

AGENDA REQUEST FORM
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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|--|---|--|--|--|
| Meeting Date <div style="border: 1px solid black; padding: 2px; text-align: center;">4/15/14</div> | <table style="width: 100%;"><tr><td style="width: 50%; text-align: center;">Open Agenda <div style="display: flex; justify-content: space-around;"><input checked="" type="checkbox"/> Yes<input type="checkbox"/> No</div></td><td style="width: 50%; text-align: center;">Special Order Request <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Yes<input checked="" type="checkbox"/> No</div></td></tr></table> | Open Agenda <div style="display: flex; justify-content: space-around;"><input checked="" type="checkbox"/> Yes<input type="checkbox"/> No</div> | Special Order Request <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Yes<input checked="" type="checkbox"/> No</div> | Agenda Item Number <div style="border: 1px solid black; padding: 2px; text-align: center;">FF-2</div> |
| Open Agenda <div style="display: flex; justify-content: space-around;"><input checked="" type="checkbox"/> Yes<input type="checkbox"/> No</div> | Special Order Request <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Yes<input checked="" type="checkbox"/> No</div> | | | |

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|---|--|----------------|--------------|-----------------|--------------|------|-------|
| TITLE: New Agreement with The Center for College and Career Readiness. | | | | | | | |
| REQUESTED ACTION: Approve the agreement with The School Board of Broward County, Florida and The Center for College and Career Readiness. | | | | | | | |
| SUMMARY EXPLANATION AND BACKGROUND: <p>The state of Florida will fully implement the new Florida Standards for Literacy and Mathematics, aligned to College and Career Readiness Standards, beginning in the 2014-2015 school year. It is critical that we implement a system-wide, purposeful strategy of professional learning, which includes district leaders, school based administrators, instructional coaches and teacher leaders to effectively lead and coach curriculum, lesson plans, instruction and accountable student collaborations which meet College & Career requirements for difficulty and complexity.</p> <p>The Center for College & Career Readiness is a non-profit, 501(C)3 training and research organization that provides services to more than one third of America's school districts working to implement College & Career Readiness initiatives to build capacity among school leaders and teachers for improved student outcomes. This partnership seamlessly extends the professional learning framework utilized during the blended implementation of state standards and Common Core Standards.</p> <p>This agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.</p> | | | | | | | |
| SCHOOL BOARD GOALS: <div style="margin-left: 20px;"><input checked="" type="checkbox"/> •Goal 1: High Quality Instruction <input type="checkbox"/> •Goal 2: Continuous Improvement <input type="checkbox"/> •Goal 3: Effective Communication</div> | | | | | | | |
| FINANCIAL IMPACT: The estimated financial impact to the District is \$985,000.00. The source of these funds is grant funded. There is no additional impact to the District. | | | | | | | |
| EXHIBITS: (List) Executive Summary New Agreement between The School Board of Broward County, Florida and The Center for College and Career Readiness | | | | | | | |
| BOARD ACTION: <div style="text-align: center; font-size: 1.5em; font-weight: bold; margin: 10px 0;">APPROVED</div> <p>(For Official School Board Records' Office Only)</p> | SOURCE OF ADDITIONAL INFORMATION: <table style="width: 100%;"><tr><td style="width: 60%;">Jose L. Dotres</td><td style="width: 40%;">754-321-2618</td></tr><tr><td>Marie DeSanctis</td><td>754-321-1850</td></tr><tr><td style="font-size: 0.8em;">Name</td><td style="font-size: 0.8em;">Phone</td></tr></table> | Jose L. Dotres | 754-321-2618 | Marie DeSanctis | 754-321-1850 | Name | Phone |
| Jose L. Dotres | 754-321-2618 | | | | | | |
| Marie DeSanctis | 754-321-1850 | | | | | | |
| Name | Phone | | | | | | |

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Jose L. Dotres, Chief Academic Officer
Office of Academics

[Signature] J.L.D.

Approved in Open Board Meeting on:

APR 15 2014

By:

[Signature]

School Board Chair

Center for College & Career Readiness

Pathway for Fluent College & Career Ready Classrooms BROWARD COUNTY PUBLIC SCHOOLS EXECUTIVE SUMMARY

Overview

The Center for College & Career Readiness is a non---profit, 501(C)3 training and research organization; providing services to more than one third of America's school districts working to implement College & Career Readiness initiatives to build capacity among school leaders and teachers for improved student outcomes.

There are two primary global shifts that are currently impacting access to college: standardized assessments (ACT & SAT exams, Advanced Placement Exams, GED, Community College Placement Exams), and hiring requirements.

- College students and employees are expected to read and understand much more **difficult** text than in the past, especially real---world informational text;
- College students and employees are expected to solve significantly more **complex** problems of all types – including research problems, complex math problems, and investigations in both the hard and social sciences.

Students should also be able to solve complex, real---world problems collecting data through text, diagrams, numbers, charts and images, and by uncovering and selecting relevant information for analysis and critique, synthesizing multiple resources to develop new thought and tangible products. These outcomes are generally known as performance at Depth of Knowledge 3 and 4, and represent measurable attributes of student cognitive abilities.

New requirements by employers and colleges for mastery of **difficulty** and **complexity** are the foundation of College & Career Readiness.

The Broward County Public Schools Pathway for Fluent College & Career Ready Classrooms sets forth a highly specific, measurable series of professional learning for the development of knowledge, real---world application, and skills building among BCPS's district leadership teams, school leadership teams, and teacher leaders.

A Lesson Planning Approach

Exemplar lesson plans, focused to build instructional fluency within the classroom, are used throughout the BCPS process. Professional Learning is focused on the creation and use of exemplar lesson plans, while live and interactive video sessions are focused on real---time discussion of lesson plan use and best practices.

