

**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 Year 3 Assistant**  
**Principals (2016-2017)**

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 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 100 APs will be divided between 2 weeks in the summer (July 6-8 and July 11-13). 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 AP's and 4 UF facilitators per week, and the location will be provided by the UF Lastinger Center as part of the contract.

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, and job embedded professional development structures. The goals for these three days are for participants to:

- Understand principles of adult learning and the job-embedded professional development needed to support adult learning.
- Learn the keys for designing and leading effective job-embedded professional development.
- Understand a comprehensive framework for effective teaching that

- Instructional strategies to improve teacher practice.
- Plan sustained professional development based on teacher/school needs.
- Learn fundamentals of instructional leadership that support collaborative learning, including:
  - Learn how to structure and lead collaborative learning communities.
  - 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.

### **Year Three Follow-Up Sessions**

- Participants will engage in a two-day follow-up session in the fall (9:00-3:00). These two days will be focused on coaching as an intensive form of job-embedded professional development. There will be three half-day coaching symposium sessions throughout the remainder of the school year. During the half-day sessions, cohorts meet from 9:00 a.m.-12:00 p.m. and 1:00 p.m. - 3:00p.m. at 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 (2 Full Days):**

- Introduce Lastinger coaching cycle as a form of job-embedded professional development.
- Explore instructional frameworks used across the state and country and perceptions of effective teaching.
- Investigate approaches to collaborative peer coaching.
- Utilize observation and feedback cycles to improve teachers' practice.
- 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.
- Introduce and practice interview/observation/development of data display/ identification of topic for conversation.

### **October (Half Day):**

- Reflect on and provide peer feedback on the coaching interview.
- Evaluate and refine skills for creating a data display.
- 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.