

Board Office Use: Legislative File Info.	
File ID Number:	16-2665
Introduction Date:	01/11/2017
Enactment Number:	
Enactment Date:	

Memo

To: Board of Education

From: Antwan Wilson, Superintendent

Board Meeting Date: 01/11/2017

Subject: Professional Service Contract

Contractor: Achievement Network of Boston, MA

Services for: 956-CONTINUOUS SCHOOL IMPROVEMENT

Board Action Requested and Recommendation: Ratification by the Board of Education of a Professional Services Contract between the District and Achievement Network, Boston, MA, for the latter to provide: ANet and OUSD have continued conversations about a potential partnership for the 16-17 school year. Based on these ongoing conversations, and knowing the Elevation Network and schools more deeply, we propose five distinctive support streams which will both build district level capacity and school level capacity and alignment across curriculum, assessment, professional development and instruction. Full year school-based support: Foundations Year Partnership, Integrated District-Level Support and Training, District-Based Group Learning and Tools and Deliverables, for the

Background:
(A one paragraph explanation of why the consultant's services are needed.)

Previously contracted with vendor before who provided professional services to the district.

Discussion:
(QUANTIFY what is being purchased.)

ANet and OUSD have continued conversations about a potential partnership for the 16-17 school year. Based on these ongoing conversations, and knowing the Elevation Network and schools more deeply, we propose five distinctive support streams which will both build district level capacity and school level capacity and alignment across curriculum, assessment, professional development and instruction. Full year school-based support: Foundations Year Partnership, Integrated District-Level Support and Training, District-Based Group Learning, and Tools and Deliverables.

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Fiscal Impact: Funding Resource name(s) (detailed below) not to exceed \$56,000.00.

\$56,000.00

General Purpose-Unrestricted

Attachments: Professional Services Contract including Scope of Work

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To:

From:

Board Meeting Date:

Subject:

Contractor:

Services for:

**Board Action Requested
and Recommendation:**

Background:

(A one paragraph
explanation of why
the consultant's
services are needed.)

--

Discussion:

(QUANTIFY what is
being purchased.)

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Fiscal Impact:

Attachments:

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OAKLAND UNIFIED
SCHOOL DISTRICT

PROFESSIONAL SERVICES CONTRACT

This Agreement is entered into between _____ (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on _____, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below _____ in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed _____, whichever is later. The work shall be completed no later than _____.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed _____ Dollars (_____) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: _____.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* _____, which shall not exceed a total cost of _____.

5. CONTRACTOR Qualifications / Performance of Services:

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: _____

Site /Dept.: _____

Address: _____

Phone: _____

Email: _____

CONTRACTOR:

Name: _____

Title: _____

Address: _____

Phone: _____

Email: _____

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

☐ CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

☐ CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

23. **Conflict of Interest:** CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

24. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>).
25. **Litigation:** This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
26. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
27. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
28. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
29. **Signature Authority:** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
30. **Contract Contingent on Governing Board Approval:** OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.
31. **W-9 Form:** If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

OAKLAND UNIFIED SCHOOL DISTRICT

CONTRACTOR

☐ President, Board of Education

☐ Superintendent or Designee

Secretary, Board of Education

Contractor Signature

Print Name, Title

Form approved by OUSD General Counsel for 2015-16 FY

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:
(Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Ensure a high quality instructional core | <input type="checkbox"/> Prepare students for success in college and careers |
| <input type="checkbox"/> Develop social, emotional and physical health | <input type="checkbox"/> Safe, healthy and supportive schools |
| <input type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- ☐ **Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number(s):

- ☐ **Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

1. Relevant page of CSSSP with action item highlighted. Page must include header with the word “Modified”, modification date, school site name, both principal and school site council chair initials and date.
2. Meeting announcement for meeting in which the CSSSP modification was approved.
3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
4. Sign-in sheet for meeting in which the CSSSP modification was approved.

**The Achievement Network
Oakland Unified School District Proposal
2016-2017 School Year**



Background:

As a nonprofit, ANet's vision is to ensure equitable opportunities for all children. For over ten years, Achievement Network (ANet) has been working within schools and systems to support great classroom instruction - instruction that is grounded in rigorous standards, informed by the strategic use of assessments, and enabled by meaningful professional learning for leaders and teachers.

Nationally we see a gap in school systems between perception of the ability to implement college and career ready standards and the actual presence of standards-aligned instruction. System leaders throughout the country are grappling with how to effectively implement these key instructional shifts. To support instructional change, ANet collaborates with over 700 schools across the country, including system-wide support in District of Columbia Public Schools, Denver Public Schools, and Syracuse City School District.