Exemplar lesson plan construction is a tangible product at each stage of the process. Alignment of instruction from exemplar lesson plans is an observable, measurable outcome within schools. The level of rigorous content and cognitively complex instruction are measurable elements within exemplar lesson plans, and each develops over time as participants move through the pathway towards fluency.

Who receives professional learning?

The BCPS Pathway provides for comprehensive knowledge and skill development across all district stakeholders: District Curriculum and Instruction Leaders; District Cadre Directors; Principals, Coaches, School Leadership Teams; and Teacher Leaders.

The BCPS Pathway begins first with development of District Leadership and Cadre Directors, to ensure that Principals, Coaches and School Teams are directly supported as they work with Teacher Leaders, Professional Learning Communities, classroom teachers and community members.

How is professional learning delivered?

The BCPS Pathway provides for job---embedded, blended learning on a continuous basis with a coherent, integrated approach. Specifically:

Continuous Onsite Sessions for Learning New Knowledge & Practicing Skills

District Teams & Cadre Leaders receive monthly face-to-face training, tailored to their specific teams in order to provide follow up and support to school leaders and teachers.

Principals and Coaches receive face-to-face training approximately every six weeks and teacher teams from each school receive face-to-face training in summer academies.

On---Demand Webinars to Support Onsite Learning

Each onsite session for District Leaders, Cadre Directors, Principals, Coaches and School Leadership Teams is supported by follow---up web sessions. Each month, participants are provided with a webinar which is tailored to the monthly learning focus. Webinars are archived in a web---based library, so that participants and future staff members can access the same learning on their own schedule.

On---Demand Webinars as Core Learning for Teacher Leaders

Teacher leaders develop new core knowledge through web---based learning each month. Teacher leader professional learning is supported through job---embedded live, interactive sessions.

Live Video Sessions

Leadership Video Sessions: Each month, a content expert hosts a live video conference for District Leadership / Cadre Director teams, and School Leadership / Coaching teams. Each live video session allows participants to ask questions, discuss their actual challenges, and get real---life specific and practical consultation to help them support and sustain implementation targets.

Live PLC Video Sessions: Each month, a content expert hosts a live interactive session for Professional Learning Communities and their Teacher Leaders. Live interactive sessions allow PLC members and Teacher Leaders to submit questions, concerns and real---life needs so that they can receive tailored, pragmatic consultation and support. Professional Learning Communities receive structured, targeted learning during these sessions, supporting the online webinars.

National Faculty Chat

Each month, all stakeholders are invited to participate in a live Interactive Web Conference with national content experts, Senior Faculty from the Center, and educators who are implementing similar initiatives. National Faculty Chat allows BCPS stakeholders to learn from their peers across the country, to share approaches that are successful, and to hear about challenges and lessons learned from peers in the field.

Content Area Web Conferences

Beginning in Fall 2014, we also provide specific Web Conferences for BCPS Content Area Experts in English Language Arts, Math and Science. These content areas discussions allow Broward County Public Schools' content area leaders to discuss key issues, challenges and needs in their content areas with a national content area expert working in that field to implement similar initiatives.

Summer Academies

All Stakeholders including District Leaders, Cadre Directors, Principals and School Leadership teams, and Teacher Leader teams from each school attend Summer Academies in Summer 2014 and Summer 2015.

Summer Academies are focused on specific, tailored skill building focused on **difficulty** and **complexity** implementation. Summer Academies provide an opportunity for deeper learning and hands-on practice.

Monthly Feedback for Measuring Outcomes and Tailoring Learning

Each month, participants complete an online survey designed to measure learning, solicit feedback, and identify next step learning needs. We review survey results with district leadership to tailor the next learning experiences for greater effectiveness.

Florida's College & Career Readiness Standards, Deconstructed for Classroom Impact

Participants will be provided with access to College & Career Readiness Standards, deconstructed into simple to understand learning objectives with clear goals for difficulty and complexity levels.

We use the Language Arts Florida Standards and the Math Florida Standards, as adopted and revised in February 2014. We also use the College & Career Readiness Anchor Standards and Standards for Math Practices, as well as the Literacy Standards for Social Studies, Science and Technical Subjects.

Learning Outcomes

Participants will know, understand, be able to lead and coach curriculum, lesson plans, instruction and accountable student collaborations which meet College & Career requirements for **difficulty** and **complexity**.

AGREEMENT

April THIS AGREEMENT is made and entered into as of this 15 th day of _____, 2014, by and between

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

(hereinafter referred to as "SBBC"),
a body corporate and political subdivision of the State of Florida,
whose principal place of business is
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

The Curriculum Improvement Institute

(hereinafter referred to as "Institute"),
whose principal place of business is
2600 Oak Street #607, St. Charles, IL 60174

WHEREAS, SBBC seeks to provide its faculty and staff with professional development for College & Career Readiness; and

WHEREAS, The Institute, a non-profit entity, is a leading provider of research-based professional development services to build College & Career Ready leaders and teachers;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE 1 - RECITALS

1.01 **Recitals.** The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement.** Unless terminated earlier pursuant to Section 3.05 of this Agreement, the term of this Agreement shall commence on April 17, 2014 and conclude on June 30, 2015.

2.02 **Deliverables.** The Institute hereby agrees to provide the deliverables set forth in the project plan herein attached as Addendum A, as part of an ongoing course of study. The specific dates of service provision shall be jointly agreed to by the Parties. Initial content related to the course of study shall be delivered no later than April 20, 2014.

The Parties agree that course content shall be delivered in a specific scope and sequence, and at a pacing, as established by the Institute and agreed to by the Parties. The Parties agree that course content shall be customized content, and that course content shall be jointly developed and shall be owned by SBBC for perpetual use.

