

(ATTACHMENT 16) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

Purchase Requisition Number: CR024492

Contract Number: C025511

Vendor Number: V008006

**MILWAUKEE BOARD OF SCHOOL DIRECTORS
PROFESSIONAL SERVICES CONTRACT**

This Contract is being entered into this 1st day of August 2016, by and between **McGraw-Hill Education, Inc. dba McGraw-Hill School Education, LLC** (“Contractor”) and Milwaukee Board of School Directors (“MPS”). This Contract is the result of an open competitive procurement, specifically Request for Proposal (RFP) 916.

1. SCOPE OF SERVICES

Contractor shall specifically perform the following tasks:

Contractor shall provide MPS with a Spanish professional development plan in the area of literacy, herein referred to as “Services Plan,” and herein attached as “Exhibit A” and incorporated by reference, to produce “reading expert coaches” that will be able to deliver high-quality reading instruction to PreK through 3rd grade teachers. The Services Plan shall be able to support up to 75 staff participants at any point throughout the school year; however if MPS seeks more than 75 participants, Contractor and MPS shall mutually agree on modifications necessary for the Services Plan. The Services Plan shall also include up to 3 years of support, so that year 1 participants can enhance practices in subsequent years and new staff members can participate and receive initial professional development.

MPS and Contractor shall mutually agree on dates, times and locations of the Services Plan when deemed necessary for scheduling purposes. MPS and Contractor shall also mutually agree on any modifications made to Contractor’s Services Plan at any point based on the needs and desires of MPS.

MPS reserves the right to request reporting on usage and performance at any point during the Services Plan as well as be present, unannounced, for progress monitoring.

RFP 916 and Contractor’s Response to RFP 916 is incorporated herein by reference, as modified per ¶ 3 below.

Contractor shall provide, at its own expense, all personnel required to perform the services under this Contract.

2. TERM

This Contract shall be in effect from August 1, 2016 through June 30, 2017, (the “Initial Term”), with the possibility of two, one-year extensions to run from July 1, 2017 through June 30, 2018 and July 1, 2018 through June 30, 2019. MPS will base its renewal decisions on the following performance metrics to be rated by MPS personnel. Contractor must attain a minimum score of 90 points to be eligible for contract renewal; however, 90 points does not guarantee renewal.

Performance Metrics	Points
Quality in execution of Services Plan	25
Ability to document and provide reporting to MPS	25
Responsiveness in meeting the needs of MPS	25
Approach in Customer Service	25
Total	100

No work shall commence before a Contractor receives a fully executed Contract and has been given approval to proceed. Any work performed by the Contractor prior to obtaining a fully-executed Contract with approval to proceed shall not be compensated pursuant to this Contract. Any continuation of the Contract beyond this term must be set forth in writing and signed by the original signatories to the Contract.

3. COMPENSATION

The total cost shall be based on per participant in the Services Plan. The cost per participant shall be \$4,824.00 and shall be inclusive, but not limited to, any and all administration expenses, travel, overhead expenses, and staffing costs. This is not the cost per participant set forth in Contractor’s Response to RFP 916 but the parties now specifically agree to this new cost given a change in anticipated number of participants. Total compensation under this Contract in the Initial Term shall not exceed \$328,200.00.

MPS reserves the right to determine in its sole discretion whether services have been adequately and fully delivered; to withhold payment until services are fully and adequately delivered.

Milwaukee Public Schools does not pay in advance for services. No payment shall be made until a properly submitted invoice is approved. Invoices shall be submitted to:

Milwaukee Public Schools
ATTN: Jacqueline Iribarren
5225 W. Vliet Street
Milwaukee, WI 53208

A properly submitted invoice must include a detailed description of the dates and times worked, and the tasks performed. As a matter of practice, MPS attempts to pay all invoices in 30 days. It is mutually agreed that State Prompt pay law does not apply to this Contract.

Unless otherwise specified, MPS shall not pay invoices submitted more than 60 days after actual work. In the case of grant funding, no payments shall be made after grant close out. Final invoices must be marked as such.

