

**Mountain View Whisman School District  
Independent Contractor for Professional Services Agreement  
(Non-construction Related)**

**THIS AGREEMENT** is made and entered into on January 22nd, 2020 ("Agreement"),  
by and between and **Mountain View Whisman School District** ("District") and Love II Learn Ed. Group  
("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services.  As indicated in Exhibit "A" or  as follows:

See Scope of Service

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

Contractor is providing services for a total flat fee of: \$ 40,000 4,000/day ; or

Contractor will provide a maximum number of hours of service at a rate of \$ \_\_\_\_\_  
per hour for a total not to exceed \$ \_\_\_\_\_ ; or

Other: \_\_\_\_\_

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on January 27, 2020 and shall be completed by Feb. 7th, April 21st, 2020. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

<input checked="" type="checkbox"/> Signed Agreement	<input checked="" type="checkbox"/> Insurance Certificates & Endorsements	<input checked="" type="checkbox"/> W-9 Form
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5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

**Mountain View Whisman School District**  
1400 Montecito Ave,  
Mountain View, CA 94043  
Attn: Chief Business Officer

Contractor: Love II Learn Ed. Group  
860 Johnson Ferry Rd. Ste 140-345  
Atlanta, GA 30342  
Attn: L. Kobie Wilkerson III

6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are **not** listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below **must** be checked:

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 the 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 the District, or acting as independent contractors of the Contractor, who may have contact with District 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. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

**[TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.]** Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: \_\_\_\_\_ **INITIAL HERE:** \_\_\_\_\_

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

Providing the District of a copy of TB clearance or statement of TB clearance.

**Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

**INITIAL HERE:** \_\_\_\_\_ (Contractor initials). **INITIAL HERE:** \_\_\_\_\_ (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

<b>Commercial General Liability</b>	\$1,000,000 per occurrence; \$2,000,000 aggregate
<b>Automobile Liability, Any Auto, combined single limit</b>	\$1,000,000 per occurrence; \$2,000,000 aggregate
<b>Workers Compensation</b>	Statutory limits pursuant to State law
<b>Employers' Liability</b>	\$1,000,000
<b>Professional Liability (E&amp;O), If Contractor is providing professional services or advice (on a claims-made form)</b>	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

**INITIAL HERE:**  (Contractor initials).

**TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES**

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.
2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.
3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District'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.
4. **Standard of Care.**
  - 4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. 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. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.
  - 4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.
  - 4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.
  - 4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.
5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or

in part from any other source, except that submitted to Contractor by District as a basis for such services.

6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District 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 the District. 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.

7. **Termination.**

7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

- 7.3.1. material violation of this Agreement by the Contractor; or
- 7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
- 7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the

District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are

actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the 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. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District'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 District 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.

19. **Disputes:** In the event of a dispute between the parties as to

performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. **Confidentiality.** The 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. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **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.

22. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. 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 District'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 District of this information.

28. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

**ACCEPTED AND AGREED** on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

**Information regarding Contractor:**

Indicate type of entity or if individual:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation
- Limited Liability Company
- Other: \_\_\_\_\_

Employer Identification and/or Social Security Number: 34-2043068  
**NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.**

Dept/Site Budget Program Coding
Program Code(s): _____

**Project Approvals Required Prior to Contract Start Date**

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: <u>Love II Learn Ed. Group</u>
Dated: _____, 20__	Dated: <u>1/23/2020</u> , 20 <u>20</u>
Signature: _____	Signature: <u>[Signature]</u>
Print Name: _____	Print Name: <u>L. Kobie Wilkerson III</u>
Print Title: _____	Print Title: <u>Chief Consultant</u>

APPROVAL	
Authorized Signer (if not above)	Superintendent/Designee
Dated: _____, 20__	Dated: _____, 20__
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Board of Trustees Action (District Office Use Only)		
Board of Trustees Meeting Date: _____	For Contract: Review	Ratification



