

**AGREEMENT FOR EDUCATIONAL SERVICES
Between Gilroy Unified School District (GUSD)
And The Core Collaborative**

This Agreement is between the Gilroy Unified School District (hereinafter referred to as “District”) and The Core Collaborative (hereinafter referred to as “Consultant”) for delivery of services described below and use of District facilities and/or online platforms to deliver said services.

RECITALS

Whereas, District is authorized by Section 53060 of the California Government Code, and Board Policy 3600, to contract with independent contractors for the furnishing of special services and advice concerning financial, economic, accounting, engineering, legal, administrative and other matters; and

The District requires certain services described below; and

The Consultant represents that it is qualified and available to provide such services.

NOW THEREFORE, pursuant to the following terms and conditions the District and Consultant hereby agree as follows:

A. SERVICES TO BE PROVIDED. Consultant has submitted a proposal incorporated herein to be approved by the District in conjunction with the terms and conditions of this Agreement. As needed and requested by the District, Consultant shall perform in a competent and professional manner satisfactory to the District, the services described in **Exhibit A**, attached hereto and incorporated herein by reference (collectively the “Services”). Further descriptions of the services to be provided, as well as rights and responsibilities of both District and Consultant as specified and requested by the Consultant are attached in **Exhibit D**.

B. TERM. The term of this agreement shall commence on August 6, 2020 and terminate on June 30, 2021. This agreement is renewable annually at the mutual consent of the parties. This agreement may be cancelled or terminated by either party.

C. COMPENSATION. There will be a cost of \$79,200 to the District for the services rendered under this Agreement as described in **Exhibit A**.

D. DISTRICT OWNERSHIP. All data and information provided for and/or used by Consultant shall be the property of and returned to the District at the completion of this contract. All reports or other documents generated will constitute “works made for hire” by or for the District and the District will be the “author” of all such reports under applicable copyright laws.

E. INDEPENDENT CONTRACTOR STATUS. It is understood that Consultant is an independent contractor, is responsible for accomplishing the results required herein, and District shall not be liable to Consultant for any payments, benefits, loss, costs, expenses, or injury or damages to Consultant’s person or property, except District’s liability to Consultant for his compensation for services performed herein. Consultant shall not be entitled to receive any benefits normally provided to District’s employees, including health insurance benefits, paid vacation, or any other employee benefits. District shall not be responsible for withholding income or other taxes from payments made to Consultant. Consultant shall be solely responsible for filing all returns and paying any income, social security or other tax levied upon or determined with respect to the payments made to Consultant pursuant to this Agreement. A 1099 tax form will be provided to Consultant for services rendered at the end of each calendar year.

Consultant states and affirms that it is acting as a free agent and independent Consultant, maintains a place of business at the address indicated in the signature page, and that this Agreement is not exclusive. Consultant may enter any other contracts as Consultant sees fit providing that such contract does not interfere with any services that Consultant is currently providing the District or that might be deemed to be a conflict of interest with the best interests of the District.

F. COMPLIANCE WITH LAWS. Consultant shall comply with all federal, state and local laws and ordinances governing the operation of this Agreement. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting and TB clearance requirements of the California Education Code and shall provide certifications satisfactory to the District, in substantially the form attached hereto as **Exhibit B**. Per said exhibit, Consultant shall ensure that any persons admitted to GUSD sites who are likely to have significant contact with students will be cleared by a fingerprinting/background check and a TB clearance requirement pursuant E.C. 45125.1, at Consultant's expense.

G. CONFIDENTIALITY. The confidentiality provisions of this Agreement will survive and remain in full force and effect beyond the termination or expiration of this Agreement. Consultant agrees to hold confidential information obtained from the District, including any student or personnel information, whether obtained through observations, documentation or otherwise, in strict confidence and shall not without prior permission of the District disclose to anyone any such confidential information. Consultant shall not at any time or in any manner, either directly or indirectly, use any confidential District information for Consultant's own benefit. Consultant will protect such information and treat it as strictly confidential. A violation of this paragraph shall be a material violation of this Agreement.

If Consultant discloses (or threatens to disclose) information in violation of this Agreement, the District shall be entitled to an injunction to restrain Consultant from disclosing, in whole or in part, such information, or from providing any services to any party to whom such information has been or may be disclosed. The District shall not be prohibited by this provision from pursuing other remedies, including a claim for loss and damages.