Our work is composed of four elements:

- Diagnosis and alignment of district-level academic strategy
- Advising on strategy and ongoing implementation across district-level team
- School-based coaching of instructional leadership team and close alignment with principal managers; access to best practices of over 700 schools that partner with ANet
- Instructional tools and resources, including instructional interim assessments and an online platform for reporting and planning from standards

Scope of Work:

ANet and OUSD have continued conversations about a potential partnership for the 16-17 school year. Based on these ongoing conversations, and knowing the Elevation Network and schools more deeply, we propose five distinctive support streams which will both build district level capacity and school level capacity and alignment across curriculum, assessment, professional development and instruction:

- **Full year school-based support: Foundations Year Partnership.** Centers around differentiated coaching and on-site professional development which help ILTs commit to and execute school-wide priorities that build a deep understanding of CCSS-aligned instructional practices and leverage data to tailor instruction to students' needs. Our Foundations Year partnership is designed to build readiness for a Full Model partnership in future years. It includes teacher, principal, and district leader logins on myANet, our proprietary online data analysis and instructional resource platform. Resources available include standards guides, vertical progressions, and 3,500 lessons covering 100% of Common Core standards in grades 2-8; lessons are vetted for quality, rigor, and alignment to the Common Core. Please see attached for an example annual school plan.
 - Objectives:
 - Align with deputy and network superintendent to ensure all four ANet partner schools establish, communicate, and build investment in a limited set of annual instructional priorities.
 - Regularly co-observe instruction and planning/analysis meetings with colleagues and/or ANet coach to determine the extent to which instruction is meeting the demands of the standards, where there is progress towards identified instructional priorities, and specific needs for follow-up support.
 - Analyze school artifacts, and other data, to monitor progress on identified instructional priorities and school practice, gauge the extent to which schools are leveraging available resources such as myANet and PD opportunities, and identify focus areas for school support from both system leaders and ANet coaches.
 - PARTICIPATING SCHOOLS
 - West Oakland Middle School
 - Martin Luther King Jr. Middle School
 - Lafayette Elementary School
 - Frick Middle School

- Coaching will be aligned to the attached proprietary, research-based Leader Levers rubric.
- **Integrated District-Level Support and Training.** ANet will attend Elevation Network monthly meetings and facilitate three (3) annual stepbacks to set priorities, monitor progress and provide implementation support.
 - Objectives:
 - Gauge progress towards shared system and school level goals and align on next steps to support identified needs, based on data and observations
 - Ensure consistent and coherent communications and support to schools; Support effective implementation of curriculum
- **District-Based Group Learning.** ANet will provide professional development to the Instructional Leaders in subjects pertaining to Common Core Content Shifts and Instructional Leadership. ANet shall provide up to nine (9) total sessions of up to three (3) hours each in duration to approximately fifteen (15) participants.
 - Objectives:
 - **Help ILTs provide and protect time for school leaders and teachers to collaboratively build expertise** in state/Common Core standards and what they require of students. Ground this professional learning in the standards and identified instructional priorities.
 - **Equip school leaders to facilitate collaborative learning time with teachers to:**
 - Deepen their understanding of the standards and texts they will teach and adjust plans as needed to ensure instruction drives towards student mastery of the standards
 - Review student work to ensure that student work is consistently at level of rigor appropriate for state/Common Core standards
 - Use assessments to clarify the bar for mastery and provide examples of quality text dependent questions and math tasks
 - **Follow up to ensure this time is being used effectively** and provide additional support/professional development as needed, such as modeling work to be done with teachers with leaders/facilitators and observing collaborative planning times and sharing feedback.
 - **Use qualitative and quantitative data as well as teacher and school leader feedback to gauge success** of professional learning and identify adjustments to increase impact.
 - Expected PD trajectory is as follows:

Welcoming: Building relationships and knowledge around the schools		
Learn	Adapt	
<ul style="list-style-type: none">• Supportive environment• Helpful tools• Meaningful ILT discussion around foundation conditions	<ul style="list-style-type: none">^ Incorporate participant voices: moving too slow or too fast^ Stay on pace when we can move fast so when we can slow down when needed	
Math: Session 1 3 shifts of Common Core Mathematics		
Bring	Learn	Adapt
Lesson Plan with Standard (if possible)	<ul style="list-style-type: none">• What are the three shifts of math? What do they mean?• How are the three shifts of math evident in your curriculum? Where might we need to adapt?	<ul style="list-style-type: none">• Plan PD• Coaching• Lesson Feedback• Video?

Math: Session 2 Understanding standards and Backwards Planning		
Bring	Learn	Adapt
<p>MLK:</p> <ul style="list-style-type: none"> • <u>Teacher practice artifact</u>: PD Agenda [on the CCSS shifts of Focus, Coherence, Rigor] • <u>Student impact artifact</u> → Grade level Common Assessment (Unit 1 Core...) <p>Lafayette:</p> <ul style="list-style-type: none"> • <u>Teacher practice</u>: Evidence from walk throughs, training on what we are looking for; observing during math block. • <u>Student impact</u>: Cumulative End of Unit [Taken in Nov] <p>WOMS:</p> <ul style="list-style-type: none"> • <u>Teacher practice</u>: Looking at the actual assignments, looking at grades: what are they actually showing (compliant versus understanding); walk through tool [created to reflect CCSS-aligned math instruction] (possibly), • <u>Student impact</u>: Student work (grade level, standard) 	<ol style="list-style-type: none"> 1. Understanding standards through high-quality tasks 2. Implications on instruction and leadership 3. Summary & next steps 	<ol style="list-style-type: none"> 1. Observe and look for evidence of planning that is aligned to CC <ol style="list-style-type: none"> a. Artifact(s): Feedback aligned to CC; observation notes per school (e.g. how many classrooms are we seeing evidence?) 2. Build teachers understanding of standards through the standards and tasks. <ol style="list-style-type: none"> a. Teacher's look at standard information before teaching. Artifact: Reflection protocol and lesson plans.
Math: Session 3 Using Observation Look Fors That Are Aligned to the Math Shifts		