4. NON APPROPRIATION OF FUNDS

This Contract is contingent upon the appropriation of sufficient funds by appropriate MPS officials. If funds are not appropriated, Contractor agrees to take back any commodities furnished under the Contract, terminate any services supplied to MPS under the Contract, and relieve MPS of any further obligations under the Contract. If funds are not appropriated or are reduced, MPS will reimburse Contractor for products delivered or services performed through the date of termination or reduction.

5. NON-DISCRIMINATION

In the performance of work under this Contract, Contractor shall not discriminate in any way against any employee or applicant for employment on the basis of a person's sex, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability, or socio-economic status. This prohibition includes but is not limited to employment; promotions, demotions and transfers; recruitment; advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Contractor is required to include a similar provision in all subcontracts to this Contract.

If MPS determines Contractor has violated this non-discrimination policy, MPS may terminate this Contract without liability for undelivered services or materials. MPS may also deem the Contractor ineligible to participate in future contracts with MPS.

6. INDEMNITY

Notwithstanding any references to the contrary, Contractor assumes full liability for all of its acts or omissions in the performance of this Contract, as well as the acts or omissions of its subcontractors. Contractor shall indemnify and hold harmless MPS, its agents, officers and employees against all liabilities, losses, judgments, decrees, costs, and expenses that may be claimed against MPS as a result of granting of this Contract to said Contractor, or that may result from the carelessness or neglect of said Contractor, its agents, or employees. If judgment is recovered against MPS in suits of law or equity for any reason, including by reason of the carelessness, negligence, or acts or omissions of the Contractor, against such persons, firms or corporations carrying out the provisions of the Contract for the Contractor, the Contractor assumes full liability for such judgment, not only as to any monetary award, but also as to the costs, attorneys' fees or other expenses resulting therefrom.

In accordance with applicable laws, MPS shall be responsible for defending and paying judgments on behalf of its officers, employees and agents while acting within the scope of their employment or agency for any claims that may arise out of MPS's negligence for acts, policies, or directives that affect the activities covered by this Contract.

7. SECTION INTENTIONALLY OMITTED

8. INSURANCE AND PROOF OF FINANCIAL RESPONSIBILITY

Contractor understands and agrees that financial responsibility for claims or damages to any person, or to Contractor's employees and agents, shall rest with the Contractor. Contractor and its subcontractors shall effect and maintain any insurance coverage, including, but not limited to, Workers' Compensation, Employers' Liability, General Liability, Contractual Liability, Professional Liability, Automobile Liability and Umbrella Liability to support such financial obligations. The indemnification obligation, however, shall not be reduced in any way by existence or non-existence, limitation, amount or type of damages, compensation, or benefits payable under Workers' Compensation laws or other insurance provisions.

The minimum limits of insurance required of the Contractor by MPS shall be:

Workers' Compensation	Statutory Limits
Employers' Liability	\$100,000 per occurrence
General Liability	\$1,000,000 per occurrence/\$2,000,000 aggregate
Professional Liability	\$1,000,000 per occurrence
Auto Liability	\$1,000,000 per occurrence
Umbrella (excess) Liability	\$1,000,000 per occurrence

The Milwaukee Board of School Directors shall be named as an additional insured under Contractor's and subcontractors' general liability insurance and umbrella liability insurance. Evidence of all required insurances of Contractor shall be given to MPS. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement that MPS shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Contractor's insurers providing the coverages required by MPS for the duration of this Contract.

9. TAXES

MPS is exempt from Federal Excise and Wisconsin Sales Taxes.

10. SECTION INTENTIONALLY OMITTED

11. TERMINATION BY CONTRACTOR

Contractor may, at its option, terminate this Contract upon the failure of MPS to pay any amount, which may become due hereunder for a period of sixty (60) days following submission of appropriate billing and supporting documentation. Upon said termination, Contractor shall be paid the compensation due for all services rendered through the date of termination including any retainage.

12. TERMINATION BY MPS - BREACH BY CONTRACTOR

If Contractor fails to fulfill its obligations under this Contract in a timely or proper manner, or violates any of its provisions, MPS shall thereupon have the right to terminate it by giving five (5) days written notice before the effective date of termination of the Contract, specifying the alleged violations, and effective date of termination. The Contract shall not be terminated if, upon receipt of the notice, Contractor promptly cures the alleged violation with five (5) days. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Contractor for use in completing the Contract.