SBBC participants who complete the Course of Study may be eligible for Continuing Education Units provided that SBBC participants are required to independently apply for and pay for Continuing Education Units.

SBBC agrees to provide locations for onsite course element provision, and adequate technology for remote course element provision, specifically phone conference capability. Neither SBBC nor the Institute guarantees the provision of live Video access, although live Video may be provided if technology exists to do so.

The Parties agree that access to course elements and content shall end for course participants upon termination of an ongoing course of study between the Institute and SBBC.

2.03 Payment Plan

For Phase I, SBBC shall pay to the Institute the amount of \$200,000 which shall be due and payable in full no later than May 20, 2014. The amount represents tuition for the course set-up, rights to all included content, and Phase I course of study and is non-refundable.

Upon satisfactory fulfillment of Phase I per the terms of this Agreement, including the Project Status Report due by July 31, 2014, SBCC shall pay to the Institute the amount of \$330,000 which shall be due and payable no later than August 31, 2014. This amount represents tuition for the Phase II / Part A course of study and is non-refundable.

Upon satisfactory fulfillment of Phase II / Part A per the terms of this Agreement, SBCC shall pay to the Institute the amount of \$255,000 which shall be due and payable no later than January 31, 2015. This amount represents tuition for the Phase II / Part B course of study and is non-refundable.

Upon provision of the Project Status Report and satisfactory fulfillment of Phase I through May 31, 2014 then SBCC shall pay to the Institute the amount of \$100,000 which shall be due and payable in full no later than July 31, 2014. This amount represents tuition for the Summer 2014 Academy and is non-refundable.

Upon provision of the Project Status Report and satisfactory fulfillment of Phase I through May 31, 2015 then SBCC shall pay to the Institute the amount of \$100,000 which shall be due and payable in full no later than June 30, 2015. This amount represents tuition for the Summer 2015 Academy and is non-refundable.

2.04 **Satisfaction.** The Institute warrants that it shall provide an ongoing course of study which fulfills the project plan attached herein as Addendum 'A'. In the event that any element of the course of study is unsatisfactory to SBBC, the Parties agree to the following process for Satisfaction Assurance:

- A. The Parties will meet to evaluate the elements which were not satisfactory, within 30 days of the original provision of the course element;
- B. The Parties will jointly agree upon course content correction or modification to remedy the dissatisfaction, such agreement to be indicated in writing;
- C. Prior to provision of either modified course elements or subsequent course elements, the Institute shall provide a final version of the element to SBBC for approval;
- D. The Institute's delivery of modified course elements or SBBC approved course elements, provided that delivery is on-time and profession, shall constitute satisfactory fulfillment of the course element;
- E. In the event that the Institute fails to deliver the modified or pre-approved course element, the Institute shall provide to SBBC a credit against further tuition or materials fees equal to the pro-rata value of the course element the Institute failed to provide.
- F. The Parties herein warrant and agree that course participants (the Audience) may or may not be open to learning or to change, and that it is not a requirement of Institute to guarantee Audience approval or satisfaction, provided course element delivery meets the pre-approved requirements of the SBBC.

The Institute further warrants that it shall plan onsite sessions for no more than 30 individuals per session. Summer Academies for Teacher Leaders shall be planned to include 32 participants per room, or eight teams of four teachers. Actual attendance may vary depending upon factors outside of the Institute's control.

The Institute further warrants that all onsite sessions with District Leadership and Cadre Directors shall be provided by the Chairman of the Institute, and that all onsite and online sessions shall be provided under the direction of the Chairman of the Institute. SBBC reserves the right to select faculty for any sessions from among faculty provided directly by the Institute.

The Institute further warrants that any standards alignment shall be specific to the Florida Standards and shall be aligned to the specifications of SBBC. Standards deconstruction shall be customized to the specific requirements of SBBC.

The Institute further warrants that no work conducted under this agreement shall be subcontracted to any third party entity beyond license fees for any content copyright royalty.

The Institute further warrants that all webinar and online content shall be customized to the specific requirements of SBBC and shall become the property of SBBC.

The Institute shall plan onsite sessions according to the following specifications:

- Up to 270 Participating Schools shall be included in services;
- District Team sessions shall be planned for up to 30 people;
- Cadre Director sessions shall be planned for up to 20 people;
- Principal sessions shall be planned for up to 275 total participants, in groups no larger than 30 participants onsite;
- Coach sessions shall be planned for up to 400 total participants, in groups no larger than 30 participants onsite;
- Summer Teacher Leader Academy sessions shall be planned for up to 1080 total participants, in groups no larger than 32 participants onsite;
- Distance Sessions for content area leaders in ELA, Math and Science Collaboratives shall be planned for up to a total of 2,100 participants.

Each participating school shall be provided with a electronic copy of the Florida Standards in ELA and Mathematics, Focused for Fluency of Teacher Action. The electronic copy shall become the property of the school.

Each participating school shall be provided with a set of exemplar lesson plans over the length of the Agreement, which shall become the property of the school.

Each participant shall be provided with an electronic copy of a guide for Webb's Depth of Knowledge, specifying Fluent Teacher Actions aligned to the levels of cognition in Florida's Standards.

A total of 85 hours of recorded online webinar sessions shall be provided to SBBC over the length of the Agreement, which shall become the property of SBBC.

Excluding Summer Academy sessions, a total of 45 discrete onsite sessions shall be prepared for delivery in multiple locations to the various participants in groups no larger than 30 people in each session. The materials from each session shall become the property of SBBC.

Two-day Summer Academy Sessions shall be provided to participants at locations provided by the district, in groups no larger than 32 participants in each session.