Rough Slide Deck		
Bring	Learn	Adapt
<ul style="list-style-type: none"> Evidence (artifact) showing how they implemented the learning from last session. 	<ol style="list-style-type: none"> Introduction to the Core Actions Apply to lesson plans. Apply to observation. 	<ol style="list-style-type: none"> Plan for CC based observation and/or lesson plan feedback. <ol style="list-style-type: none"> Observation/lesson plan feedback. Role play of feedback. Observation calendar
ELA Session 1 3 Shifts in ELA		
Bring	Learn	Adapt
<ul style="list-style-type: none"> Summary for how we used “Look fors” in math ELA Lesson plan + curriculum 	<ul style="list-style-type: none"> Learn the three ELA shifts and why they happened Why use complex texts? 	<ul style="list-style-type: none"> Plan PD Plan how complex texts fit into day Lesson Feedback Video?
ELA Session 2 Complex Texts and Differentiation		
Bring	Learn	Adapt
<ul style="list-style-type: none"> Evidence (artifact) showing how they implemented the learning from last session. 	<ul style="list-style-type: none"> Practice figure out text complexity Practice adapting lessons with a consideration to text complexity. 	<ul style="list-style-type: none"> Plan PD Coaching Lesson Feedback Video?
ELA Session 3 Text Dependent Questions		
Bring	Learn	Adapt
<ul style="list-style-type: none"> Evidence (artifact) showing how they implemented the learning from last session. 	<ul style="list-style-type: none"> What are TDQs? How do we use TDQs with text complexity? How do we use TDQ to drive towards key understanding? Create “Look Fors” 	<ul style="list-style-type: none"> Plan PD Coaching Lesson Feedback Video? Create Look Fors
Build Leadership: Session 1 Setting Instructional Priorities		
Bring	Learn	Adapt
<ul style="list-style-type: none"> Share out how ELA practice has evolved over the last 3 months 	<ul style="list-style-type: none"> How to set meaningful instructional priorities for coming school year 	<ul style="list-style-type: none"> Sets IP, begin to think about quarterly metrics
Build Leadership: Session 2		

Use IP to plan for year 17-18		
Bring	Learn	Adapt
<ul style="list-style-type: none"> IPs that were set with quarterly metrics 	<ul style="list-style-type: none"> How to use IP to calendar How to create “Look-fors” using IP 	<ul style="list-style-type: none"> Create ILT and PD calendar Create list of Look fors for the next year

Tools and Deliverables:

- RESOURCES
 - Planning – Protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards
 - Curriculum – Standards and Objectives Guides aligned to State Standards and Common Core Standards
 - Lesson Planning – Plans and examples to facilitate re-teaching
- PLATFORM
 - Access for every teacher and administrator to online platform MyAchievementnetwork.org containing additional resources and tools
- TRAINING & COACHING
 - Logistics training for key personnel at school site
 - Orientation to ANet for administrators and teachers (if new school)
 - Student goal setting support
 - School-specific coaching/training sessions (as agreed to between coach and school) that may include:
 - Introduction and/or support regarding elements of a teaching and learning cycle
 - School leader Mid-and-End-of-Year Meetings
- NETWORK EVENTS
 - Access to professional learning events that may include:
 - School Leadership Team Network Meetings
 - Other Network-specific events that may include: Learning Walks, Professional Learning Communities, workshops, and others.
- INTEGRATED DISTRICT-LEVEL TECHNICAL ASSISTANCE
 - ANet will provide professional development to the Instructional Leaders in subjects pertaining to Common Core Content Shifts and Instructional Leadership.
 - ANet shall provide up to nine (9) total sessions of up to three (3) hours each in duration to approximately fifteen (15) participants.

Outcomes:

Through this partnership with OUSD, ANet aims to achieve several outcomes:

- Deliver high quality tools and services to OUSD schools
- Help OUSD teachers and school leaders build their teaching and school leadership skills
- Help OUSD students develop the knowledge and skills for success in college, career, and beyond.
- Build OUSD Instructional Leaders’ knowledge and skill regarding Common Core

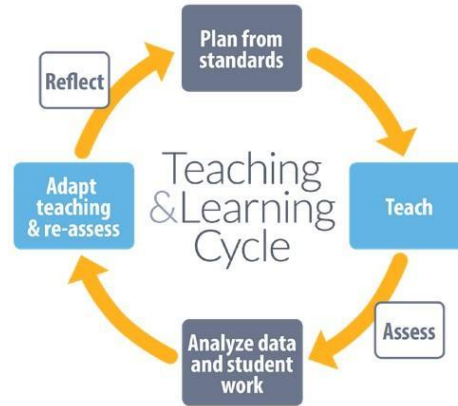
We have developed specific milestones or goals for each of these outcomes related to our delivery of high quality tools and services:

- Deliver 15 coaching sessions for each school partner each year
- Achieve a satisfaction rating of 85% or higher on our mid- and end-of-year surveys
- Three of four partner schools are ready for full partnership in SY1718
- Train 10-15 OUSD Instructional Leaders on Common Core Shifts and Instructional Leadership