H. INDEMNIFICATION; INSURANCE. To the fullest extent allowed by law, Consultant shall, at its expense, hold harmless, indemnify and defend District and its Board members, officers, agents, representatives and employees ("indemnified parties") from any and all claims, demands, losses, liabilities, claims, suits and actions ("claims") of any kind, nature and description, including but not limited to personal injury, death, property damage and Consultants and/or attorney fees and costs, directly or indirectly, arising or resulting from the performance of this Contract or any action or inaction done, permitted or suffered by Consultant in connection with this Contract, unless the claims are caused by the sole negligence or willful misconduct of District. The District has the right to accept or reject any legal representation that Consultant proposes to defend the indemnified parties. This provision shall survive the termination of this Agreement.

Prior to performance of any Services, Consultant shall provide evidence that it has obtained, and will maintain during the Term of the Agreement, the types and amounts of insurance required by District, as specified in **Exhibit A**.

I. TERMINATION. This Agreement may be terminated upon thirty days prior written notice sent to the addresses of the other parties specified on the signature page of this Agreement.

J. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the parties hereto with respect to its subject matter and supersedes any and all prior agreements, discussions, or understandings, whether written, oral or implied, with respect to the subject matter of this Agreement. This Agreement may not be modified or amended without the prior written consent of each party.

K. ASSIGNMENT OR SUBLETTING. This Agreement shall not be assigned or sublet to any other person or persons except with District's written consent.

L. ATTORNEYS FEES. In the event of any claim, dispute, or legal proceeding arising out of or relating to this Agreement, the party prevailing in such dispute shall be entitled to recover, and the other party shall pay, all reasonable fees and expenses incurred in connection therewith.

M. NOTICE. Unless otherwise specified in this Agreement or agreed to in writing by the Parties, notices and any other information required or contemplated under this Agreement may be given by first-class U.S. mail, express delivery service, or facsimile transmission at the addresses indicated on the signature page.

N. GOVERNING LAW; VENUE. This Contract shall be construed and interpreted pursuant to the laws of the State of California, without regard to any conflict of laws principles. Jurisdiction and venue shall be in the superior courts of Santa Clara County, wherein this Contract shall be deemed to have been executed and Services, Work and products furnished. Any attempt to remove venue to another jurisdiction, unless mutually agreed in writing, shall constitute a material breach of this Contract.

O. WAIVER. Waiver of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by either party of any breach or default shall not constitute a waiver of any other provision or of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any Services shall not constitute a waiver of any of the provisions of this Agreement or of any indemnification or insurance obligation of Consultant.

O. AUTHORITY TO EXECUTE. The person executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder. Furthermore, Consultant represents that it is legally authorized to provide the Services within the State of California.

IN WITNESS WHEREOF, the parties hereto have subscribed their names to this Agreement on the dates set forth below.

GILROY UNIFIED SCHOOL DISTRICT

By: _____
 Name: Dr. Deborah Flores
 Title: Superintendent
 Date: _____
 7810 Arroyo Circle, Gilroy, California 95020
 Gilroy Unified School District
 Attn: Dr. Deb Padilla
 Phone: (669) 205-4029
 Email: deborah.padilla@gilroyunified.org

THE CORE COLLABORATIVE

By: Sarah E. Stevens
 Name: Sarah Stevens
 Title: National Director of Professional Learning
 Date: 07-28-2020
 The Core Collaborative
 Attn: Sarah Stevens
 Phone: (620) 404-8782
 Email: sarah@thecorecollaborative.com

Information Concerning Consultant:

State of incorporation or formation: California
 Type of Business Entity:
☒ Corporation
☐ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other: _____

License #: _____
 TIN: _____

Employer Identification Number and/or Social Security Number
NOTE: The Code of Federal Regulations, Sections 6041 and 6209, require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number ("EID" or "TIN"). The regulations also provide that a penalty may be imposed for failure to furnish the EID or TIN. To comply with these regulations, the District requires your EID, TIN or SSN, whichever is applicable.

FOR DISTRICT OFFICE USE

Funding Code:
 BHS SLS Family
 EngagementFunds
 Funding Program: SLS
 Form approved by District Legal Counsel 7/26/13

**EXHIBIT A
TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
The Core Collaborative, dated August 6, 2020**

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

The Core Collaborative will provide middle school teacher and staff training and support for teaching ELA/ELD and for Study Sync curriculum. The purpose of the training will be to engage all teachers in creating common high rigor expectations, pacing, content, and instruction and assessment plans for all middle school students in all ELA classes at all three middle school sites using the StudySync curriculum . Services will consist on 16 days of training, split into 32 sessions of 2.5 hours each, for middle school ELA teachers (6th, 7th and 8th).