2.05 Inspection of The Institute's Records by SBBC. The Institute shall establish and maintain books, records and documents (including electronic storage media) sufficient to reflect all income and expenditures of funds provided by SBBC under this Agreement. All Institute Records, regardless of the form in which they are kept, shall be open to inspection and subject to audit, inspection, examination, evaluation and/or reproduction, during normal working hours, by SBBC's agent or its authorized representative to permit SBBC to evaluate, analyze and verify the satisfactory performance of the terms and conditions of this Agreement and to evaluate, analyze and verify any and all invoices, billings, payments and/or claims submitted by Institute or any of Institute's payees pursuant to this Agreement. Institute Records subject to examination shall include, without limitation, those records necessary to evaluate and verify direct and indirect costs (including overhead allocations) as they may apply to costs associated with this Agreement. The Institute's Records subject to this section shall include any and all documents pertinent to the evaluation, analysis, verification and reconciliation of any and all expenditures under this Agreement without regard to funding sources.

(a) **The Institute's Records Defined.** For the purposes of this Agreement, the term "The Institute's Records" shall include, without limitation, accounting records, payroll time sheets, cancelled payroll checks, W-2 forms, written policies and procedures, computer records, disks and software, videos, photographs, executed subcontracts, subcontract files (including proposals of successful and unsuccessful bidders), original estimates, estimating worksheets, correspondence, change order files (including sufficient supporting documentation and documentation covering negotiated settlements), and any other supporting documents that would substantiate, reconcile or refute any charges and/or expenditures related to this Agreement.

(b) **Duration of Right to Inspect.** For the purpose of such audits, inspections, examinations, evaluations and/or reproductions, SBBC's agent or authorized representative shall have access to The Institute's Records from the effective date of this Agreement, for the duration of the term of this Agreement, and until the later of five (5) years after the termination of this Agreement or five (5) years after the date of final payment by SBBC to The Institute pursuant to this Agreement.

(c) **Notice of Inspection.** SBBC's agent or its authorized representative shall provide The Institute reasonable advance notice (not to exceed two (2) weeks) of any intended audit, inspection, examination, evaluation and or reproduction.

(d) **Audit Site Conditions.** SBBC's agent or its authorized representative shall have access to The Institute's facilities and to any and all records related to this Agreement, and shall be provided adequate and appropriate work space in order to exercise the rights permitted under this section.

(e) **Failure to Permit Inspection.** Failure by The Institute to permit audit, inspection, examination, evaluation and/or reproduction as permitted under this Section shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for the denial of some or all of any The Institute's claims for payment by SBBC.

(f) Overcharges and Unauthorized Charges. If an audit conducted in accordance with this Section discloses overcharges or unauthorized charges to SBBC by The Institute in excess of two percent (2%) of the total billings under this Agreement, the actual cost of SBBC's audit shall be paid by The Institute. If the audit discloses billings or charges to which The Institute is not contractually entitled, The Institute shall pay said sum to SBBC within twenty (20) days of receipt of written demand under otherwise agreed to in writing by both parties.

(g) Inspection of Subcontractor's Records. The Institute shall require any and all subcontractors, insurance agents and material suppliers (hereafter referred to as "Payees") providing services or goods with regard to this Agreement to comply with the requirements of this section by insertion of such requirements in any written subcontract. Failure by The Institute to include such requirements in any subcontract shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for the exclusion of some or all of any Payee's costs from amounts payable by SBBC to The Institute pursuant to this Agreement and such excluded costs shall become the liability of The Institute.

(h) Inspector General Audits. The Institute shall comply and cooperate immediately with any inspections, reviews, investigations, or audits deemed necessary by the Florida Office of the Inspector General or by any other state or federal officials.

2.06 Notice. When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBBC: Superintendent of Schools
The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

With a Copy to: Chief Academic Officer
The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

To The Institute: Kevin Baird, Chairman
The Curriculum Improvement Institute
2600 Oak Street #607
St Charles, IL 60174

2.07 **Background Screening:** The Institute agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by SBBC in advance of The Institute or its personnel providing any services under the conditions described in the previous sentence. The Institute shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to The Institute and its personnel. The parties agree that the failure of The Institute to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling SBBC to terminate immediately with no further responsibilities or duties to perform under this Agreement. The Institute agrees to indemnify and hold harmless SBBC, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from The Institute's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes.

2.08 **Indemnification.** This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

A. By SBBC: SBBC agrees to be fully responsible up to the limits of Section 768.28, Florida Statutes, for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

B. By The Institute: The Institute agrees to indemnify, hold harmless and defend SBBC, its agents, servants and employees from any and all claims, judgments, costs, and expenses including, but not limited to, reasonable attorney's fees, reasonable investigative and discovery costs, court costs and all other sums which SBBC, its agents, servants and employees may pay or become obligated to pay on account of any, all and every claim or demand, or assertion of liability, or any claim or action founded thereon, arising or alleged to have arisen out of the products, goods or services furnished by The Institute, its agents, servants or employees; the equipment of The Institute, its agents, servants or employees while such equipment is on premises owned or controlled by SBBC; or the negligence of The Institute or the negligence of The Institute's agents when acting within the scope of their employment, whether such claims, judgments, costs and expenses be for damages, damage to property including SBBC's property, and injury or death of any person whether employed by The Institute, SBBC or otherwise.

