

**APPROVE ENTERING INTO AN AGREEMENT WITH THE UNIVERSITY OF CALIFORNIA, SANTA CRUZ NEW TEACHER CENTER FOR CONSULTING SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Approve entering into an agreement with the University of California, Santa Cruz New Teacher Center (NTC) to provide consulting services to Chicago Public Schools at a cost not to exceed \$120,000. Consultant was selected on a non-competitive basis due to their expertise in providing coach training and their prior experience providing such training to the Chicago Public Schools. A written agreement for Consultant's services is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

**VENDOR:**

1)  
New Teacher Center  
725 Front St., Ste 400  
Santa Cruz, Ca 95060  
Jane Niswonger  
831-459-4323

Vendor # 50025

**USER:**

Office of Human Resources  
125 S Clark St - 2nd Floor  
Chicago, IL 60603  
Alan Anderson  
773-553-5630

**TERM:**

The term of this agreement shall commence on September 1, 2009 and shall end December 1, 2009. This agreement shall have two options to renew for period 12 months each.

**EARLY TERMINATION RIGHT:**

The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:**

Consultant will provide services for three programs:

Program One - Intensive Induction Support: Consultant will provide coach training, build capacity and on-going support to in-school instruction and induction coaches, beginning teachers and principals in Areas 7, 8, 13, 14, 15, 17 and other schools/areas as identified by need. Training will take place during the summer of 2009 and during the 2009-2010 school year, and will include training sessions on Instructional Mentoring, Coaching and Observation Strategies, Lesson Planning, Analysis and Student Work, and other modules to be mutually agreed upon. In areas identified, the NTC will provide intensive literacy support to beginning teachers coaches and principals.

Program Two - Site-Based Mentor Support Balanced Learning Induction Model: Consultant will provide a balanced learning induction model that incorporates technology tools and processes for CPS schools not

supported by the current NTC full-release coaching model during the 2009-2010 school year.

Consultant will provide: (1) mentor training on NTC tools and protocols; (2) mentor training on protocols using technology to support beginning teachers; and (3) support to the principals of the schools with the balanced learning induction model. Mentor and principal training will take place over the summer and the school year, and will include training sessions on Instructional Mentoring, Setting Professional Goals, Coaching and Observation and Analyzing Student Work (for the mentors) and the Role of the Principal in Supporting New Teacher Effectiveness and Improving Student Achievement through Teacher Observation and Feedback (for principals). Consultant will provide mentors and principals with training materials and will provide ongoing consultation and follow-up to CPS on the mentor and principal training.

Program Three - Summer Beginning Teachers Academy 2009: Consultant will provide two-day training and one day of on-site support to beginning teachers in CPS as part of the Summer New Teacher Academy 2009. Consultant will provide: (1) Consultation from the NTC leadership staff to CPS for planning, implementing, evaluating, scaling, and communicating for the Summer New Teacher Academy 2009; (2) Provide customized training and facilitator materials; (3) New teacher training that will take place over the summer and will provide support to teachers; and (4) Administrative support for CPS to track, schedule and plan the work around this training and support.

**DELIVERABLES: Program One - Intensive Induction Support**

Deliver summer professional development for in-school coaches and induction coaches to train them to support beginning teachers and to use the NTC's Formative Assessment System.

Deliver summer professional development for beginning teachers on using the Illinois Professional Teaching Standards to plan for the start of the school year.

Deliver professional development to train principals on building administrative leadership around induction and literacy and mathematics coaching.

Deliver monthly working meetings and seminars between coaches and beginning teachers.

Provide access to NTC's collaborative online learning community.

Customize, reproduce and deliver training materials and coaching tools to participants.

Consult with CPS to develop ongoing coach professional development.

Deliver NTC's intensive support model which includes: induction for 700 new teachers, support for school leaders and literacy wrap-around services.

Deliver administrative and programmatic support of the development, implementation and evaluation of the NTC induction and coaching work across schools, Areas and central office departments.