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

During performance of the Services, Consultant will keep the District apprised of the status of performance by delivering the following status reports under the indicated schedule:

☐ None. ☒ See below. ☐ See attached list.

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. Attendance lists of teachers and staff attending each session	End of each session
B. Agendas of meetings	
C. Documents created during the meetings and report of agreements made	

III. The following rates of pay shall apply in the performance of the Services under this Agreement:

16 days (two 2.5 hr. sessions each) of EmpowerED Curriculum (Design Teams and Impact Teams) at \$4,950/day for a total of \$79,200.00

IV. Consultant will utilize the following personnel to accomplish the Services:

☐ None. ☒ See attached list. – “Description of Services”

V. Consultant will utilize the following subcontractors to accomplish the Services (check one):

☒ None. ☐ See attached list.

VI. INSURANCE REQUIREMENTS.

A. Before commencing performance under this Agreement, and at all other times this Agreement is effective, Consultant will procure and maintain the following types of insurance with coverage limits complying, at a minimum, with the limits set forth below:

<u>Type of Insurance</u>	<u>Limits (combined single)</u>
Commercial general liability	\$1,000,000
Professional liability	\$1,000,000
Business automobile liability	\$1,000,000
Workers compensation	Statutory requirement

B. Commercial general liability insurance will meet or exceed the requirements of ISO-CGL Form No. CG 12 10 11 97. The amount of insurance set forth above will be a combined single limit per occurrence for bodily injury, personal injury, and property damage for the policy coverage. Liability policies will be endorsed to name District, its officials, and employees as “additional insureds” under said insurance coverage and to state that such insurance will be deemed “primary” such that any other insurance that may be carried by District will be excess thereto. Such insurance will be on an “occurrence” basis, except professional liability will be on a “claims made” basis, and will not be cancelable or subject to reduction except upon a thirty day prior written notice to District.

C. Automobile coverage will be written on ISO Business Auto Coverage Form CA 00 01 10 01, including symbol 1 (Any Auto).

D. Consultant will furnish to District duly authenticated Certificates of Insurance and Endorsements evidencing maintenance of the insurance required under this Agreement and such other evidence of insurance as may be reasonably required by District from time to time. Insurance must be placed with insurers with a current A.M. Best Company Rating equivalent to at least a Rating of “A:VII.” Originals of the duly authenticated Certificates of Insurance and Endorsements will be included with this Agreement as **Exhibit C**.

VII. AMENDMENT TO SERVICES. The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above.

VIII. ADDITIONAL TERMS AND CONDITIONS. The following terms and conditions have been negotiated by the Parties and, to the extent of any conflict between the following provisions and the terms of the Agreement to which this **Exhibit A** is attached, the following provisions control.

X None. ☐ See below.

EXHIBIT B
TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
The Core Collaborative dated August 6, 2020

CERTIFICATIONS

X None.

☐ See Attached, the following (check all applicable):

☐ Fingerprinting/Criminal Background Certification.

☐ Tuberculosis Clearance.

☐ Other; _____.

FINGERPRINTING/CRIMINAL BACKGROUND CERTIFICATION

(NOTE: This Certification is required in connection with all agreement for services and public work contracts that might allow persons other than District staff to come into contact with District students)

The undersigned does hereby certify to the governing board of the District that I am a duly authorized representative of the Consultant under the Agreement for Services ("Agreement") to which this Certification is attached. I further certify as follows:

I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant. Consultant has taken at least one of the following actions with respect to the construction Project that is the subject of the Contract (check all that apply):

_____ The Consultant has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its sub-Consultants' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, 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. A complete and accurate list of Consultant's employees and of all of its sub-Consultants' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

_____ Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Consultant's employees and District pupils at all times; and/or

_____ Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Consultant's employees and its sub-Consultants' employees is

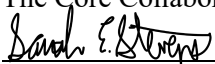
Name: Rachel Fairchild
Title: Partner Consultant

_____ The Work on the Contract is at an unoccupied school site and no employee and/or sub-Consultant or supplier of Contract shall come in contact with the District pupils.