13. TERMINATION BY MPS

MPS further reserves the right to terminate this Contract at any time for any reason by giving Contractor written notice by Registered or Certified Mail of such termination. MPS will attempt to give Contractor 20 days' notice, but reserves the right to give immediate notice. In the event of said termination, Contractor shall reduce its activities hereunder, as mutually agreed to, upon receipt of said notice. Upon said termination, Contractor shall be paid for all services rendered through the date of termination, including any retainage. This section also applies should the Milwaukee Board of School Directors fail to appropriate additional monies required for the completion of the Contract.

14. INDEPENDENT CONTRACTOR

Contractor agrees and stipulates that in performing this Contract, it is acting as an Independent Contractor, and that no relationship of employer and employee, partnership or joint venture is created by this Contract. Contractor has exclusive control over work hours, location, and other details of such services, and MPS's sole interest is to ensure that said service shall be performed and rendered in a competent, safe, efficient, timely and satisfactory manner in accordance with the terms of this Contract.

Contractor has the sole obligation to provide for and pay any contribution or taxes required by federal, state or local authorities imposed on or measured by income. Contractor specifically covenant not to file any complaint, charge, or claim with any local, state or federal agency or court in which Contractor claims to be or to have been an employee of MPS during the period of time covered by this Contract and that if any such agency or court assumes jurisdiction of any complaint, charge or claim against MPS on Contractor's behalf, Contractor will request such agency or court to dismiss such matter. MPS shall not be charged any obligation or responsibility whatsoever of extending any fringe benefits which may be extended to MPS employees, including any insurance, or pension plans.

Contractor further agrees that MPS is not to be charged with the obligation or responsibility of extending any fringe benefits such as hospital, medical and life insurance, or pension plans which may be extended to employees of MPS from time-to-time and

further agree to indemnify and hold harmless MPS and all its employees, officers and agents from any liability for personal injuries, including death, or for damage to or loss of personal property, which might occur as a result of the performance of the services provided for under this Contract.

15. ASSIGNMENT LIMITATION

This Contract shall be binding upon and inure to the benefit of the parties and their successors and assigns; provided, however, that neither party shall assign its obligations hereunder without the prior written consent of the other. Notwithstanding the foregoing, this Contract may be assigned by McGraw-Hill School Education LLC to an affiliate or in connection with a merger, consolidation, or sale of substantially all assets, without consent of MPS.

16. PROHIBITED PRACTICES

- A. Contractor during the period of this Contract shall not hire, retain or use for compensation any member, officer, or employee of MPS to perform services under this Contract, or any other person who, to the knowledge of Contractor, has a conflict of interest.
- B. Contractor hereby attests it is familiar with MPS’s Code of Ethics, providing in pertinent part, “[a]n employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of \$25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS.”
- C. No person may enter into this Contract for services that the MPS employee would otherwise perform as an employee.
- D. No current or former MPS employee may perform services on a professional services contract without the prior written consent of the MPS Chief Human Capital Officer or his/her designee.
- E. If the Contract is for apparel for \$5,000.00 or more, the Contractor agrees to provide only items manufactured by responsible manufacturers. Contractor is required to include a similar provision in all subcontracts to this Contract.

17. LIVING WAGE REQUIREMENT

Contractor shall comply with, and ensure its subcontractors performing work under this Contract comply with, Milwaukee Board of School Directors’ Administrative Policy 3.09(17), which requires that employees be paid a “living wage.”

18. NOTICES

Notices to either party provided for in this Contract shall be sufficient if sent by Certified or Registered mail, postage prepaid, addressed to the signatories on this Contract, or to their designees.

19. WAIVER

The waiver or failure of either Party to exercise in any respect any rights provided for in this Contract shall not be deemed a waiver of any further right under this Contract.

20. INTEGRATION / SEVERABILITY

This Contract, any exhibits and addenda, RFP 916, and Contractor’s Response to RFP 916 constitute the entire Contract among the Parties with respect to the subject matter hereof and supersede all prior proposals, negotiations, conversations, discussions and Contracts among the Parties concerning the subject matter hereof. No amendment or modification of any provision of this Contract shall be effective unless the same shall be in writing and signed by both Parties.