**Program Two- Site-Based Mentor Support**

Customize, reproduce and deliver training materials and mentoring tools to new teacher mentors and principals.

Consult with CPS around ongoing coach professional development.

Deliver professional development for induction coaches to implement protocols using technology to support beginning teachers.

Specific technology tools and processes include webcams to support virtual observations, synchronous web-based coaching conversations, electronic versions of NTC FAS tools and online mentoring and facilitation training.

Provide ongoing coach professional development through a facilitated, structured online community of practice.

Provide beginning teacher professional development and support through a facilitated, structured online community of practice aligned with the Illinois Professional Teaching Standards.

Deliver professional development for site administrators including the Role of the Principal in Supporting New Teacher Effectiveness, Improving Student Achievement through Teacher Observation and Feedback.

Deliver administrative and programmatic support of the development, implementation and evaluation of the NTC induction and coaching work across schools, Areas and central office departments.

**Program Three - Summer Beginning Teachers Academy 2009**

Consultation from NTC leadership staff to CPS in planning, implementation, evaluating, scaling, communicating Summer Beginning Teacher Academy 2009.

Customization of ten (10) existing facilitator guides, handouts and materials in response to districts need for intensive training for beginning teachers.

Customize, reproduce and deliver professional materials for trainers and the training events. Facilitate 27 sessions, two (2) days of content, one (1) day of on-site support of intensive training for up to 1000 beginning teachers.

Provide administrative support for rostering, communicating, database management, scheduling, planning and documentation of Summer New Teacher Academy 2009 work.

**OUTCOMES:**

Consultant's services will result in:

Program One - Intensive Induction Support: (1) common training for in-school instructional coaches and induction coaches in Areas 7, 8, 13, 14,15,17 and other schools/areas based on need; (2) improved quality of interaction between coaches and teachers as indicated by surveys of teachers and principals; (3) improved knowledge and use of coaching strategies for coaches as indicated by surveys of coaches; and (4) improved retention of beginning teachers within CPS; 5) increased student achievement on standardized assessments in schools that fully implement coaching strategies developed through the training. (6) intensive support (professional development, study groups, data analysis and online support) for 700 beginning teachers and their coaches of literacy, math and induction, and; (7) increased capacity and skills of NTC/CPS induction and literacy coaches (by focusing on classroom climate, analysis of student work, using student assessment data and lesson plans).

Program Two - Site-Based Mentor Support: Balanced Learning Induction Model: (1) common training for balanced learning model coaches of beginning teachers that incorporates technology tools and processes; (2) improved quality of interaction between mentors, principals and beginning teachers; (3) improved retention of beginning teachers within the Chicago Public Schools; (4) improved knowledge and use of mentoring strategies for beginning teachers in high need areas; 5) improved student achievement in schools that fully implement the mentoring strategies developed through these trainings; and (6) intensive support (professional development, study groups, data analysis and online support) for beginning teachers.

Program Three - Summer Beginning Teachers Academy 2009(1) summer training and on-site support for up to 1000 beginning teachers; (2) improved readiness and support of beginning teachers within CPS; (3) improved retention of beginning teachers within CPS; and (4) improved student achievement in schools that fully implement the mentoring strategies developed through this summer training.

**COMPENSATION:**

Consultant shall be paid for the provided services and deliverables as specified in the agreement. The

total sum is not to exceed the amount of \$120,000.

**REIMBURSABLE EXPENSES:**

None.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief Human Resources Officer to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:**

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, contract goal provisions do not apply to Universities.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Charge to the Department of Human Resources: \$120,000

Source of Funds: ISBE

11010-324-54125-221311-399951-2009

\$120,000.00

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**Approved for Consideration:**

  
**Opal L. Walls**  
**Chief Purchasing Officer**

**Approved:**

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**Ron Huberman**  
**Chief Executive Officer**

Within Appropriation:

  
PEDRO MARTINEZ  
Chief Financial Officer

Approved as to legal form:

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**Patrick J. Rocks**  
**General Counsel**