

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH THE NEW TEACHER CENTER FOR NEW PRINCIPAL AND TEACHER INDUCTION AND SUPPORT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the agreement with the New Teacher Center (NTC) to provide induction and support services to the Office of Human Capital for new CPS principals and teachers at a total cost for the option period not to exceed \$3,100,000. A written document exercising this option is currently being negotiated. No payment shall be made to Consultant during the option period prior to the execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Consultant has leadership development and induction expertise that is aligned with the District's theory of action and strategic goals. Since 2001, NTC has provided training and coaching for more than 8000 school leaders across the country in 19 states and Canada. The partnership between NTC and CPS began in 2006 when they received ISBE grant funds for new teacher induction.

CONSULTANT:

- 1) Vendor # 97832
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USER:

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ORIGINAL AGREEMENT:

The original agreement (authorized by Board Report 10-1027-PR19) in the amount of \$1,500,000 is for a term commencing November 30, 2010 and ending June 30, 2011, with the Board having 3 options to renew for one year terms. The original agreement was awarded on a non-competitive basis and was approved by the Non-Competitive Procurement Review Committee.

OPTION PERIOD:

The term of this agreement is being extended for one year commencing July 1, 2011 and ending June 30, 2012.

OPTION PERIODS REMAINING:

There are two option periods for one year each remaining.

SCOPE OF SERVICES:

Consultant will continue to manage a new principal and a new teacher induction program consisting of three strategic elements:

- 1) New Principals Academy - a series of professional development sessions intended to position new Principals for success during the first year of their principalship.
- 2) Coaching - coordination of one-on-one executive coaching for new principals focused on each principal's individual development plan, which will be developed in partnership with the Principal, CAO and Coach. One-on-one coaching for participating first and second year teachers, which will utilize NTCs Formative Assessment System (FAS).
- 3) Professional Learning Community - a true network of peers to enable new principals and new teachers to engage with each other to share best practices and work together to solve challenges faced during the critical early years of the principalship and their teaching career.

DELIVERABLES:

Consultant will continue to manage the continuous design and implementation of the New Principal Induction program and provide intensive induction support for participating new teachers in CPS to include the following:

- 1) Consultative services on the delivery of principal induction services to support the principal's success in the principal competencies.
- 2) Design the three components of the New Principal Induction program (training, coaching and professional learning community).
- 3) Hire, train, and deploy induction coaches to provide one-on-one, face-to-face support for new principals and participating new teachers.
- 4) Design and host professional learning community sessions targeted for new principals and teachers.
- 5) Manage program data, personnel, and communications in partnership with CPS.

Key Activities: * Meet the ISBE New Principal Mentoring requirements and the ISBE Illinois Induction Program Standards.

* Continue research and make recommendations on the strategic design of the new principal induction program for the 2011-2012 school year;

* Communicate regularly with principals, CAOs and other stakeholders to confirm program elements and alignment with district priorities;

* Identify best-in-class providers of principal leadership development to facilitate training activities in line with district priorities;

* Facilitate a Design Team to coordinate ongoing program improvement and collaboration of the induction Programs;

* Hire, staff, and manage full-time teacher induction coaches and develop a system to manage their performance;

* Provide induction coaches to regularly meet participating new teachers, while adhering to the ISBE Administrative Rules as applicable;

* Supply NTC teacher padfolios to each participating new teacher for structuring and documenting the work;

* Regularly document interactions in the NTC Coaching Log Database and report to CPS quarterly on findings;

* Design, plan and host New Teacher Professional Learning Communities which will include monthly network meetings and monthly study groups to address needs identified by coaches' fieldwork; and

* NTC will partner with CPS to create appropriate student achievement benchmarks in reading and math that will capture the impact of intensive teacher induction support during the teachers' third year of teaching.

OUTCOMES:

New Principal Induction: Consultant's services will continue to result in new incoming principals having an accelerated and measurable impact in student outcomes during the first year of the principalship through the following:

- 1) The establishment of a community of practice among new school leaders through pre-contract retreat and orientation activities supporting their entry and transition to leadership.
- 2) Increased alignment among CAO/Principal goal setting, supervisory and support activities to positively impact student learning and the establishment of effective working conditions that support increased teacher capacity through executive coaching services.
- 3) Engagement in an ongoing cycle of learning and inquiry based on practice, research, reflection and performance data through the provision of professional development training opportunities.
- 4) Creation of a network of experienced school leaders and executives to serve as leadership coaches.
- 5) 95% of new principals develop a 90 day entry plan for establishing themselves in their role, and a school wide strategic plan to be communicated across constituents.

In 2010-2011, the principal induction program served 122 principals new to their building across Chicago Public Schools through the New Principals Academy, executive leadership coaching and professional learning communities. Mid-year results indicate significant satisfaction (93+%) from Academy participants, 75% participation in the executive coaching program, 97% completion of entry plans and the establishment of four professional learning communities. The Office of Human Capital anticipates a similar number of "new" principals for the 2011-2012 school year.

New Teacher Induction: Consultant's services will result in the following:

- 1) Increased completion rates for participating new teachers for the 2011-12 school year at both the school and district level, improved retention rates of participating new teachers from one school year to the next, and reports from participating new teachers that they feel adequately supported.
- 2) New Teacher Completion: 95% of participating first- and second-year teachers will finish the 2011-12 school year at the school where they began teaching.
- 3) New Teacher School-Level Retention: 65% of participating first- and second-year teachers will remain at their schools from SY2011-12 to SY2012-13, excluding teacher displacements due to loss in enrollment and/or budget.
- 4) New Teacher Perceptions of Support: 85% of participating first- and second-year teachers will report feeling adequately supported by the program, using a standard survey.

Impact on Instruction

Principal Induction: Building principal capacity to give effective feedback to teachers is a major focus of NTC's new principal induction program. Principals work together with their coaches to determine how to use student performance data and evidence of teaching practice via observation protocols, quick visits to classrooms, and other similar strategies to improve instruction. Through participation in the program,

principals will develop the skills needed to combine these multiple data sources and to use them to deliver feedback aimed at improving instruction and teacher performance.

Teacher induction: The goals of new teacher induction are to increase teacher retention and accelerate teaching effectiveness, leading to improved student learning. Induction coaches use NTC formative assessment protocols to help teachers analyze student work to differentiate instruction, complete side-by-side lesson planning, prepare and track professional goals, and give feedback on practice based on classroom observations. Through participation in the program, new teachers will gain the skills they need to become more competent and confident in their teaching in their first two years.

COMPENSATION:

Consultant shall be paid as specified in the renewal agreement; total not to exceed the sum of \$3,100,000 for this option period.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize the Chief Human Capital Officer to execute all ancillary documents required to administer or effectuate this option 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, the participation goal provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Office of Human Capital: \$3,100,000

Source of Funds: ELIS II and Title II

11070-353-54125-221044-494033-2012	\$2,300,000.00
11110-353-54125-221307-528408-2012	\$150,000.00
11110-353-54125-221307-494033-2012	\$650,000.00

CFDA#: Not Applicable

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

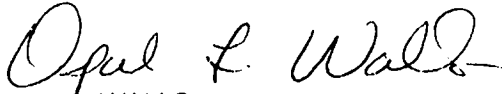
Board members during the one year period following expiration or other termination of their terms of office.

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:



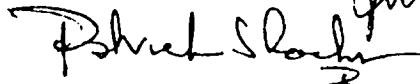
TERRY MAZANY
Chief Executive Officer

Within Appropriation:



DIANA S. FERGUSON
Chief Financial Officer

Approved as to Legal Form:



PATRICK J. ROCKS
General Counsel