Consultant's responsibility for background clearance extends to all of its employees, sub-Consultants, and employees of sub-Consultants coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

Date: 07-28-2020

Legal Name of Consultant: The Core Collaborative

Signature: 

By (Name of signatory): Sarah Stevens

Its (Title): National Director of Professional Learning

TUBERCULOSIS CLEARANCE

(NOTE: This Certification is required in connection with all agreement for services and public work contracts that might allow persons other than District staff to come into contact with District students)

The undersigned does hereby certify to the Board of the District as follows:

1. I am a representative of the Consultant currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant. Consultant's responsibility for tuberculosis clearance extends to all of its employees, sub-Consultants, and employees of sub-Consultants coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

2. The following item applies to the Services that are the subject of the Agreement:
 - ☐ The Consultant ensures that each person providing any portion of the Services has submitted to an examination by a physician or surgeon, within 60 days of Board approval of the contract, or if previous contractor to the District, within the last four years, and each such person is free of active tuberculosis.
 - If there is however a positive result, chest x-ray verification is required.
 - Upon the District's request, a complete and accurate list of Consultant's employees and of all of its sub-Consultant's employees, who may come in contact with District pupils in connection with the Agreement, will be furnished and the date of each person's examination will be included.

 - ☐ The Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District pupils.

By signing below on behalf of Consultant, I certify that I am an authorized signatory and that the information provided herein is true and accurate. I further certify that during the Term of this Agreement, if I learn of additional information which differs from the responses provided above, or if I engage an additional employee/agent/volunteer/subcontractor or representative to provide Work or Services under the Agreement, I shall forward this additional information to the District immediately.

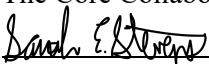
Date:	<u>07-28-2020</u>
Legal Name of Consultant:	The Core Collaborative
Signature:	<u></u>
By (Name of signatory):	Sarah Stevens
Its (Title):	National Director of Professional Learning

EXHIBIT C
TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
The Core Collaborative dated August 6, 2020
CERTIFICATES OF INSURANCE AND ENDORSEMENTS

EXHIBIT D
TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
The Core Collaborative dated August 6, 2020

CONSULTANT PROPOSAL



Professional Development Proposal

Learner Centered Curriculum:

Submitted for consideration to:

Deborah Padilla, Director of Educational
Services, Secondary

Gilroy Unified School District
7810 Arroyo Circle
Gilroy, CA 95020

Ph. (669) 205-4029
Em. deborah.padilla@gilroyunified.org

Proposal Submitted: 07.02.2020

Proposal Valid Until: 08.02.2020

Payment Terms: Net 30 Days
After Service

The EmpowerED Learner Series™ Overview:

The Core Collaborative enables professionals to partner together to determine the purpose and focus of their professional learning so that it can contribute to system innovation, system focus, collective action and a deeper understanding of what works best in schools.

The EmpowerED Learner Series™ has been organized into six professional learning strands to support teachers in creating optimal conditions for student centered approaches to learning with an emphasis on student ownership and collaborative learning.

1. EmpowerED Learner
2. EmpowerED Systems
3. EmpowerED Assessment
4. EmpowerED Curriculum
5. EmpowerED Coaching
6. EmpowerED Partnerships

Upon completion of strength based assessment, the school will work with a T.C.C learning specialist to determine the best entry point for innovating within the system.

The following information outlines suggested phases of implementation through an inquiry focus on **strengthening assessment for learning.**



The following is an overview of the professional learning designed to meet the needs of the system. Additional consultation with our consultant(s) will occur prior to the outset of this plan to confirm objectives and time lines. In addition, the focus of the plan (objectives for each day) can be altered during the course of this plan based on client need.



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Part I: Proposal Overview

A. Student-Centered Assessment: The Formative Assessment Process in Action

- Nationally, formative assessment has been misunderstood; ineffective formative assessment implementation has required more testing and scoring of tests that don't give a window into students' thinking or understanding.
- Teacher teams will learn how to develop transferable, criteria-based tasks to support next generation learning outcomes. Our formative assessment model puts students at the center of the learning. We partner with students in learning so they are empowered to:
 - Know where they are going
 - Know where they are
 - Know their next steps

B. Student-Centered Curriculum: Creating a Coherent, Viable, Equitable Curriculum

- Creating an equitable, viable, and coherent curriculum takes time and requires collaboration at all levels of the system. These components are the core to successful Impact Teams because it creates tightly focused and targeted dialogue around tangible student outcomes.
- Designing curriculum is the first step to building a learning environment for student ownership and empowerment. Quality curriculum doesn't just communicate the "what" to teachers; it also gives direction to the "how."
- In order to create time and space for students to take ownership of the learning through the formative assessment process, teams must ensure all students have multiple opportunities to show mastery as their learning builds across time in a coherent way.
- Teams will engage in our 6 Step Curriculum Process over a series of days throughout the year:
 1. Determine and refine focus standards based on developmentally appropriate competencies, state and district data, and concepts that transcend across a system.
 2. After focus standards are determined and feedback given from across the system, teams will create vertical learning progressions and determine the time needed.
 3. Teams will then learn a six step process called Unpacking for Success.
 4. Once unpacked, teams will use focus standards to determine product, performance, and create student friendly learning targets.
 5. Finally, the focus standards and transferrable tasks will be organized and sequenced for coherence using the district curriculum resources.
 6. Once these formative tasks are aligned to focus standards, then teachers begin to engage in learning the formative process to increase student ownership in an effort to develop assessment capable learners