*Love II*  
**Learn**  
EDUCATIONAL  
GROUP

## **Scope of Service For Castro and Theuerkauf Elementary Schools January-April**

**Jan.27-31, Feb.3-7, March 4-6 April 20-21 (15 Days)**

**Virtual dates: Feb.26, March 19, April 2**

L. Kobie Wilkerson (Da Wiz) of Love II Learn Educational Group University presents this scope of services for Castro and Theuerkauf Elementary Schools. This summary focuses on the areas of support defined by Principals Terri Lambert and Swatti Dagar. The discounted price for services \$40,000 (10 days plus 5 days given in kind) does not including products to support services rendered (breakdown is located at end of scope of service and on invoice). Services to be provided are as follows:

### **Brief Overview of Work to Support the Creation of a Culture of Achievement:**

Culture dictates everything! Relationships are what determine if a school culture works. Relationships among administration, staff and students often aren't authentic, and this is the primary untouched issue of most failing schools. This comprehensive school wide coaching model infuses self-development into the culture and puts into place structures that allow the entire school to keep the conversation of achievement alive and functioning. Accountability and achievement are discussed as the responsibility of not just administration, but all parties of the community. Sustainable systems in regards to instruction and social emotional learning are setup so achievement becomes infused into the community as a way of being.

Public schools continue to be the subjects of the endless scheme of high stakes assessment. Schools look to invoke an endless variety of improvement efforts as a means to correct deficiencies and promote higher levels of achievement in the multi-faceted school improvement puzzle. Many educators and researchers alike are now discovering and willing to address the "missing link", school culture. Culture while synonymous with climate is different. Climate includes things like respect, happiness, getting along, orderliness, whereas culture is deeper and a more pervasive characteristic. It is the amalgamation of the values and beliefs shared by those in the organization. Culture according to Deal and Petterson (1990) is the underlying stream of norms, values, beliefs and traditions that has built up over time. Petterson (2002) suggest that culture is built within a school over time as teachers, school leaders, parents and students work together. It is the school culture that often influences the staff development and professional growth that takes place within a school. To effectively implement the creation of a healthy school culture it was imperative we be seen as part of the leadership team and not an outsider coming in to "fix" things. The relationship between effective teaching and effective leadership is reinforced in the vital role of school culture. Principals along with their leadership team are needed to lead educational improvement, foster effective change efforts, lead the implementation of new standards, and are central to shaping strong, professional school cultures (Deal & Peterson, 1998). When a school exhibits characteristics of a positive school culture, there are fewer suspensions, increased attendance rates, and increased achievement on standardized test scores (Anson et. al. 1991, Becker & Hedges 1992). My role is to help shift, shape and impact belief systems and provide effective and meaningful strategies to empower teachers and students that motivate them to give their best.





We are excited to serve Castro and Theuerkauf by providing professional development and coaching training sessions with fourth and fifth teachers to further enhance the classroom experience for all students. Teachers will have the opportunity to learn and grow in the area of culturally relevant teaching (**Cultural Competency**). Love II Learn will observe, assess, train and coach instructors in culturally relevant teaching practices to further improve their student connection for improved student academic success with a strong