Pricing:

Program Fee (\$25,0000 per school):	\$ <u>100,000.00</u>
ILT Whole Group Sessions and Integrated District-Level Support:	\$ <u>22,500.00</u>
ANet Philanthropic Subsidy:	\$ <u>(7,500.00)</u>
Total Payment:	\$ <u>115,000.00</u>

Background and Demographic Information



SAMPLE Public Montessori Elementary School

Goal: Level 0 to .5

Principal: LOREM IPSUM

Leadership Team Members: SAMPLE INSTRUCTIONAL COACH, SAMPLE ASSISTANT PRINCIPAL

Grades: Pre-K - 6

Math Curriculum(s) used: Montessori

ELA Curriculum(s) used: Montessori, Guided Reading

ELA :

Math:

Summative: PARCC

Years partnering with ANet: 2015

Service Level: Standard 22

Leader Levers in Focus: 1 and 3

Literacy –

- Use of complex text with all students across subject areas to build knowledge and understanding.
 - Core Action 1- Focus each lesson on high quality text (or multiple text)
- Strengthen teachers' planning through writing standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing – all driving toward key understanding in the text.
 - Core Action 2- Employ questions and tasks, both oral and written, that are text specific and reflect the standards.
 - Core Action 3- Provide all students with opportunities to engage in the work of the lesson.

End-of-Year Goal: *What will we see/hear in classrooms if we successfully implement this instructional priority? What will be different?*

- For Teachers:

- o Teachers will use quantitative and qualitative complexity to inform text selection and literacy planning.
- o Teachers are building students' knowledge around a cultural theme or topic. Teacher's text-dependent questions are intentionally scaffolded to support students through what makes the text complex so that can still walk away with the key understanding. The written response question is designed as an assessment for learning. Teachers are expecting evidence and precision from students and probe accordingly.

- **For Students:**

- o Students are persevering and comprehending complex texts with teacher support as needed and ultimately independently. They are able to inference and analyze. Students are responding in discussion and writing to text-dependent questions that are setting them up to be able to successfully begin writing for understanding. Students develop a "hunger" for and are inspired by reading and writing.

- **For Leaders:**

- Leaders are identifying appropriateness of text for a given grade level and the quality and standards alignment of questions.
- Leaders are working alongside teachers to develop understandings of Close Reading.

Rationale for this goal: *Why is this goal the thing we feel is most needed/where we need to push ourselves next?*

- Understanding the components of text complexity will guide text selection and help us understand the challenges to comprehension. Additionally, understanding how to select a text and what makes a text complex will support knowing what questions to ask students. Understanding the components of planning for Close Reading will help us understand what to expect from our teachers and include in our lesson plan expectations and observe for in classrooms.

How We Will Drive Our Priority Forward	A0 Summer - September	A1 October - November	A2 December - January	A3 February - March	A4 April - EOY
1. Planning from Standards (Input)	Planning Focus: Understanding Text Complexity. TEC:	Planning Focus: Selecting texts that integrate contents naturally. Text-based planning	Planning Focus: Selecting texts that integrate contents naturally. Developing an aligned Scope and Sequence Developing a strong focus question (and scaffolded text-dependent questions)	Planning Focus: Developing a strong focus question and scaffolded text-dependent questions	Planning Focus: Building knowledge around a theme or topic with each cultural unit. Within each lesson, the teacher's text-dependent questions are intentional scaffolded to support students through what makes the text complex so that can still walk away with the key understanding.

	Feedback Focus: Text selection	Feedback Focus: Text selection	Feedback Focus: Are the questions text-dependent? Are they scaffolding students up towards the key understanding?	Feedback Focus: Are the TDQs driving coherently towards a key understanding in the text?	Feedback Focus: Is the unit's theme clear and reflected in the texts and tasks selected? Are the TDQs driving coherently towards a key understanding in the text?
2. Teach (Observation Focus) (Input)	Feedback Focus: N/A	Feedback Focus: What texts are being used and for what purpose?	Feedback Focus: Are teachers employing questions and tasks (both oral and written) that are text specific?	Feedback Focus: Are the teacher's text dependent questions and tasks (oral and written) translating into text-based discussion and writing – all driving toward key understanding in the text?	Feedback Focus: Are the TDQs translating into text-based discussion and writing – all driving toward key understanding in the text?
3. Analyzing Data & Action Planning (DDI) (Input)	A0 Data Meeting Focus: N/A	A1 Data Meeting Focus: Text complexity analysis and understanding what made the passages complex.	A2 Data Meeting Focus: Unpacking the Information Standards Balanced literacy instruction with a text centered approach-bookended with standards and content (cultural experiences)	A3 Data Meeting Focus: Compare the rigor of questions from instruction to the prose constructed response prompts and consider the level of evidence in student responses.	A4 Data Meeting Focus: Complex texts are central to action plans and incorporated into regular upcoming instruction, with intentionally sequenced text-dependent questions targeting standards needing work.
4. Closing the Loop (Adapt teaching, Reassess, Reflect) (Input)	Closing the Loop Focus: N/A	Closing the Loop Focus: TEC Support Close Reading lessons with original passage	Closing the Loop Focus: (note- there were no action plans or reassess plans for A2 due to focus on understanding the standards and prioritizing Scope and Sequence work with each team) 6 week plans reflective of Cultural Focus, Standards and SAS alignment	Closing the Loop Focus: Rigorous text dependent questions and student responses; questions should reflect the elements of text complexity that students struggled with	Closing the Loop Focus: Upcoming plans integrate adapted teaching and the unit reflects text-based planning approach/backwards plan design