ARTICLE 3 – GENERAL CONDITIONS

3.01 No Waiver of Sovereign Immunity. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

3.02 No Third Party Beneficiaries. The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 Independent Contractor. The parties to this agreement shall at all times be acting in the capacity of independent contractors and not as an officer, employee or agent of one another. Neither party or its respective agents, employees, subcontractors or assignees shall represent to others that it has the authority to bind the other party unless specifically authorized in writing to do so. No right to SBBC retirement, leave benefits or any other benefits of SBBC employees shall exist as a result of the performance of any duties or responsibilities under this Agreement. SBBC shall not be responsible for social security, withholding taxes, contributions to unemployment compensation funds or insurance for the other party or the other party's officers, employees, agents, subcontractors or assignees.

3.04 Equal Opportunity Provision. The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

3.05 Termination. This Agreement may be canceled with or without cause by SBBC during the term hereof upon thirty (30) days written notice to the other parties of its desire to terminate this Agreement. Any party contracting with SBBC under this Agreement agrees that any of its property placed upon SBBC's facilities pursuant to this Agreement shall be removed within ten (10) business days following the termination, conclusion or cancellation of this Agreement and that any such property remaining upon SBBC's facilities after that time shall be deemed to be abandoned, title to such property shall pass to SBBC, and SBBC may use or dispose of such property as SBBC deems fit and appropriate.

3.06 Default. The parties agree that, in the event that either party is in default of its obligations under this Agreement, the non-defaulting party shall provide to the defaulting party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting party upon thirty (30) days notice. This remedy is not intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof. Nothing in this section shall be construed to preclude termination for convenience pursuant to Section 3.05.

3.07 Annual Appropriation. The performance and obligations of SBBC under this Agreement shall be contingent upon an annual budgetary appropriation by its governing body. If SBBC does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by SBBC at the end of the period for which funds have been allocated. SBBC shall notify the other party at the earliest possible time before such termination. No penalty shall accrue to SBBC in the event this provision is exercised, and SBBC shall not be obligated or liable for any future payments due or any damages as a result of termination under this section.

3.08 Excess Funds. Any party receiving funds paid by SBBC under this Agreement agrees to promptly notify SBBC of any funds erroneously received from SBBC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBBC with interest calculated from the date of the erroneous payment or overpayment. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBBC.

3.09 Public Records. Pursuant to Section 119.0701, Florida Statutes, any party contracting with SBBC is required to (a) keep and maintain available for public inspection any records that pertain to services rendered under this Agreement; (b) provide the public with access to public records on the same terms and conditions that SBBC would provide such records and at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes or as otherwise provided by law; (c) ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meet all requirements for retaining public records and transfer, at no cost, to SBBC all public records in that party's possession upon termination of its contract with SBBC and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All of such party's records stored electronically must be provided to SBBC in a format that is compatible with SBBC's information technology systems. Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance

with that law. Each party acknowledges that this Agreement and all attachments thereto are public records and do not constitute trade secrets.

3.10 Student Records: Notwithstanding any provision to the contrary within this Agreement, any party contracting with SBBC under this Agreement shall fully comply with the requirements of Section 1002.22, Florida Statutes, or any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBBC and its officers and employees for any violation of this section, including, without limitation, defending SBBC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBBC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBBC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Section 1002.22, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

3.11 Compliance with Laws. Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.12 Place of Performance. All obligations of SBBC under the terms of this Agreement are reasonably susceptible of being performed in Broward County, Florida and shall be payable and performable in Broward County, Florida.

3.13 Governing Law and Venue. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida.

3.14 Entirety of Agreement. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.15 Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.16 **Assignment.** Neither this Agreement or any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBBC.

3.17 **Incorporation by Reference.** Exhibits attached hereto and referenced herein shall be deemed to be incorporated into this Agreement by reference.

3.18 **Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.19 **Severability.** In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

3.20 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.21 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.22 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

3.23 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.24 **Survival.** All representations and warranties made herein regarding indemnification obligations, obligations to reimburse SBBC, obligations to maintain and allow inspection and audit of records and property, obligations to maintain the confidentiality of records, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

3.25 **Contract Administration:** SBBC has delegated authority to the Superintendent of Schools or his/her designee to take any actions necessary to implement and administer this Agreement.

3.26 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

FOR SBBC


(Corporate Seal)

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

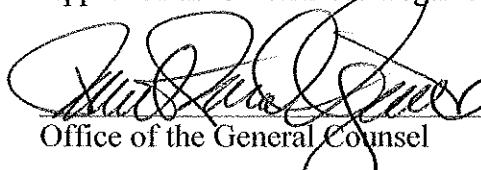
By 

Patricia Good, Chair

ATTEST:


Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

 03/25/14
Office of the General Counsel

FOR the Institute

(Corporate Seal)

ATTEST:

[Signature]
_____, Secretary

-or-

The Curriculum Improvement Institute

By [Signature] 6 [Signature]

Witness

Witness

The Following Notarization is Required for Every Agreement Without Regard to Whether the Party Chose to Use a Secretary's Attestation or Two (2) Witnesses.

STATE OF IL

COUNTY OF Kane

The foregoing instrument was acknowledged before me this 2 day of April, 2014 by Kevin E Baird of The Curriculum Improvement Institute, on behalf of the corporation/agency.
Name of Person
Name of Corporation or Agency

He/She is personally known to me or produced IL DL as identification and did/did not first take an oath.
Type of Identification