The District shall not be bound by any terms and conditions included in of Contractor’s packaging, service catalog, brochure, technical data sheet or other document which attempts to impose any conditions at variance with or in addition to the terms and conditions contained herein.

If any term or provision of this Contract should be declared invalid by a court of competent jurisdiction or by operation of law, the remaining terms and provisions of this Contract shall be interpreted as if such invalid Contracts or covenants were not contained herein.

21. CHOICE OF LAW & FORUM

The state courts of Wisconsin shall be the sole forum for all disputes arising of this Contract. The validity, construction, enforcement and effect of this Contract shall be governed solely by the laws of the State of Wisconsin.

22. TIMING

Time is of the essence in this Contract.

23. CERTIFICATION REGARDING DEBARMENT OR SUSPENSION

Contractor certifies that neither Contractor or its principals; its subcontractors or their principals; the sub-recipients (if applicable) or their principals are suspended, debarred, proposed for debarment, voluntarily excluded from covered transactions, or otherwise disqualified by any federal department or agency from doing business with the Federal Government pursuant to Executive Orders 12549 and 12689. Contractor specifically covenants that neither the Contractor or its principals, its sub-contractors or their principals, or the sub-recipients (if applicable) or their principals are included on the Excluded Parties List System ("EPLS") maintained by the General Services Administration ("GSA").

24. FORCE MAJEURE

MPS will not be liable to pay Contractor for any work that the Contractor is unable to perform due to act of God, riot, war, civil unrest, flood, earthquake, outbreak of contagious disease or other cause beyond MPS's reasonable control (including any mechanical, electronic, or communications failure, but excluding failure caused by a party's financial condition or negligence).

25. STUDENT DATA

Contractor acknowledges that student data is protected by both federal and state law. *See* Wis. Stat. § 118.125; 20 U.S.C. § 1232g(b); 34 C.F.R. § 99.1 *et seq.* If MPS determines that Contractor has disclosed any student record information in violation of either federal or state law, without prejudice to any other rights or remedies the MPS may have, MPS shall be entitled to immediately terminate this and every other existing Contract without further liability. Moreover, MPS may bar Contractor from future MPS contracts for varying periods up to and including permanent debarment.

26. NON-DISCLOSURE

Absent prior written consent of the person listed in Section 3 or his/her designee, Contractor shall not: (1) disclose, publish, or disseminate any information, not a matter of public record, that is received by reason of this Contract, regardless of whether the Contractor is or is not under contract at the time of the disclosure; or (2) disclose, publish, or disseminate any information developed for MPS under this Contract. Contractor agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of the same information.

All information and any derivatives thereof, whether created by MPS or Contractor under this Contract remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Contract, "derivatives" shall mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

Within ten business days of the earlier of receipt of MPS' written or oral request, or final payment, Contractor will return all documents, records, and copies thereof it obtained during the development of the work product covered by this Contract.

27. MPS LOGO/PUBLICITY

No Contractor shall use the MPS Logo in its literature or issue a press release about the subject of this Contract without prior written notice to and written approval of MPS's Executive Director of Communications & Outreach.

28. ORDER OF PRIORITY

In the event of a conflict among the documents constituting this Contract, the order of priority to resolve the conflict shall be: 1) this Contract; 2) RFP 916; and 3) Contractor's Response to RFP 916.

29. PUBLIC RECORDS

Both parties understand that the Board is bound by the Wisconsin Public Records Law, and as such, all of the terms of this Contract are subject to and conditioned on the provisions of Wis. Stat. § 19.21, *et seq.* Contractor acknowledges that it is obligated to assist the Board in retaining and producing records that are subject to Wisconsin Public Records Law, and that the failure to do so shall constitute a material breach of this Contract, and that the Contractor must defend and hold the Board harmless from liability under the law. Except as otherwise authorized, those records shall be maintained for a period of seven years after receipt of final payment under this Contract.