			Literacy planning must reflect use of rigorous text dependent questions; questions should reflect the elements of text complexity that students struggled with		
Professional Learning/Development Focus: <i>(Input)</i> -What professional development support do teachers need to carry out the priority? - What learning or resources do the ILT need to lead the priority?	Teachers: PD on text complexity to inform text selection	Teachers: PD on text complexity to inform text selection Time to share what topic they are focused on to intentionally integrate content for students where appropriate.	Teachers: PD on understanding the Standards PD on Balanced Literacy Instruction Develop a Scope and Sequence Unit Planning PD on strong focus question and text-dependent questions with intentional scaffolding (attending to structure(s) [sentences, phrases, words], concepts, ideas, and details) Time to share what topic they are focused on to intentionally integrate content for students where appropriate.	Teachers: PD on strong focus question and text-dependent questions with intentional scaffolding (attending to structure(s) [sentences, phrases, words], concepts, ideas, and details) Time to share what topic they are focused on to intentionally integrate content for students where appropriate.	Teachers: Sustained focus on PD supporting teachers to develop strong text-dependent questions with intentional scaffolding (attending to structure(s) [sentences, phrases, words], concepts, ideas, and details) Time to share what topic they are focused on to intentionally integrate content for students where appropriate.
	ILT: Goal Setting Support Alignment with UIP goals Group Learning Support with Scope and Sequence	ILT: Prep to lead text-based planning approach PD with teachers (focus on text complexity and selection) Support using A1 data	ILT: Coach to instill a heightened sense of urgency and focus Coach to lead text-based planning approach PD with teachers (FOCUS	ILT: Sustained focused on cohesiveness and intentionality of teachers' planning and use of Scope and Sequence	ILT: Coaching with a sustained focused on cohesiveness and intentionality of Scope and Sequence and focus of summer learning or work will be

		<p>to adjust instruction and prioritize support for A2.</p> <p>Group Learning Series on how to lead a Teacher Reflection Meeting</p>	<p>ON Text Selection and TDQs).</p> <p>Coach to lead the development of Scope and Sequence for ALL grade levels</p> <p>Support using A2 data to adjust instruction and prioritize support for A3.</p> <p>Group Learning- Winter Network Meeting Event</p>	<p>Coach on text complexity, text selection and use of dependent questioning in planning and execution.</p> <p>Support using A3 data to adjust instruction and prioritize support for A4.</p> <p>Group Learning Series- Spring Network Event</p>	<p>planned/expected of teachers.</p> <p>Coach on text teachers' text-dependent questioning in planning and execution.</p> <p>Group Learning Series?</p>
Data Points/Evidence for monitoring progress (Output)	By the end of A0 what do we want to see in:	By the end of A1 what do we want to see in:	By the end of A2 what do we want to see in:	By the end of A3 what do we want to see in:	By the EOY what do we want to see in:
	<p>Teacher Practice: In plans, we see at least one complex text being used by every literacy teacher per unit. Teachers are integrating content whenever appropriate.</p>	<p>Teacher Practice: In plans and/or execution, we see literacy teachers using at least one complex text per unit and close reading strategies to help students build knowledge and skills.</p>	<p>Teacher Practice: Every unit has a clear criteria and plan for text selection. There is a focus question aligned to the text's key understanding. Teachers are employing questioning and tasks that are text specific.</p>	<p>Teacher Practice: We see scaffolded and coherent text-dependent questions in teacher plans and execution. Teachers are expecting evidence from students and probe accordingly.</p>	<p>Teacher Practice: Teachers are building students' knowledge around a theme or topic with each unit. Teacher's text-dependent questions are intentionally scaffolded to support students through what makes the text complex so that can still walk away with the key understanding. The focus question is designed as an assessment for learning. Teachers are expecting evidence and precision from students and probe accordingly.</p>

	Student Evidence: N/A	Student Evidence: In observations, we see all students are being exposed to complex texts	Student Evidence: Orally or written, we see students using evidence from the text to demonstrate understanding and to support their ideas about the text. Students persevere in solving questions and tasks in the face of initial difficulty.	Student Evidence: Orally or written, we see students using strong evidence from the text to demonstrate understanding and to support their ideas about the text. Students persevere in solving questions and tasks in the face of initial difficulty.	Student Evidence: Students are persevering and comprehending complex texts with teacher support as needed. They are able to inference and analyze. Students are responding in discussion and writing to text-dependent questions that are setting them up to be able to successfully begin writing for understanding.
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Math – Annual Instructional Priority: (#1, #1)

- Study the standards alongside the curriculum in order to ensure focused and rigorous instruction (Shifts: Focus and rigor)/C-P-A
- Focus on active learning experiences for students that allow them to exhibit mathematical practices in connection with content of the lesson

End-of-Year Goal: *What will we see/hear in classrooms if we successfully implement this instructional priority? What will be different?*

- **For Teachers:** Teachers will introduce key concepts of a unit through hands-on inquiry-based “launch lessons” that will allow students to begin forming conceptual understanding that teachers will then build on throughout the remainder of the unit with a clear though-line.
- **For Students:** Students hold the cognitive load as they manipulate, discussion, and form concept through the launch lesson and then develop that understanding over a unit of study.