My Commission Expires: 6-28-16

[Signature]
Signature - Notary Public

James Strnad III
Printed Name of Notary

699017
Notary's Commission No.



College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

PHASE I

| Year | Month | PD Focus: Evidence of Student Learning Synthesis (District / Cadre Leaders) | Audience | Type of Service |
|------|-------|---|---------------------------------|---------------------|
| 2014 | Apr | Implementation Overview Session | District & Cadre Directors | Planning |
| 2014 | Apr | Welcome BCPS Webinar | District & Cadre Directors | Webinar |
| 2014 | Apr | Evidence of Student Learning Synthesis / Leading & Observing | Cadre Directors | Onsite Learning |
| 2014 | Apr | Implementation Planning Session | District Team | Planning |
| 2014 | Apr | Evidence of Student Learning Synthesis / Systemic Design, Facilitation, Support | District Team | Onsite Learning |
| 2014 | Apr | Deconstructed Standards Customization Work Session (2 Days) | District Team | Onsite Work Session |
| 2014 | Apr | Evidence of Student Learning Synthesis - Follow Up | District Team & Cadre Directors | Webinar |
| Year | Month | PD Focus: Deconstructed Standards and Depth of Knowledge | Audience | Type of Service |
| 2014 | May | College & Career Readiness: Using Deconstructed Standards to Lead, Observe | Cadre Directors | Onsite Learning |
| 2014 | May | Deconstructed Florida Standards Integration (2 Days) | District Team | Onsite Work Session |
| 2014 | May | Deconstructed Standards for Systems Approach, Facilitation and Support | District Team | Onsite Learning |
| 2014 | May | Deconstructed Standards - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2014 | May | Implementation Review and Planning Summer Launch | District Team | Onsite Planning |

2014 SUMMER ACADEMY

| Year | Month | PD Focus: College and Career Fluency Standards - Summer CCR | Audience | Type of Service |
|------|-------------|--|---|-----------------------|
| 2014 | June | Deliver Written Implementation Plan | Principals, Coaches and Teacher Leaders | Written Action Plan |
| 2014 | June | Welcome BCPS Webinar | Principals, Coaches and Teacher Leaders | Webinar |
| 2014 | Jun to July | Precision Observation & Coaching to Depth of Knowledge | Cadre Directors | 2 Days Onsite Academy |
| 2014 | Jun to July | Alignment of Fluency Standards | District Team | 2 Days Onsite Academy |
| 2014 | Jun to July | District Assessment Coherence with Deconstructed Florida Standards | District Team | Onsite Planning |
| 2014 | Jun to July | Precision Lesson Plans & Coaching to DOK using Deconstructed Florida Standards | Principals and Coaches | 2 Days Onsite Academy |
| 2014 | Jun to July | Deconstructing Performance Tasks Using Tasks using Deconstructed Florida Standards | Teacher Leaders (4 per building) | 2 Days Onsite Academy |

College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

PHASE II / PART A

| Year | Month | PD Focus: Getting Started for New Participants | Audience | Type of Service |
|------|-------|---|---------------------------------|----------------------|
| 2014 | Aug | Materials Access Setup | New Participants Only | Webinar |
| 2014 | Aug | Introduction to Deconstruction and Florida's Standards | New Participants Only | Webinar |
| 2014 | Aug | Written Implementation Plan 2014-2015 Overview | All Participants | Implementation Plan |
| 2014 | Aug | Implementation Welcome and Q&A | All Participants | Webinar |
| Year | Month | PD Focus: Difficulty and Complexity | Audience | Type of Service |
| 2014 | Aug | Difficulty and Complexity: Leading, Observing & Coaching | Cadre Directors | Onsite Learning |
| 2014 | Aug | Difficulty and Complexity: Facilitate and Support | District Team | Onsite Learning |
| 2014 | Aug | Difficulty and Complexity - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2014 | Aug | Difficulty and Complexity: Leading & Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2014 | Aug | Difficulty and Complexity- Observing and Coaching Focus Follow up | Principals and Coaches | Webinar |
| 2014 | Aug | Difficulty and Complexity - What is the Difference? | Teacher Leaders | Webinar |
| 2014 | Aug | Increasing Text Difficulty | Teacher Leaders | Faculty Chat Webinar |
| 2014 | Aug | PLC Lift: Lesson Planning for Difficulty and Complexity | Teacher Leaders | Live Web Session |
| 2014 | Aug | ELA Collaborative | ELA Teams | Webinar |
| 2014 | Aug | Math Collaborative | Math Teams | Webinar |
| 2014 | Aug | Science Collaborative | Science Teams | Webinar |
| 2014 | Aug | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Vocabulary & Accountable Talk Instruction | Audience | Type of Service |
| 2014 | Sep | Vocabulary & Accountable Talk: Leading, Observing & Coaching | Cadre Directors | Onsite Learning |
| 2014 | Sep | Vocabulary & Accountable Talk Instruction: Facilitation and Support | District Team | Onsite Learning |
| 2014 | Sep | PD Survey Results Review | District Team | Webinar |
| 2014 | Sep | Vocabulary & Accountable Talk - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2014 | Sep | Vocabulary & Accountable Talk Best Practices: Leading & Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2014 | Sep | Vocabulary & Accountable Talk Instruction | Teacher Leaders | Webinar |
| 2014 | Sep | Best Practices for Guiding Vocabulary & Accountable Talk | Teacher Leaders | Faculty Chat Webinar |
| 2014 | Sep | PLC Lift: Vocabulary Routines in Lesson Planning | Teacher Leaders | Live Web Session |
| 2014 | Sep | PD Survey: Feedback and Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Precision Reading Routines | Audience | Type of Service |
| 2014 | Oct | Precision Reading with Vocabulary Integration: Leading, Observing & Coaching | Cadre Directors | Onsite Learning |
| 2014 | Oct | Precision Reading with Vocabulary Integration: Facilitation & Support | District Team | Onsite Learning |
| 2014 | Oct | PD Survey Results Review | District Team | Webinar |
| 2014 | Oct | Implementation Planning Session - Check Point | District Team | Onsite Planning |
| 2014 | Oct | Precision Reading with Vocabulary Integration Follow-up | District Team & Cadre Directors | Live Web Session |