30. CONTRACT COMPLIANCE REQUIREMENT

The HUB requirement on this Contract is 5%. The student engagement requirement of this Contract is 300 hours. The Career

Education requirement for this Contract is 10 hours. Failure to achieve these requirements may result in the application of some or all of the sanctions set forth in Administrative Policy 3.10, which is hereby incorporated by reference.

IN WITNESS WHEREOF, the parties here to have executed this Contract on the day, month and year first above written.

CONTRACTOR (Vendor #: V008006)

MILWAUKEE BOARD OF SCHOOL DIRECTORS

By: _____
Authorized Representative

By: _____
*Kristen D. DeCato, Director
Procurement and Risk Management*

Date: _____
McGraw-Hill Education, Inc.
dba McGraw-Hill School Education, LLC
2 Penn Plaza
New York, NY 10121

Date: _____

By: _____
*Darienne B. Driver, Ed.D.
Superintendent of Schools*

Date: _____

SSN / FEIN:

Budget Code: GEN-0-0-INV-DW-ECTS

By: _____
*Mark A. Sain, President
Milwaukee Board of School Directors*

Date: _____

Reviewed by Risk Management:

By: _____

Date: _____



Milwaukee Public Schools

RFP No. 916 | Foundational Reading Professional
Development: SPANISH

Section 2: Quality of Proposed Solution and Ability to Meet MPS's Needs

Milwaukee Public School Spanish Foundations of Reading Services Plan

June, 2016

Background of the Professional Development Model:

Dr. Margarita Calderón and other leading Solution Tree authors and associates help teachers, administrators, and parents accelerate the engagement and educational achievement of students learning language, literacy and content in English and/or in Spanish. The comprehensive development model was developed for second language learners, striving readers, students with special learning needs and mainstream students. The Calderón model offers professional development for general education, ESL, dual language, bilingual, special education teachers, central administrators, principals, literacy coaches, content coaches, parents, and families.

Two flagship programs have been well received in schools, school districts, and states across the country: *ExC-ELL (Expediting Comprehension for English Language Learners)* and *ACE-LERA (Acelerando la Comprensión en Español: Lectura, Escritura y Razonamiento Académico)*. *ExC-ELL* and *ACE-LERA* were designed to improve instruction for students by empowering teachers with strategies proven to be effective with first and second language learners in math, science, social studies, language arts and electives in Pre-K to 12th classrooms.

ACE-LERA is being proposed as the comprehensive professional development approach for developing high literacy skills in Spanish for the Milwaukee Literacy Coaches, Interventionists, and K-3 teachers. The ACE-LERA professional development will focus on producing reading expert coaches that will enable them to provide high quality reading instruction in K-3rd classrooms with Spanish speaking students.

2.1.1 Phase 1 – Professional Development Coordination

A. Type of professional development

Face-to-Face Workshops for Coaches and Teachers. ACE-LERA will be offered in Spanish for one cohort of coaches, and one cohort of K-3rd teachers and administrators in face-to-face four-day Institutes. Each day will consist of modeling and hands-on practice of instructional strategies, debriefing after each strategy to clarify purpose and rationale, and time to integrate strategy into own materials and lesson templates.

The 5 foundational elements of reading: vocabulary, phonemic awareness, phonological awareness, fluency and beginning reading comprehension are the focus of the 4-day Institute.

Day 1 — Vocabulary, Academic Language, Discourse and Lesson Integration – as a precursor to reading comprehension, oral discourse, and beginning writing

Day 2 and 3 – Basic Reading Comprehension and Lesson Integration – vocabulary development will be integrated into phonemic awareness, phonological awareness, fluency, and basic reading comprehension. Approaches to reading will target the reading development needs of children by grade levels (K, 1st, 2nd, 3rd) as well as demonstrate how the continuum of these 5 elements of basic reading need to be addressed for children in grades 2nd to 3rd who have missed out on developing the foundational skills. Moreover, the other type of strategies that need to be developed or strengthened for 3rd grade children for depth of reading, close reading, and content mastery will also be modeled and practiced.

Day 4 – From Pre-Writing in Kindergarten to Drafting, Revising and Editing and Lesson Integration – strategies for teaching beginning reading, and how to progress to the writing process from there: drafting, revising, editing, and publishing within each content area.