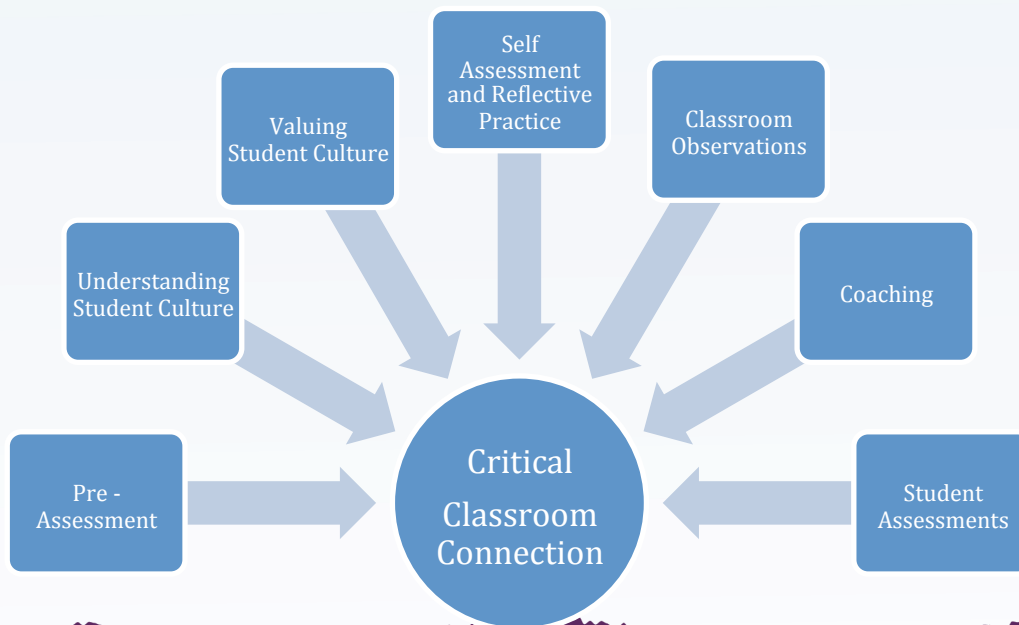
Making the connection in the class is very important and research proves that not much learning happens when this connection is not made. Focusing on the John Maxwell's **Five Levels of Leadership**, which is essential to building sustainable relationships that optimize growth in any culture. Within this training we will also build a strong foundation for social emotional learning in the classrooms. We believe that leadership; culturally competent teaching practices and social emotional learning are the cornerstones of growing your schools and classrooms into optimized learning environments.

### Instructional Professional Development

**Essential Elements in Achieving Cultural Competence:** Research indicates that in order to make the critical connection in the class teachers must increase their understanding of cultural competence and have the capacity to: **(1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to the diversity and cultural contexts of the individuals and communities served.**

Providing opportunities to move staff forward from awareness to understanding and application is a process. We look forward to moving teachers through the field of deeper understanding of the cultural context of their students. Once this happens then they will have the ability to make the critical connection with students and the learning environment will be optimized.

### Creating the Critical Connection in the Class!







## **PROFESSIONAL DEVELOPMENT: EFFECTIVE CLASSROOM MANAGEMENT AND EFFECTIVE TEACHING PRACTICES**

The goal of these meetings will be to inspire, inform and empower teachers. Sessions will introduce and show the effectiveness direct instruction based on a gradual release model. These meetings will consist of experiences designed to foster and encourage self-reflection and introspection in an environment that will allow each participant to operate in a pliable state where they can shift and transform to a high level of effectiveness.

These meetings are purposefully designed to be interactive and enjoyable experiences. The session(s) conclude with a tip or activity they can leave with and use in their classroom with their students. The goal is to provide knowledge and show the value of the information by demonstrating the application of it, so it may become visibly tangible in their rooms.

### **MODEL TEACHING COMPONENT**

Students will engage in interactive learning to help them effectively demonstrate proficient work with respect to gaining a solid understanding of mathematical concepts. The interactive lessons will give students resources, increase their confidence and allow them an opportunity to demonstrate how to effectively navigate mathematics with confidence. For teachers research-based and data driven direct instructional strategies and techniques will be modeled. Instructional strategies and techniques will support instruction in all content areas with an emphasis on mathematics. Teachers will view strategies used in effectively organizing and managing the classroom, as well as have an opportunity to reflect on their own instructional delivery.

For sustainable systems of communication and collaboration to be established individualized coaching with model teaching is used to show how to effectively connect and interact with their students.

- Teachers will be supported in planning and implementing lessons, effectively organizing and managing the classroom, and reflecting on their students' progress and on their own instructional delivery.
- Teachers will be provided knowledge around how their belief system impacts their instruction.
- Teachers will be provided strategies to reach and academically move children of color.
- Teachers will be lead in activities that will expand their cultural awareness and be supported in putting that knowledge into practice.
- All sessions focus on using these strategies to improve relational ties, instructional planning and delivery. As a result of intentional conversations and interactions student academic performance improves.