Rationale for this goal: *Why is this goal the thing we feel is most needed/where we need to push ourselves next?*

- Data shows us that page turning through a curriculum and teaching procedures doesn’t work. We need to change the way we’ve been approaching math instruction.

How We Will Drive Our Priority Forward	A0 Summer - September	A1 October - November	A2 December - January	A3 February - March	A4 April - EOY
1. Planning from Standards (Input)	Planning Focus: Teachers are backwards planning from standards with an understanding of their grade level's major work	Planning Focus: Teachers are backwards planning from standards, aligning their instructional approach to the aspect(s) of rigor demanded by content standard	Planning Focus: Teacher plans incorporate prompts, problems, and tasks that are high quality and aligned to aspect(s) of rigor demanded by standard	Planning Focus: Teachers are backwards planning from standards, focusing on their major work while aligning their instructional approach and high quality tasks to the aspect(s) of rigor demanded by content standard	Planning Focus: Teachers are backwards planning from standards, focusing on their major work while aligning their instructional approach and high quality tasks to the aspect(s) of rigor demanded by content standard
	Feedback Focus: N/A	Feedback Focus: Lesson plans reflect the demands and level of rigor of the standard	Feedback Focus: Inclusion and alignment of high quality tasks and questioning sequence	Feedback Focus: Quality of task(s) and reflective questioning, alignment of content and rigor demands	Feedback Focus: Quality of task(s) and reflective questioning, alignment of content and rigor demands
2. Teach (Observation Focus) (Input)	Feedback Focus: N/A	Feedback Focus: Does the instructional approach align with the aspect of rigor demanded by the content standard or objective?	Feedback Focus: Is the teacher using high quality tasks and prompting students to think mathematical and share their thinking?	Feedback Focus: Is the teacher focused on the major work and aligning their instruction and high quality tasks with the correct aspect(s) of rigor demanded by the standard or objective?	Feedback Focus: To what extent are teachers expecting students to meet the level of rigor in the focus cluster/standard through activities and problems that support them in building their understanding? How are they probing students to understanding (showing, not telling)?
3. Analyzing Data & Action Planning (DDI) (Input)	Planning Focus: N/A	Planning Focus: How teachers are addressing why students struggled in this major cluster, whether or not they are addressing the level of rigor required?	Planning Focus: How teachers are addressing why students struggled in this major cluster, whether or not they are addressing the level of rigor required, and make deliberate connections to upcoming major cluster content in the same domain?	Planning Focus: How teachers are addressing why students struggled in this major cluster, whether or not they are addressing the level of rigor required, what high quality tasks and question sequence can be used to address breakdown in students' understanding?	Planning Focus: How teachers are addressing why students struggled in this major cluster, whether or not they are addressing the level of rigor required, what high quality tasks and question sequence can be used to address breakdown in students' understanding?

	A0 Data Meeting Focus: N/A	A1 Data Meeting Focus: Analyze student performance on the major cluster studied	A2 Data Meeting Focus: Compare the quality of tasks or problems they asked students to do in the classroom and those on the assessment	A3 Data Meeting Focus: Where and why did students' understanding break down? How did our instruction play into that?	A4 Data Meeting Focus: Compare the quality of tasks or problems they asked students to do in the classroom and those on the assessment
4. Closing the Loop (Adapt teaching, Reassess, Reflect) (Input)	Closing the Loop Focus: N/A	Closing the Loop Focus: Teachers reflect on the level of rigor and how focusing on the major work improved the quality of their instruction.	Closing the Loop Focus: Teachers reflect of how the quality of tasks they chose when adapting their teaching moved students from misconceptions to strong understandings and how students engaged with it.	Closing the Loop Focus: Teachers reflect not only on the level of rigor but also the amount of scaffolding they gave students in the classroom and how they are seeing that play out in student performance.	Closing the Loop Focus: Teachers reflect not only on the level of rigor but also the amount of scaffolding they gave students in the classroom and how they are seeing that play out in student performance.
Professional Learning/Development Focus (Input): -What professional development support do teachers need to carry out the priority? - What learning/resources do ILT need to lead the priority?	Teachers: Coaching on the major work by studying the grade-level major cluster(s) and clearly defining the three aspects of rigor Support in drafting strong questioning sequences for students	Teachers: Aligning instructional approach to aspect(s) of rigor demanded by standard PD time spent identifying the major work, aspect of and developing a high quality task 'launch lesson'	Teachers: Instructional strategies that align to different aspects of rigor. PD time spent identifying the major work, aspect of and developing a high quality task 'launch lesson'	Teachers: Sustained support in PD on Aligning instructional approach to aspect(s) of rigor demanded by standard and instructional strategies. PD time spent identifying the major work, aspect of and developing a high quality task 'launch lesson'	Teachers: Sustained support in PD on Aligning instructional approach to aspect(s) of rigor demanded by standard and instructional strategies.
	ILT: Coaching on the major work and how clusters are organized; not all standards are created equal; how additional and supporting standards work in service of the major work. Coaching on define rigor is math and what each aspect of rigor means	ILT: Coaching and resources on how to determine what instructional approach is best aligned to the demand of a standard Group Learning Series? – Big Picture planning for A2 Principals' Quarterly Learning Walks? – 3 Shifts, major work,	ILT: Coaching and resources on effective instructional strategies Coaching with a sustained focused on aligning instructional approach and strategies to the aspect(s) of rigor demanded by the standard. Group Learning Series?	ILT: Coaching on writing a strong sequence of 'launch lesson' questions for the high quality task Coaching with a sustained focused on aligning prompts and problem types to the aspect(s) of rigor demanded by the standard. Group Learning Series?	ILT: Coaching on what to look (related to rigor) for in plans and instruction Group Learning Series? Principals' Quarterly Learning Walks? ILS meetings