Coaching on site. Each day of the institutes will be conducted every other month in order for coaches and teachers to have time to implement and practice what they learned in the workshop. The ACE-LERA Expert Team will visit the classrooms to observe and give feedback to the teachers.

Workshops without immediate follow-up coaching and teachers' learning communities rarely change the way teachers teach. Coaching helps change the culture of teaching and learning. It creates fidelity with ownership and fidelity to an innovation. It helps sustain quality implementation. When done right, coaching helps everyone become a learner—the observed and the observer. It is a vehicle for updating the curriculum. Most important, it improves student achievement (Joyce & Calhoun, 2010; Calderón 2007).

Margarita Calderón & Associates have developed a classroom observation tool that can be used for coaching or collecting data on individual teacher implementation. The protocol details “how” the academic language, reading comprehension, and writing instruction are conducted within the subject areas, and the quality of the students' application of that instruction during academic discussions, reading comprehension summaries, and in their right-there writing. Through classroom observations and use of the ACE-LERA Observation Protocol, administrators, teachers and trainers can analyze classroom data and find relationships between instruction and student performance for these 3 options:

- (1) coaching in order to make instructional recommendations to individual teachers
- (2) additional coaching through e-Coaching to help sustain motivation and quality
- (3) classroom observations to collect data for teacher evaluation

Training of Coaches on what to observe and give feedback using the Observation/Coaching Protocol.

The site coaches and Expert Coaches will use the same Literacy Observation Protocol as they jointly observe each classroom and then debrief afterwards to check for fidelity and reliability of the observation and the feedback that is given to each teacher.

Coaches shadow Expert Coaches. The school-site coaches will shadow the Expert Coaches as part of their training.

Training of Administrators. Coaches and teachers will need support from their administrators. They will be offered a special session on supporting and coaching the instructional personnel, and follow-up virtual meetings to discuss implementation and progress.

All administrators are faced with managing diminishing resources while being held accountable to increase achievement for all students. Furthermore, in these most difficult of times, administrators are being called on to provide extraordinary leadership and create a leadership team of confident and inspired problem-solvers eager to take the initiative and responsibility for the success of their students. Progressive leadership principles address skill sets such as: leading by example, focusing on instruction,

communicating purpose and meaning, creating a climate of trust, taking calculated risks, building up and motivating your people, providing professional development that is aligned with students' needs, and generating unity among faculty and staff. It is a well-known fact that the actions of one principal, multiplied by the actions of many, can re-shape a culture and organization of a school and school district.

Recognizing and Observing Fidelity of Implementation – Presenters and participants jointly discuss and review Academic Language, Discourse, Reading Comprehension, and Writing expectations of ACE-LERA trained teachers implementing the 12 base components. Participants will work on an implementation plan that will focus on logistics, scheduling, establishing teachers learning community (TLCs) activities, peer observations and implementation of quality instruction.

Data Collection and Analysis – Development of an implementation plan with support structures, data documentation, and how to message expectations and facilitate school-wide implementation for long-term success. In addition, participants will focus on the importance of collecting and analyzing data on the quality of instruction to measure teacher transfer from training and impact on students' learning progressions for whole-school success.

Supporting and Coaching Teachers – Building up and motivating teachers by establishing a climate of continuous growth with specific strategies for administrators as coaches in how to provide positive, actionable and sustained feedback.

B. Time necessary for Phase 1 professional development

The face-to-face workshops would need to be completed by the end of Phase 1: 4 days for coaches, 4 days for teachers for the initial content on reading; at least one coaching observation per participant; 1 day for administrators; and 4 virtual meetings with administrators.

C. Ideal instructor-to-participant ratio

The ideal ratio for workshops engagement and ample individualized support is a ratio of 30 participants to 1 trainer. The maximum would be a ratio of 45 participants to 1 trainer. We can train up to 275 teachers simultaneously in groups of 30-45 on the same days or distribute the training in smaller cohorts throughout the year. The ideal ratio for coaching teachers on site, with administrators and coaches also participating as learners is 6 teachers per Expert Coach per day. For 275 teachers that would entail 45 days of coaching on site with site-coaches and administrators shadowing.

