional leadership that support collaborative learning, including:
 - Learn how to structure and lead collaborative learning communities.
 - Utilize observation and feedback cycles to improve teachers' practice.
 - Create a learning culture that has high expectations with scaffolded supports.
 - Develop skills to facilitate job-embedded professional development.
 - Practice strategies for engaging in reflective discourse based on ideas contained in different kinds of "texts."
 - Develop a clear sense of the role of facilitator in engaging colleagues in collaborative conversations about practice.
 - Utilize resources provided, related to instructional domains and the implementation of the new standards, to plan professional development for teachers

2015-2016 Follow-Up Sessions

Participants will engage in four follow-up sessions throughout the school year. The first two sessions will be full day follow-ups (9:00a.m.-3:00p.m.) and the second two follow-up sessions will be half-day sessions with cohorts meeting from 9:00 a.m.-12:00 p.m. and 1:00 p.m.- 3:00p.m. in a location designated by the Lastinger team. These follow-up sessions will allow participants to engage in an instructional leadership learning community where they will try new strategies, reflect on their practice, receive feedback from both their peers and facilitators and begin to master the art of instructional leadership with an intense focus on professional development and coaching.

September, 2015 (TBD) (Full Day):

- Assess skills related to conducting professional development sessions based on data
- Evaluate and refine agenda developed for a professional learning experience designed by the participants utilizing the Lastinger professional development rubric
- Plan sustained professional development based on teacher/school needs
- Introduce Lastinger coaching cycle as a form of job embedded professional development
- Assess skills related to conducting professional development sessions based on data:
 - Participants will submit a professional development agenda they created for their faculty along with faculty reflections from the PD experience
 - UF Lastinger Coaching team will review agendas and reflections and provide feedback as needed
 - Participants will resubmit their agenda if not approved by the UF coaching team
- Introduce and practice interview/observation/development of data display/ identification of topic for conversation

October, 2015 (TBD) (Full Day):

- Evaluate and refine skills for creating a data display
- Introduce and practice conducting a coaching conversation using the UF Lastinger coaching rubric
- Develop knowledge related to effective instruction and resources available to connect the coaching process to professional development

- Re-examine the instructional framework and develop strategies for using it to improve instructional practice of teachers

November/December, 2015 (TBD) (Half Day)

- Evaluate and refine skills for the coaching cycle using the UF Lastinger coaching rubric
- Identify areas of the instructional leadership coaching process for improvement or additional work
- Targeted discussion of instructional strategies that scaffold higher order thinking and student success – helping more experienced or successful teachers improve

January/February, 2016 (TBD) (Half Day):

- Peer evaluation of instructional leadership materials to be submitted for certification (The goal here is to provide feedback to improve the quality and comprehensibility of submitted materials)

March/April, 2016 (TBD):

- Participants will submit certification videos
- UF Lastinger Coaching team will review videos and provide feedback as needed
- Participants will resubmit videos if they are not approved by the coaching team

May, 2016 (TBD):

- Learning Showcase:
 - Administrators will reflect on their learning and growth
 - Administrators will present their learning and knowledge to others in the district
 - Administrators will celebrate their work
 - Receive UF Certified Instructional Leadership Coaching certificates