

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 Duval MSP Grant Scope of Work for 2015-2016

The UF STEM 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 in the STEM areas. In this program UF Lastinger will provide the following (detail follow below):

- STEM Instructional Leadership Institute
- Content Clinics for Teachers at Participating Schools
- STEM Showcase (Consultation)
- Summer Intensive Interdisciplinary Institute

Certified STEM 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. The UF STEM coaches will support the teachers from 18 Duval elementary schools. The selected 18 schools will each send 4-5 teachers to participate in 6 UF content clinics and a 4-Day summer institute in order to increase pedagogical strategies in the STEM areas. UF professors will lead the content clinics. The UF Lastinger Center will also partner with DCPS to support the participating teachers in lesson study as well as a culminating Showcase where all participants will share their learning.

Three-Day Intensive Instructional Leadership Institute:

The 18 Assistant Principals, 16 District Specialists and 5 Directors will participate in a three-day Fall Institute (TBD). They will be divided into two cohorts and attend three consecutive days at the end of September or beginning of October. The district will provide the training space for the institute and follow-ups.

Participants will engage in a three-day intensive institute to build background knowledge around instructional coaching, 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 STEM 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 Instructional Leadership Follow-Up Sessions & STEM Content Clinics

Instructional Leadership participants will engage in five full-day follow-up sessions throughout the school year and the showcase in May. The instructional leadership participants will attend STEM content clinics (with participating teachers) in the morning and coaching follow-up in the afternoon. The participants will attend the STEM content clinics to understand the content presented to teachers and how to best support the implementation of new knowledge. The coaching follow-up sessions will allow participants to engage in a 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 coaching with an intense focus on professional development and coaching in the STEM areas.

The participating teachers will attend 6 STEM content clinics throughout the year and a four-day summer institute. The content clinics will be full-day and led by UF STEM instructors. The content clinics will consist of half-day STEM content session and half-day session focused on implementing STEM content through lesson study and/or project based learning. The content clinics are designed to increase teacher content knowledge in the Florida Standards for Mathematics and the Next Generation Sunshine State Standards for Science. Professors will determine the content presented based on the standards as well as teacher needs.

October 2015 (TBD):

Instructional Leadership

- 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

STEM Content Clinic 1

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

November/December 2015 (TBD):

Instructional Leadership

- 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

STEM Content Clinic 2

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

January 2016 (TBD)

Instructional Leadership

- 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

Content Clinic 3

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

February 2016 (TBD)

Instructional Leadership

- 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)

Content Clinic 4

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

March 2016 (TBD):

Instructional Leadership

- 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

Content Clinic 5

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

April/May 2016 (TBD):

Content Clinic 6

- Participants will enhance content knowledge, teaching strategies and conduct scientific inquiry.
- Participants will engage in lesson study and/or project-based learning based on the standards they cover in the content clinic.

Learning Showcase:

***The UF Lastinger Center will consult with Duval Schools to help them design and implement a STEM Showcase**

- All participants will reflect on their learning and growth
- All participants will present their learning and knowledge to others in the district
- All participants will celebrate their work
- Receive UF STEM certificates

Summer Four-Day Intensive Interdisciplinary STEM Institute

June 2016 (TBD)

Participating teachers will attend a four-day summer institute where they will continue

to learn STEM pedagogical strategies, develop a deeper understanding of project-based learning, collaborate and reflect on their learning, develop an action plan to transform their classrooms into model STEM classrooms, and mentor other STEM teachers.