D. Materials and technology included

Each participant receives a participant packet consisting of: (1) a 250-page manual of the PowerPoint slides, additional notes on the theory and research for each strategy, and tips; (2) table tents; (3) ACE-LERA Observation Protocol; (4) lesson templates for developing their own lessons; (5) a book appropriate for their instructional role with additional information and instructional strategies.

E. Approach is universal in nature and adaptable to materials and situations

The approach to teaching the 5 foundations of reading is based on research and years of empirical testing in a variety of classrooms, grade levels, and language groups. It has been tested in bilingual, dual language, ESL, newcomers' centers, mainstream, special education, and sheltered English instruction classrooms. It was also implemented in a variety of language immersion programs (e.g., Mandarin, Portuguese, French, Spanish) in New York City.

F. Reading Core and Intervention lessons

Please see sample lesson in the appendix.

G. Aligns with reading and writing workshops

An alignment has already been made for school districts in the States of Virginia and Tennessee.

Phase 2 – Classroom Implementation and Monitoring

A. Continuous classroom support

The classroom support will begin two weeks after the workshops for coaches and teachers. They will be observed in their classrooms, receive implementation support, feedback on their instructional delivery, and a plan with commendations and recommendations for next steps for improvement.

B. Monitoring participant proficiency in content knowledge and application.

At least one observation protocol will be collected per teacher by the Expert Coaches. Another two protocols will be collected by their designated site-coaches. These will serve as baseline data for Year 1. Three more protocols will be collected in Year 2 and three more in Year 3. The protocols will inform us about the teachers' knowledge, delivery and the quality of responses by their students. They will illustrate the fidelity of implementation and quality of implementation of the reading strategies. This will forecast student outcomes. It will also show us where more professional development is needed by some teachers.

C. Tools for progress monitoring of foundational reading

The protocols will be triangulated with data on student language proficiency and scores on the FoRT.

D. Ability to provide on-demand reporting

Because progress monitoring is built into this model, on-demand reporting with both quantitative and qualitative data for individual participants, entire cohorts, or whole group will be available on demand verbally and/or written reports.

E. Checkpoints for continuous improvement practice

One of the most important aspects of a professional development program is the monitoring and measuring of teacher implementation and instructional skills. The observation protocol helps to document educator learning and its impact on students. Each participant's learning progression needs to be tracked throughout the year (Joyce & Calhoun, 2010; Calderón & Minaya-Rowe, 2011) with an observation protocol. Without documenting the level of transfer from the training into the teacher's instructional repertoire or the implementation of the training in each classroom, we cannot determine why students (particularly those at risk) are not learning (Joyce & Calhoun, 2010; Calderón 2007). ACE-LERA's observations can document the effectiveness of the professional development. Surveys will also be used for teachers' and principals' perceptions of the training and coaching. Individual participants will receive data on implementation of protocols after each observation.

Phase 3 – Collection and Analysis**A. Year-end debriefing and recap with participants and district administration**

Each coach will do a yearly phone or web-based conversation with each participant to discuss overall progress and next steps using a rubric that includes performance on the protocols. From these conversations and updating of each participant's progress on the rubric, a written report will be submitted to administration to be followed by a web conference to report on progress and answer questions from administration.

B. Transition for participants from Year 1 to Year 2

Professional learning community teams will be instituted for participants to meet and share successes, do problem solving, and continue to learn and implement. Quarterly web meetings will continue with each cohort.

C. Professional Development for Year 1 participants in Year 2

Sessions for lesson development and refinement will be delivered using web-based conferencing with each cohort quarterly. Peer observations within the cohort will take place once in each semester.

D. Onboarding systems for new participants in Year 2



Milwaukee Public Schools

**RFP No. 916 | Foundational Reading Professional
Development: SPANISH**

New participants will become one cohort that will receive 2 days of training with Calderón trainers and identified coaches from MPS who participated in Year 1. They will also be integrated into the professional learning community teams. New participants will receive monthly training delivered jointly by Calderón trainers and MPS coaches over web conferencing. Over time, more responsibility for new participants and the on-site observations will fall to identified MPS coaches to build district capacity.