**Specific research based strategies to be included in the training/modeling:** direct instruction, differentiated instruction, using content standards to guide instruction, cooperative grouping





## **District Alignment**

- Reduce problem behaviors,
- Increase organizational health
- Increase academic performance and student achievement
- Increase in positive school culture
- Increase in teacher morale

## **Professional Development and Model Teaching Learning Outcomes:**

### **Teachers will demonstrate:**

- Increased proficiency in using research-based instructional practices to meet individual student needs.
  - Participants will effectively integrate interactive strategies in their planning and practice.
- More effective engagement of students on their individual instructional level(s)
  - Participants effectively scaffold students
  - Participants will actively use culturally responsive pedagogy.
- Greater connections and relationships among staff and students.
- Strategies to strengthen instruction so it's effective and meaningful to every student (Planning, process application and evaluation).
- Creation and the sustaining of habits and interpersonal skills that allows for self-evaluation and connection with others.
- An understanding of the power and impact of culture (personally, organizationally, instructionally, how data is gathered and used...)

Questions we hope at the conclusion teachers will be able to answer:

- How does a child's culture affect how he or she thinks and learns?
- How can a teacher come to know students as learners in a truly global classroom?
- How does a teacher build robust learning relationships with children from a multitude of cultural backgrounds and with many learning styles and intelligence preferences?
- How does a teacher's knowledge and perceptions of culture affect the learning of students?
- What should the curriculum for the global classroom include?

### **Strategies and information used to support the sessions include but are not limited to:**

- Teaching with Poverty in Mind-**Eric Jensen**
- Book Study- How To Teach Now-**William Powell & Ochan Kusuma-Powell**
- Leadership 101, Self-Improvement 101, Everyone Communicates, Few Connect-**John Maxwell**
- Classroom Instruction that Works-**Marzano, Pickering & Pollock**
- Developing the Leader With You- **John Maxwell**
- Teaching our Children to Think-**John Langrehr**
- From Rage to Hope-**Crystal Kuykendall**
- What top performing schools have in common-Article-**Karin Chenoweth**
- Dream Keepers-**Gloria Ladson-Billings**





### References

- Bedi, Arjun S., and Jeffery H. Marshall. (1999). School attendance and student achievement: Evidence from rural Honduras. *Economic Development and Cultural Change*, 47:3, 657- 682.
- Corbett, D., Wilson, B., & Williams, B. (2002). *Effort and excellence in urban classrooms: Expecting—and getting—success with all students*. New York: Teachers College Press.
- Cosner, S., & Peterson, K. (2003). Building a learning community. *Leadership*, 32 (5), 12-15.
- Deal, T. E., & Peterson, K. D. (1998). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.
- Deal, T. E., & Peterson, K. D. (1990). *The principal's role in shaping school cultures*, Washington, DC, US Department of Education.
- Peterson, K.D. (2002). Positive or negative. *Journal of Staff Development*, 2002, 23 (3).

### Investment in Services for the Creation of the Culture of Achievement Coaching Model

*Regular pricing to include travel and expenses is \$5,500/day because of length of scope the discounted price of \$4,000/day has been applied. AND 5 days have been given in kind which makes the SAVINGS TOTAL \$42,500 (\$1,500x10=\$15,000 +\$5,500x5=\$27,500)*

**MODEL TEACHING COMPONENT: EFFECTIVE CLASSROOM MANAGEMENT AND EFFECTIVE TEACHING PRACTICES (11-12 days)**

**INSTRUCTIONAL PROFESSIONAL DEVELOPMENT (2-4 days)**

**VIRTUAL MEETINGS(INCLUDED AT NO ADDITIONAL COST)(3 sessions)**

**TOTAL: \$40,000**

**\*(Contributions: District-\$18,000, Castro-\$15,000, Theuerkauf-\$7,000)\***