C. Student-Centered Curriculum: Leveraging Learning Progressions

- A learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Each road follows a route composed of a collection of building blocks that are defined by the content standards for a subject. We assist districts and schools in determining "FOCUS learning progressions" that will create the most leverage for increasing student learning.
- These pathways or progressions ground both instruction, and the formative assessment process.
- Developing clear learning progressions provide teachers and students the clarity they need to identify where they are at in the learning in relationship to their classroom and individual student learning goals.



Part II: Deliverable Outcomes

Student-Centered Assessment

- Identify the characteristics of an Empowered Learner
- Recall the high yield influences that support student ownership of learning
- Understand the benefits of efficacy
- Describe the relationship between teacher/classroom clarity and the formative process
- Explain how a learning progression can help support learners and teachers
- Create critical formative tasks along a progression of learning tied to focus standards.

Student-Centered Curriculum

- Define an equitable, viable, coherent curriculum
- Unpack focus standards to determine clear learning intentions based on key competencies
- Develop rationale statements for every focus standard
- Organize and sequence standards for a coherent pacing across a learning year
- Enhance teacher clarity through learning progressions
- Create formative, critical writing tasks with success criteria aligned to standard-based learning intentions
- Learn a variety of ways to frame learning intentions based on the unpacked standards

Peer Power

- Build a shared language for peer review
- Define self and peer assessment in relationship to the formative assessment process
- Gain knowledge of the research that supports self and peer assessment
- Learn the four stages of peer review that teachers can apply in the classroom immediately



Curriculum Checklist: Student Centered Curriculum Design

Focus Standards | Vertical + Horizontal Progressions

- ☐ Standards prioritized vertically; we call these standards "Focus Standards" since these standards will be the "focus" of the formative assessment process. Students engage in self and peer assessment, will set learning goals and will gather evidence of progress and mastery for these standards.
- ☐ Horizontal progressions check the alignment and the degree to which assessments match the content standards through out the year.
- ☐ Formative and Summative Assessments will be created for these standards & progressions

Big Ideas & Essential Questions: Relevance

- ☐ Big ideas & essential questions have been created for each focus standard(s) or cluster of focus standards for each unit. When learning intentions have been mastered students should be able to respond to essential questions accurately in their own words, they should arrive at the big ideas by mastering unit learning intentions/targets and success criteria.

Pacing

- ☐ Focus Standards Placed in Units / supporting standards are also placed and support learning of the focus
 - o ELA: Reading, Vocabulary, Writing including Grammar & Conventions, Speaking, Listening, Technology
 - o MATH: Content Standards & Process Standards
 - o Other: Content Standards, Process Standards, Content Literacy Standards
- ☐ Focus Standards: Standards that are more cognitively demanding should be introduced early on in the year to ensure that students have multiple opportunities to succeed. The curriculum document signals to teachers that they must teach these standards explicitly towards the beginning of the year in order to have enough time for mastery of the standard. Pre-Assessment is recommended. Students must get multiple opportunities with feedback before final evaluation of these standards.
- ☐ Focus Standards: spiral and/or repeat (multiple opportunities to succeed)
- ☐ Check for vertical & horizontal coherence

Formative Assessment & Feedback

- ☐ Time for the formative assessment process & performance assessment is included and recommended in pacing. Time is allotted for self and peer assessment and student goal setting
- ☐ Formative Criteria Based Assessments Developed & Organized
- ☐ Performance Assessments Developed: Strategically Placed
- ☐ Impact team (PLC) meeting time is recommended in pacing
- ☐ Learning Intentions & Success Criteria are aligned to Focus Standards / Progressions

Student Ownership

- ☐ System is in place for students to track progress and mastery of focus standards (E-Portfolio)
- ☐ Time is allotted for student revision, goal setting, and portfolio development

Re-engagement

- ☐ Instructional time and extra practice time is given to re-engage (intervene or acceleration) students during core instruction (extra days/one week)
- ☐ Time is dedicated outside of "core instruction" for intervention and acceleration.
- ☐ Students are re-assessed after "re-engagement" to understand impact

High Impact Strategy Suggestions

- ☐ Strategies are suggested and specifically detailed for easy implementation (web links, directions, etc)
- ☐ Strategies must be connected to Unit Big Ideas



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LEADING WITH IMPACT TEAMS

"Leading Impact Teams: Building a Culture of Efficacy combines some of the best innovations from the last decade to ensure a focus on changing the learning lives of students. Maximizing this impact involves teachers learning from students about their impact---and this is the heart of formative evaluation, which in turn is the substance of collaborative inquiry among teacher teams."