College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

| | | | | |
|-------------|--------------|---|---------------------------------|------------------------|
| 2014 | Oct | Precision Reading with Vocabulary Integration: Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2014 | Oct | Precision Reading with Vocabulary Integration - Follow Up | Principals and Coaches | Live Web Session |
| 2014 | Oct | Precision Reading Routines: Defining the Classroom Operation | Teacher Leaders | Webinar |
| 2014 | Oct | Best Practices for Precision Reading | Teacher Leaders | Faculty Chat Webinar |
| 2014 | Oct | PLC Lift: Precision Reading in Lesson Planning | Teacher Leaders | Live Web Session |
| 2014 | Oct | ELA Collaborative | ELA Teams | Webinar |
| 2014 | Oct | Math Collaborative | Math Teams | Webinar |
| 2014 | Oct | Science Collaborative | Science Teams | Webinar |
| 2014 | Oct | PD Survey: Feedback and Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Writing Instruction for Learning Synthesis | Audience | Type of Service |
| 2014 | Nov | Writing Instruction for Learning Synthesis: Leading, Observing & Coaching | Cadre Directors | Onsite Learning |
| 2014 | Nov | Writing Instruction for Learning Synthesis: Facilitation and Support | District Team | Onsite Learning |
| 2014 | Nov | PD Survey Results Review | District Team | Webinar |
| 2014 | Nov | Writing Instruction for Learning Synthesis - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2014 | Nov | Writing Instruction for Learning Synthesis: Leading & Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2014 | Nov | Writing Instruction for Learning Synthesis - Follow Up | Principals and Coaches | Live Web Session |
| 2014 | Nov | Best Practices for College & Career Ready Instruction: Research Update | Teacher Leaders | Faculty Chat Webinar |
| 2014 | Nov | Writing Instruction for Learning Synthesis: Instruction Best Practices | Teacher Leaders | Webinar |
| 2014 | Nov | PLC Lift: Evidence of Writing Synthesis in Planning | Teacher Leaders | Live Web Session |
| 2014 | Nov | ELA Collaborative | ELA Teams | Webinar |
| 2014 | Nov | Math Collaborative | Math Teams | Webinar |
| 2014 | Nov | Science Collaborative | Science Teams | Webinar |
| 2014 | Nov | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Depth of Knowledge / DOK 2 vs DOK 3 | Audience | Type of Service |
| 2014 | Dec | Depth of Knowledge Master Class /How to Observe & Lead DOK 2 vs. DOK 3 | Cadre Directors | Onsite Learning |
| 2014 | Dec | Formative Planning Session & Implementation Review | District Team | Planning |
| 2014 | Dec | Depth of Knowledge Master Class / DOK 2 & DOK 3 Systemic Supports | District Team | Onsite Learning |
| 2014 | Dec | PD Survey Results Review | District Team | Webinar |
| 2014 | Dec | Depth of Knowledge Master Class Follow Up | District Team & Cadre Directors | Live Web Session |
| 2014 | Dec | Depth of Knowledge - Coaching to DOK 3 in the Classroom | Principals and Coaches | Webinar |
| 2014 | Dec | Depth of Knowledge / DOK 2 vs. DOK 3 / What Instruction Looks Like | Teacher Leaders | Webinar |
| 2014 | Dec | How to Achieve DOK 3: Best Practices | Teacher Leaders | Faculty Chat Webinar |
| 2014 | Dec | PLC Lift: Lesson Plans for DOK Range | Teacher Leaders | Live Web Session |
| 2014 | Dec | ELA Collaborative | ELA Teams | Webinar |
| 2014 | Dec | Math Collaborative | Math Teams | Webinar |
| 2014 | Dec | Science Collaborative | Science Teams | Webinar |

College and Career Ready Classrooms
 B.C.P.S. Professional Development Plan
 Addendum A

| | | | | | |
|------|-----|---|--|------------------|-----------------|
| 2014 | Dec | PD Survey: Feedback & Next Steps | | All Participants | Online Survey |
| 2014 | Dec | Implementation Review and Planning Checkpoint | | District Team | Onsite Planning |