	<p>Group Learning Series?</p> <p>Principals' Quarterly Learning Walks?</p> <p>ILS meetings – is a lesson/task aligned to the aspect of rigor called for by the standard?</p>	<p>what to know and look for in a math observation (focus)</p> <p>ILS meetings – how high quality tasks can prompt students' thinking and discussion</p>	<p>Principals' Quarterly Learning Walks?</p> <p>ILS meetings</p>	<p>Principals' Quarterly Learning Walks?</p> <p>ILS meetings</p>	
Data Points/Evidence for Monitoring Progress (Output)	By the end of A0 what do we want to see in:	By the end of A1 what do we want to see in:	By the end of A2 what do we want to see in:	By the end of A3 what do we want to see in:	By the EOY what do we want to see in:
	<p>Teacher Practice:</p> <p>Teachers are beginning their backwards planning from the standards and regularly use the 'Standards' tab on myANet to identify what aspect(s) of rigor are demanded by the standard.</p>	<p>Teacher Practice:</p> <p>Teachers are creating a classroom culture where students share their thinking and talk about each other's thinking through their 'launch lesson'</p>	<p>Teacher Practice: Plans and instruction reflect teachers utilizing instructional approaches and strategies best aligned to the aspect(s) of rigor demanded by the standard and use reflective questioning to push students' concept formation and discussion.</p>	<p>Teacher Practice:</p> <p>'Launch lesson' plans and instruction reflect teachers utilizing instructional approaches and strategies best aligned to the aspect(s) of rigor demanded by the standard and use reflective and scaffolded questioning to push students' concept formation and discussion.</p>	<p>Teacher Practice:</p> <p>'Launch lesson' plans and instruction reflect teachers utilizing instructional approaches and strategies best aligned to the aspect(s) of rigor demanded by the standard and use tight, reflective, and scaffolded questioning to push students' concept formation and discussion.</p>
	<p>Student Evidence:</p> <p>Students are sharing their developing thinking about the content of the lesson.</p>	<p>Student Evidence:</p> <p>Students are experiencing, working, and discussing problems and tasks aligned to the major work of their grade.</p>	<p>Student Evidence:</p> <p>Students are sharing their developing thinking about the content of the lesson both orally and written.</p>	<p>Student Evidence:</p> <p>Students are sharing their developing thinking about the content of the lesson both orally and written.</p>	<p>Student Evidence:</p> <p>Students are having opportunities to build their understanding of concepts, practice fluency, and apply their knowledge and skills over the course of a unit through discussion and high quality tasks.</p>

Leader Levers

Provide Standards and Data-Driven Instructional Leadership

PREPARE YOURSELF

1. Build expertise and opinions about standards and instruction.

- Give yourself time to build deep understanding of the standards and what they require of students.
- Give yourself time to get and stay informed about what strong Common Core Standards-aligned plans and instruction look like.
- Have an opinion on teachers' current ability to use the standards to drive plans and instruction so that you can match support to their starting points.

2. Build expertise and opinions about data.

- Give yourself time to investigate trends in student data (school-wide, grade level, class, subject, sub-populations).
- Have a strong opinion about teacher strengths and weaknesses (school-wide, grade level or subject, individual).
- Have a strong opinion about which students and teachers need support most (note: grows in scope/depth as capacity grows).

PRIORITIZE

3. Pursue a limited number of school-wide academic priorities through high quality use of time and structures.

- Commit to and invest teachers in a limited number of overarching academic priorities for the school year, and use data to target resources and support throughout the year to achieve that priority.
- Create and ensure high quality use of a school-wide calendar that provides sacred time to advance instruction: peer-to-peer collaborative planning, teaching and learning cycle structures, targeted teacher support, student intervention systems.
- Define expectations and systems for planning and instruction, so that teachers operate within consistent routines, have clear objectives for collaborative planning time, have easy-to-access plans, and know what to expect for observations and feedback.
- Define and protect sacred time for school leadership to observe and give feedback on teacher planning and instructional time.