- Professor John Hattie, Author of Visible Learning, 2009

BUILDING A CULTURE OF EFFICACY

"Social action depends on the belief that a group can effect change. Collective efficacy helps people realize their shared destiny. " Bandura, 1997

Impact Teams create the culture and conditions for every teacher every day to answer the question:

"What is my impact?"

The Impact Teams model is a strengths-based approach that helps teacher teams:

- **Operationalize** the highest influences on student learning
- Partner with students to strengthen **student ownership of learning**
- Engage students in **self and peer assessment**
- Build a culture of efficacy using **practical, easy to implement protocols**

WHAT ARE IMPACT TEAMS?

Impact Teams are teams of educators that partner with students. They learn together to build professional capital. They scale up their expertise by focusing on critical learning goals, analyzing evidence, and taking collective action.

The development and design of the Impact Team model is based on extensive research that identifies those practices that maximize student learning (Hattie, 2009). Impact Teams operationalize six influences that are proven to have the highest effect on student learning:

- Feedback: .75 ES
- Teacher Clarity: .75 ES
- Classroom Discussion: .82 ES
- Formative Evaluation: .90 ES
- Success Criteria: 1.13 ES
- Assessment Capable Learners: 1.33 ES
- Collective Efficacy: 1.57 ES

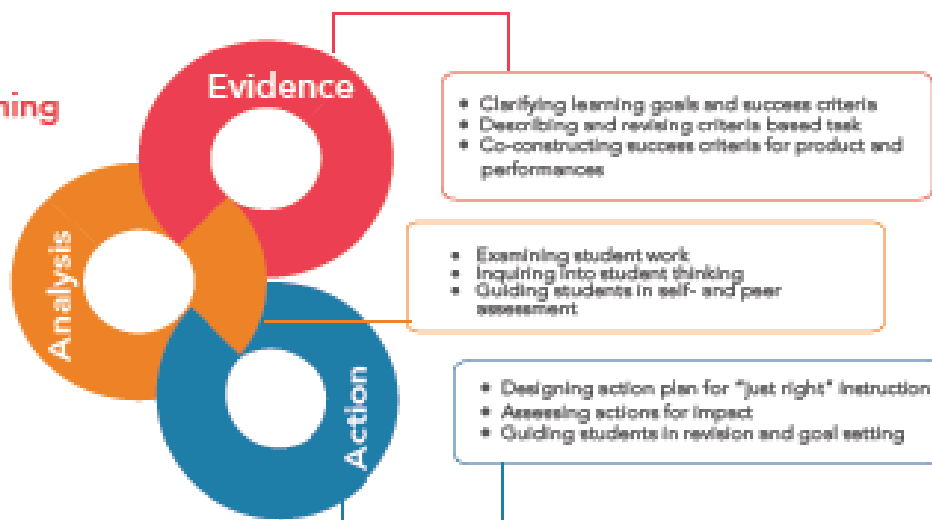


The Impact Team Model (ITM) uses a foundational, simple and powerful 3-step protocol framework. This framework ensures that teams focus on developing assessment capable learners and ensures that teams are always asking, "What is our Impact?". Impact Teams use protocols purposefully to guide collaborative inquiry. In addition, the Impact Team Purposeful protocols are used **throughout all levels of the system**: classroom, teacher team meetings, instructional leadership team meetings and district and parent meetings.

