

**APPROVE ENTERING INTO AN AGREEMENT WITH DEPAUL UNIVERSITY FOR  
PROFESSIONAL DEVELOPMENT SERVICES**

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

Approve entering into an agreement with DePaul University for 21<sup>st</sup> Century Learning Professional Development support at a cost not to exceed \$105,000.00. DePaul University was selected on a non-competitive basis because they are the sole provider of the PD content which is based on the research of Dr. Nichole Pinkard. A written agreement is currently being negotiated. No services shall be provided by DePaul University and no payment shall be made to DePaul University 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:** DePaul University  
25 E. Jackson St.  
Chicago, IL 60604  
Contact: Dr. Nichole Pinkard  
Telephone No.: (210) 490-9188  
Vendor No.: 37159

**USER:** Chief Administrative Office  
125 S. Clark St., 5<sup>th</sup> floor  
Chicago, Illinois 60603  
Contact: Robert W. Runcie, Chief Administrative Officer  
Telephone No.: (773) 553-1500

Information & Technology Services  
125 S. Clark St., 3<sup>rd</sup> floor  
Chicago, Illinois 60603  
Contact: Arshele Stevens, Chief Information Officer  
Telephone No.: (773) 553-1300

**TERM:** The term of this agreement shall commence upon execution and shall end one year thereafter, with three options to renew for a period of one year each.

**EARLY TERMINATION RIGHT:** The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:** DePaul University will provide a 21<sup>st</sup> Century Online Learning Professional development program for approximately 25 CPS sixth grade math teachers that consists of the following components: 1) an initial 30 hours of face-to-face, in-depth professional development prior to the start of the FY11 school year; 2) on-going online instruction and delivery of content using the CPS 21<sup>st</sup> Century Online Learning content delivery / learning management system throughout the school year that requires one to two hours per week of review and participation from teachers; and 3) a program facilitator who will perform monthly classroom visits to observe teachers and provide face-to-face coaching and support.

The first component of the professional development program is an in-depth introduction to the concepts of teaching in a 21<sup>st</sup> Century Learning environment that will be offered to teachers prior to the start of the school year in which they begin to work in the new model. The duration of the in-depth, face-to-face stage of professional development will be 6 hours per day for 5 days, and will provide teachers with an active and supportive learning environment that models the classroom they are expected to lead. As new concepts are introduced, the participating teachers will have opportunities to develop their expertise through case study analysis, simulations, practice, and application of skills; face-to-face and online collaboration with other participants and facilitators; opportunities for reflection; and creation of digital resources and artifacts that can be shared with other participants or maintained as references for future

use. The professional development program will be designed to provide participating teachers with ongoing, constructive support and feedback from the program facilitator and peers.

Teachers participating in the 21<sup>st</sup> Century Learning professional development program administered by DePaul University will also receive ongoing instruction during the school year that requires approximately one to two hours of review per week using the CPS 21<sup>st</sup> Century Learning online content delivery / learning management system. Teachers will be allowed to work at their own pace to further explore the concepts introduced during the 30 hour in-depth professional development session. They will also be provided with opportunities to collaborate and seek or provide advice with peers and program facilitators, and record and share reflections. The ongoing online professional development will allow teachers to learn in an environment and use online tools similar to their students; teachers will have the opportunity to align, reconcile, and individualize the relationship between the concepts and skills they are learning and developing in the program with their actual practice and experiences with their own students in their own classrooms.

Additionally, the online professional development facilitator will visit the classroom of participating teachers once per month to observe the adoption of the 21<sup>st</sup> Century Learning teaching practices and provide face-to-face, non-evaluative feedback.

The formal professional development program will conclude at the end of the school year in June, 2011. Teachers that participate in 90% of the in-depth face-to-face professional development, and achieve an 85% participation rate in the ongoing online content (determined by the online professional development facilitator) will earn continuing professional development units (CPDU) granted by DePaul University upon completion.

**DELIVERABLES:** DePaul University will train approximately 25 CPS sixth grade math teachers participating in the 21<sup>st</sup> Century Learning Phase 1 pilot. The professional development program will include a 30 hour in-depth, face-to-face component and an ongoing online instruction and collaboration aspect that teachers will use to learn and interact with program facilitators and other participating teachers throughout the duration of the school year.

**OUTCOMES:** Teachers that participate in the professional development program created by Dr. Nichole Pinkard and administered by DePaul University will develop the skills listed below:

- Effective integration and time management of project-based learning opportunities which may include creation and critiquing of digital media into curriculum to engage students and provide opportunities to apply /self-direct learning.
- Incorporation of social networking (discussion threads, chats, email) and Web 2.0 skills into lessons, activities, and assignments
- Use of available student and class level data and creation of meaningful reports which provide instructional insights and inform daily teaching strategies.
- Identification and use of online and offline resources to differentiate and individualize student instruction
- Coaching / encouragement of student exploration and the development of student ownership of knowledge and learning process
- Development of a repertoire of strategies to help students progress through course content at an individualized yet appropriate pace
- Other effective teaching strategies that help teachers leverage 21<sup>st</sup> Century Learning tools to provide students with a challenging and engaging educational experience.

**COMPENSATION:** DePaul University shall be paid on the terms set forth in the agreement, at a cost not-to-exceed \$105,000.00.

**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

Administrative Officer to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:** Pursuant to the Remedial Program for Minority and women owned Business Enterprises Participation in Goods and Services contracts, M/WBE provisions of the program do not apply to transaction where the vendor providing services operates as a governmental entity.

**LSC REVIEW:** Local School Council approval is not applicable to this report.

**FINANCIAL:** Charge to Information & Technology Services: \$105,000.00 FY10  
Budget Classification: 12510-354-54105-221206-497140-2010

**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.

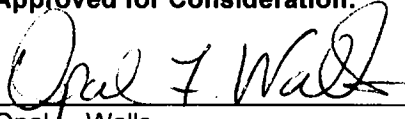
Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their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

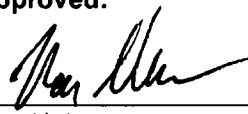
Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**Approved for Consideration:**



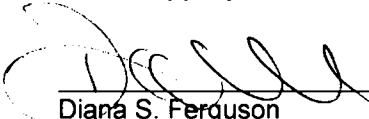
Opal L. Walls  
Chief Purchasing Officer

**Approved:**



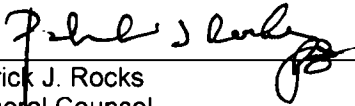
Ron Huberman  
Chief Executive Officer

**Within Appropriation:**



Diana S. Ferguson  
Chief Financial Officer

**Approved as to Legal Form: *DJR***



Patrick J. Rocks  
General Counsel