PREPARE YOUR TEAM

4. Develop teachers to strengthen instruction and adult culture.

- Build and pursue a vision for strong professional development that is grounded in a growth mindset and shapes adult culture.
- Provide regular, hands-on skill-building and practice with standards and planning.
- Support teachers to draw quality conclusions from data by asking questions, pushing their thinking, and thought-partnering on positive action steps to take.
- Give frequent, actionable, and high-impact praise and feedback on teachers' plans and instruction.

5. Develop your leadership team to deepen impact across the school.

- Prepare your leadership team to support teachers by providing guidance and development.
- Distribute leadership of T&L cycle structures based on team member strengths, once school-wide vision and habits are in place.
- Foster a positive sense of accountability on the leadership team by facilitating regular reflection and action planning based on whether efforts are resulting in stronger instruction and student learning.

Practice Outcomes

Foundations; Goal: Level 0

Goal: Level 0 → Level 1

Goal: Level 1 → Level 1.5 or 2

Goal: Level 2 → Level 2.5 or 3

PREPARE YOURSELF

1. Build expertise and opinions about standards and instruction.

- Prioritize time to execute classroom observations.
- Articulate value of classroom/collaborative team observations as learning opportunities for themselves and for teachers.
- Able to determine where there is a disconnect between standards and quality of instruction.
- **Math:** use knowledge of the major work of the grades to set priority standards and use items to define what to look for in plans and instruction.
- **Literacy:** use knowledge of the CCSS shifts and standards to identify the appropriateness of texts by grade level and determine whether questions are text dependent.
- Develop an opinion about teachers' focus on texts and the major work or aspects of rigor in plans/instruction.
- Build sufficient personal knowledge in school-wide instructional priorities to define evidence of success and monitor progress.
- Develop an accurate opinion on teacher plans and instruction in Literacy and/or Math connected to school instructional priorities.
- Build strong personal knowledge and confidence in school-wide instructional priorities to communicate to teachers what change should look like and why it matters.
- Develop an accurate opinion on student impact tied to teachers' plans and instruction, with a particular focus on school instructional priorities.

2. Build expertise and opinions about data.

- Open to reviewing data with an eye towards trends.
- Articulate the value of collaboration with and across schools and require execution support.
- Define top trends and focus areas in data and prioritize teachers needing extra support in data meetings.
- Define what changed in teacher practice and student learning at the end of each T&L cycle.
- Use data to set instructional priorities and monitor progress, and identify teachers, grade levels, or students for extra support.
- Define the impact of each T&L cycle on teacher practice and student learning and make 1-2 improvements for the next cycle.
- Use data to evaluate progress and needs towards instructional priorities.
- Use data independently each cycle to target resources and support to teachers, subjects, standards, grade levels, or students.

PRIORITIZE

3. Pursue a limited number of school-wide academic priorities through high quality use of time and structures.

- Articulate importance of & seek support in developing instructional focus areas.
- Articulates the importance of dedicated time and seek support in creating dedicated time for planning & collaboration.
- Articulate the connection between school improvement and ANet support.
- Define where the academic program needs improvement and communicate to teachers the purpose of the T&L cycle in shaping a culture of learning.
- Protect time for existing T&L cycle structures (esp. collaborative planning) and define purpose and expectations.
- Use priority standards and complex texts to focus existing teacher planning time (as appropriate).
- Communicate purpose behind instructional priorities and affirm teachers' efforts to change practice.
- Use instructional priorities to plan purposeful, regular development for teachers.
- Protect time to give regular feedback on instructional priorities in plans and instruction.
- Include teachers in setting instructional priorities and make priorities a high quality, consistent focus across the T&L cycle.
- Use data throughout the year to evaluate progress on priorities and change in teacher practice, and adapt PD structures/resources to address needs.

PREPARE YOUR TEAM

4. Develop teachers to strengthen instruction and adult culture.

- Demonstrates ability to prioritize and execute formal and informal observation routine.
- Provides regular feedback on teacher plans and lesson execution.
- Lead data meetings and reflection or planning meetings grounded in the instructional purpose of assessments, standards, and data.
- Support prioritized teachers to draw quality conclusions from data, internalize standards, and plan.
- Give actionable praise and feedback on teachers' analysis and action or instructional plans.
- Develop teachers on school-wide instructional priorities using an understanding of strong adult PD (ex. shift from coverage to mastery of priority topics, embedding hands-on practice).
- Give consistent and frequent feedback to support action on instructional priorities—particularly on prioritized teachers' plans and instruction.
- Integrate consistent PD on instructional priorities with implementation support (lesson plan feedback, observation/feedback, celebrations).
- Provide regular, hands-on skill-building on planning and instruction aligned to priorities.

5. Develop your leadership team to deepen impact across the school.

- There is a dedicated leadership team with clear roles and responsibilities.
- Leadership has dedicated time to discuss school wide instruction.
- Establish expectations and structures for ILT responsibilities; identify teacher leaders who should become members of the ILT.
- Support team members to facilitate teacher planning and analysis.
- Develop team members to communicate purpose of instructional priorities and affirm teacher efforts.
- Distribute facilitation of T&L cycle structures to teacher leaders; include teacher leaders in shaping PD and instructional priorities for the coming year.
- Provide coaching and development to ILT members (including teacher leaders) to support their development of teachers.
- Distribute leadership across ILT members (including teacher leaders), so that team members are able to lead progress on priorities independently and in so doing, influence a staff culture of learning.