A Holistic Approach to Learning

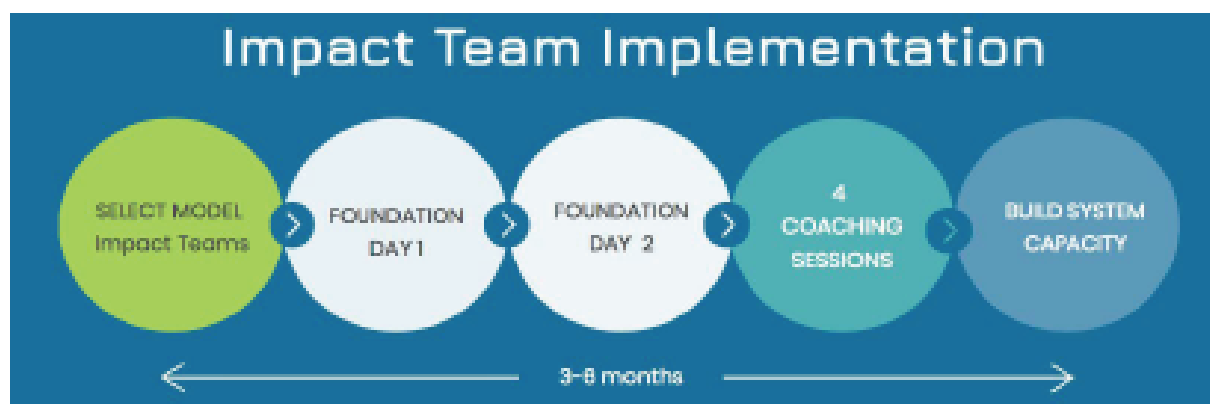
The Impact Teams model is used in team meetings and with students to

strengthen learner-centered systems.



WHERE TO BEGIN

The Model Teams Approach uses practice and implementation to build expertise, and teams then become the model for other teams in their schools. This is an execution-as-learning process in which teams learn protocols as needed through coaching and modeling.

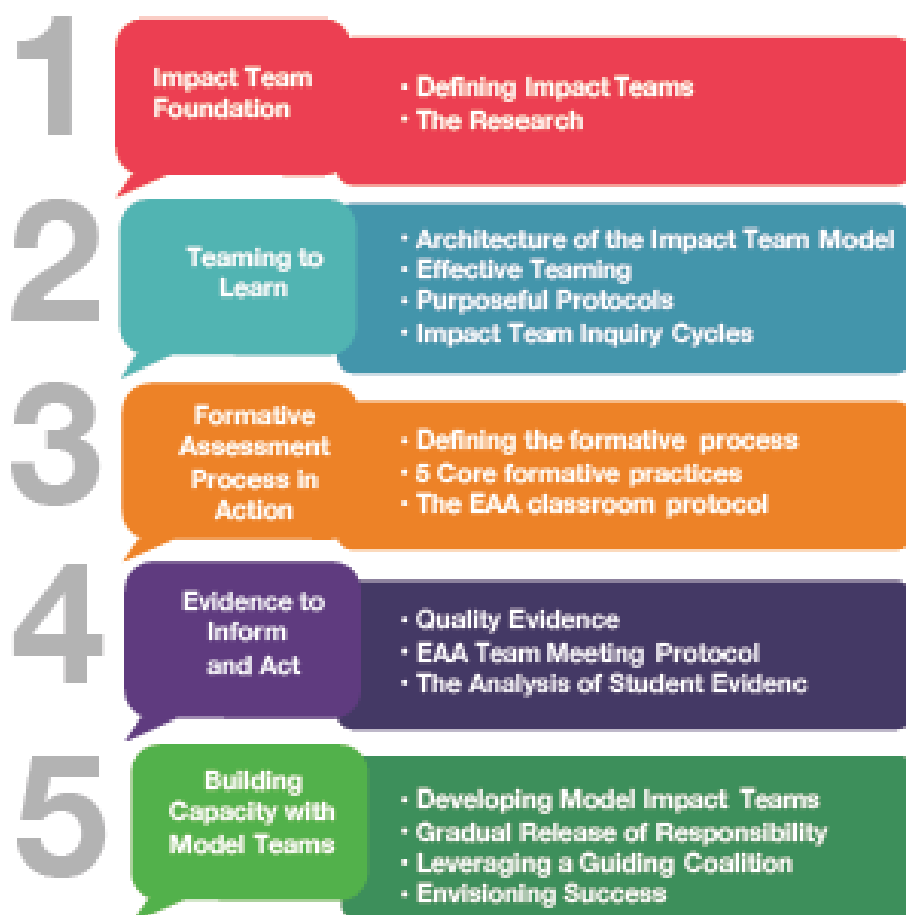


1) IMPACT TEAM FOUNDATION TRAINING

Required Resources: Leading Impact Teams and Leading Impact Teams Workbook

Collaboration is about sharing knowledge to build new knowledge on behalf of all students. The focus of the Impact Teams Model is to develop assessment-capable learners through leveraging team time and teacher expertise to increase student ownership of learning.