College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

PHASE II / PART B

| Year | Month | PD Focus: Precision Writing and Explicit Feedback | Audience | Type of Service |
|------|-------|---|---------------------------------|--------------------------|
| 2015 | Jan | Precision Writing and Explicit Feedback: Leading, Observing and Coaching | Cadre Directors | Onsite Learning |
| 2015 | Jan | Precision Writing and Explicit Feedback: Facilitation and Support | District Team | Onsite Learning |
| 2015 | Jan | PD Survey Results Review | District Team | Webinar |
| 2015 | Jan | Precision Writing and Explicit Feedback - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2015 | Jan | Precision Writing and Explicit Feedback: Leading & Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2015 | Jan | Precision Writing and Explicit Feedback - Follow Up | Principals and Coaches | Live Web Session |
| 2015 | Jan | Precision Writing and Explicit Feedback: What Instruction Looks Like | Teacher Leaders | Webinar |
| 2015 | Jan | Best Practices for Precision Writing | Teacher Leaders | Online Faculty Chat |
| 2015 | Jan | PLC Lift: Writing Routines and Lesson Planning | Teacher Leaders | Live Web Session |
| 2015 | Jan | ELA Collaborative (Vocabulary Tasks) | ELA Teams | Webinar |
| 2015 | Jan | Math Collaborative (MARS Tasks) | Math Teams | Webinar |
| 2015 | Jan | Science Collaborative (Application Tasks) | Science Teams | Webinar |
| 2015 | Jan | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Stretch Texts and Intervention | Audience | Type of Service |
| 2015 | Feb | Stretch Texts and Intervention: Leading, Observing and Coaching | Cadre Directors | Onsite Learning |
| 2015 | Feb | Stretch Texts and Intervention: Facilitation and Support | District Team | Onsite Learning |
| 2015 | Feb | PD Survey Results Review | District Team | Webinar |
| 2015 | Feb | Stretch Texts and Intervention Follow Up | District Team & Cadre Directors | Webinar |
| 2015 | Feb | Stretch Texts and Intervention: Leading & Coaching in the Classroom | Principals and Coaches | Webinar |
| 2015 | Feb | Using Data to Lead Increases in Difficulty of Text & Differentiated Instruction | Principals and Coaches | Onsite Learning |
| 2015 | Feb | Stretch Texts and Intervention: What Instruction Looks Like! | Teacher Leaders | Webinar |
| 2015 | Feb | Best Practices for Integrating Stretch Texts | Teacher Leaders | Online Live Faculty Chat |
| 2015 | Feb | PLC Lift: Lesson Plans for Stretch Text & Intervention | Teacher Leaders | Online Live Web Session |
| 2015 | Feb | ELA Collaborative | ELA Teams | Webinar |
| 2015 | Feb | Math Collaborative | Math Teams | Webinar |
| 2015 | Feb | Science Collaborative | Science Teams | Webinar |
| 2015 | Feb | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Precision Observation & Coaching to DOK | Audience | Type of Service |
| 2015 | Mar | Precision Observation & Coaching to DOK: Observing and Coaching for Outcomes | Cadre Directors | Onsite Learning |
| 2015 | Mar | Precision Observation & Coaching to DOK: Facilitation and Support | District Team | Onsite Learning |
| 2015 | Mar | PD Survey Results Review | District Team | Webinar |
| 2015 | Mar | Precision Observation for Range of DOK - Follow Up | District Team & Cadre Directors | Webinar |
| 2015 | Mar | Precision Observation & Coaching to DOK: Leading & Coaching in the Classroom | Principals and Coaches | Onsite Learning |
| 2015 | Mar | Precision Observation & Coaching to DOK - Follow Up | Principals and Coaches | Live Web Session |
| 2015 | Mar | Lesson Planning DOK Range of Question | Teacher Leaders | Webinar |

College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

| | | | | |
|-------------|--------------|--|---------------------------------|------------------------|
| 2015 | Mar | PLC Lift: PlanningDOK Question Range | Teacher Leaders | Live Web Session |
| 2015 | Mar | Best Practices for DOK Questions | Teacher Leaders | Faculty Chat Webinar |
| 2015 | Mar | ELA Collaborative | ELA Teams | Webinar |
| 2015 | Mar | Math Collaborative | Math Teams | Webinar |
| 2015 | Mar | Science Collaborative | Science Teams | Webinar |
| 2015 | Mar | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| Year | Month | PD Focus: Performance Task Analysis | Audience | Type of Service |
| 2015 | Apr | Performance Task Analysis | Cadre Directors | Onsite Learning |
| 2015 | Apr | Performance Task Analysis | District Team | Onsite Learning |
| 2015 | Apr | PD Survey Results Review | District Team | Webinar |
| 2015 | Apr | Performance Task Analysis - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2015 | Apr | Precision Writing & Performance Tasks: ELA, Math (MARS), Science | District Team & Cadre Directors | Onsite Learning |
| Year | Month | PD Focus: Language Rich Classrooms and Student Independence | Audience | Type of Service |
| 2015 | May | Language Richness and Performance Tasks: Leading, Observing & Coaching | Cadre Directors | Onsite Learning |
| 2015 | May | Language Richness and Performance Tasks: Facilitation and Support | District Team | Onsite Learning |
| 2015 | May | PD Survey Results Review | District Team | Webinar |
| 2015 | May | Language Richness and Performance Tasks - Follow Up | District Team & Cadre Directors | Live Web Session |
| 2015 | May | Observing & Coaching for Language Richness: Leading in the Classroom | Principals and Coaches | Webinar |
| 2015 | May | Preparing for Summer: Using Data with Teacher Leaders for Planning | Principals and Coaches | Onsite Learning |
| 2015 | May | Language Richness and Performance Tasks: What Instruction Looks Like! | Teacher Leaders | Webinar |
| 2015 | May | Best Practices for Language Rich Classrooms | Teacher Leaders | Faculty Chat Webinar |
| 2015 | May | PLC Lift: Lesson Planning for Language Richness | Teacher Leaders | Live Web Session |
| 2015 | May | ELA Collaborative | ELA Teams | Webinar |
| 2015 | May | Math Collaborative | Math Teams | Webinar |
| 2015 | May | Science Collaborative | Science Teams | Webinar |
| 2015 | May | PD Survey: Feedback & Next Steps | All Participants | Online Survey |
| 2015 | May | Implementation Review and Planning Summer Launch | District Team | Onsite Planning |

College and Career Ready Classrooms
B.C.P.S. Professional Development Plan
Addendum A

| 2015 SUMMER ACADEMY | | | | |
|---------------------|-------|--|----------------------------------|-----------------------|
| Year | Month | College and Career Ready Fluency Standards - Summer | Audience | Type of Service |
| 2015 | June | Scope and Alignment for DOK 3/DOK 4 | District Team | 2 Days Onsite Academy |
| 2015 | June | Precision Observation & Coaching to Depth of Knowledge 3 / 4 Master Class | Cadre Directors | 2 Days Onsite Academy |
| 2015 | June | Precision Lesson Plans & Coaching to Depth of Knowledge 3 / 4 Master Class | Principals and Coaches | 2 Days Onsite Academy |
| 2015 | June | DOK 3/4 Intergration and Perform Task Backwards Planning | Teacher Leaders (4 per building) | 2 days Onsite Academy |