Impact Team Foundation Days are customized and based on Impact Team pre-assessment results. These highly-engaging introductory days generally consist of 5 modules that are connected to each participant's Leading Impact Teams book as follows:



Learning Outcomes

Upon completion of the two Impact Team Foundation Days, participants will be able to:

- Define the Impact Team Model
- Unpack the 4 sources of efficacy
- Summarize the research that underpins the Impact Team Model
- Understand the components of effective teaming
- Expand understanding of the 5 Core Formative Practices
- Enhance teacher clarity with curriculum and assessment
- Explore purposeful protocols that guide Impact Team Inquiry Cycles
- Learn the attributes of quality evidence



2) IMPACT TEAMS DEEP IMPLEMENTATION COACHING

Required Resources: [Leading Impact Teams](#) and [Leading Impact Teams Workbook](#)

This implementation model operationalizes the four sources of efficacy by building expertise through practice that results in mastery experiences for teams. This is an execution-as-learning process in which teams learn protocols as needed through coaching and modeling. This implementation process is authentic, organic, and develops a variety of skills and knowledge in context focused on deepening content knowledge. Teams also use the Equitable, Viable and Coherent Curriculum assessment (chapter 5) to guide teams in enhancing teacher clarity regarding content and process.



Learning Intentions

Upon completion of the implementation days, participants will be able to:

- Expand the formative assessment process in the classroom
- Do critical analysis of curriculum alignment
- Deepen knowledge of strategies that leverage VL influences
- Gather evidence of formative assessment implementation in classrooms and develop next steps



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TESTIMONIALS

[Click here](#) to see our Impact Teams in Action on our YouTube Channel.

[Click here](#) for our case studies across the nation.

Additional testimonials and references from schools across the nation are available upon request.

RESOURCES

- Leading Impact Teams: Building a Culture of Efficacy books can be purchased through Corwin/Sage Publishing and is recommended for grade level leaders.
- Leading Impact Teams Coaching Handbooks will be required and can be purchased through Mimi & Todd Press, Inc. at \$24.95/participant. A separate estimate/invoice will be submitted for review.

Part III: Financial Investment

Empowered Curriculum 9 Days for Design Teams with trained facilitator Rachel Fairchild Dates: TBD * To be delivered in 6 sessions for each grade broken into 2.5 hour segments. Design teams for Grades 6-8 with a focus on ELA	\$4,950.00/Day
SUBTOTAL	\$44,550.00
*Leading Impact Teams Model Teams 6 Days Impact Team Training for 3 Teams (Each team must be the same grade level and content. Ex. 6th G. ELA) 1 Foundation Session for all participants + 4 coaching sessions for each team (Sessions will be 2.5 hour segments.)	\$4,950.00/Day
SUBTOTAL	\$34,650.00
TOTAL	\$79,200.00

*Leading Impact Teams Workbooks are required for all participants. Please see next page of this proposal. These workbooks are available from Mimi and Todd Press. Please email info@mimitoddpress.com for further information.

Please Note:

In the event local, state or federal authorities issue orders or laws requiring social distancing, imposing travel restrictions or limiting or prohibiting large group gatherings, all TCC professional learning will be delivered virtually as soon as practicable. It is the responsibility of each educator to ensure they have access to a device (laptop preferred) to participate in the virtual sessions. We will revise the professional learning schedule based on best-practice virtual learning pedagogy and CDC guidelines. For purposes of clarity, TCC's obligations under this contract shall be considered met when it makes its services available to the educator virtually. The educator's inability to participate in virtual sessions due to his/her/its failure to connect their device to the virtual sessions shall not be considered breach of contract by TCC.

Discount Available. TCC offers a 5% discount for pre-paying the amount due. If the system decides to take advantage of the pre-paid discount the balance needs to be paid 15 days in advance of the delivery of the first virtual and/or face-to-face PD session. If the balance of pre-pay has not been received prior to this date the discount will no longer apply

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Part IV: Company Contacts

It has been my pleasure working with you to bring this unique opportunity to learn to your staff.

Our next steps are as follow. Let's:

- ✓ **Set up a time to review this proposal** to make sure it is exactly what you need to provide to your colleagues and the decision-makers that will be involved in the process.
- ✓ **Hold dates with the Consultant(s)**, the earlier we can do this will assure that we can provide the work on the dates you need! We don't need to have a signed contract in order to hold dates with a Partner Consultant.

Please contact us at your earliest convenience.

Warm Regards,



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For Other Professional Learning Services, Please Visit <http://www.thecorecollaborative.com>

