



West Contra Costa Unified School District  
 Consultant Services Summary

6/13/18 Board Date
Purchase Order Number
Purchasing Use Only

Requisition # 20182175

<u>Superintendent</u>	<u>Reach Institute for School Leadership</u>	
<u>School / Department</u>	<u>Consultant Name</u>	
<u>Matthew Duffy</u>	<u>From</u> <u>May 16, 2018</u>	<u>To</u> <u>June 30, 2018</u>
<u>Administrator Contact</u>	<u>Dates of Services</u>	
<u>Account Number</u>	<u>Funding Source</u>	<u>Amount</u>
01-9907-5100-603-1110-2140-100100-0-0000	Cowell Grnt-Sub Agrmnt Svcs	\$ 34,000.00

**Description of Services:**

DEEPENING PEDOGOGICAL CONTENT KNOWLEDGE PRACTICE AND APPLICATION  
 TEACHER FELLOWS PARTICIPATE IN INQUIRY-BASED APPROACH TO APPLYING THE PEDOGOGICAL CONTENT KNOWLEDGE LESSON STUDY. THIS CLASSROOM-BASED RESEARCH-ORIENTED APPROACH TO TEACHER PROFESIONAL LEARNING DIRECTLY TRANSLATES INSTRUCTIONAL THEORY INTO PRACTICE AND ESTABLISHES A PRACTICE OF ONGOING INSTRUCTIONAL IMPROVEMENT.

**Total Amount of Contract:** \$ 34,000.00

**Number of Students / Staff Impacted:**

10 district school

**Outcome / Deliverables:**

A deep interactive study of a CCSS math strand and a model of effective teaching.

Justification:

Specialized Expertise

Requirement of Grant or Funding Source

  
 \_\_\_\_\_  
 Originator Signature

5/14/18  
 \_\_\_\_\_  
 Date

*This form must be board agenda ready and be attached to all consultant contracts.  
 If additional space is needed please attach to this form.  
 This form must be typed.*

**AMENDMENT TO MASTER AGREEMENT**

18002558 <small>Original Requisition Number</small>	20182175 <small>Purchase Order Number</small>	5/17/18 <small>Date Change Order Created</small>
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The West Contra Costa Unified School District, and REACH INSTITUTE FOR SCHOOL LEADERSHIP  
Contractor  
mutually agree to the following amendment:

**AMENDMENT DATE**

The effective dates of this amendment to Special Contract Services are:

From: May 16, 2018 To: June 30, 2018

**AMENDMENT**

The contract between the **West Contra Costa Unified School District** and the **Contractor** is amended as provided herein:

DEEPENING PEDOGOGICAL CONTENT KNOWLEDGE - PRACTICE AND APPLICATION  
TEACHER FELLOWS PARTICIPATE IN INQUIRY-BASED APPROACH TO APPLYING THE PEDOGOGICAL  
CONTENT KNOWLEDGE LESSON STUDY. THIS CLASSROOM-BASED RESEARCH-ORIENTED  
APPROACH TO TEACHER PROFESIONAL LEARNING DIRECTLY TRANSLATES INSTRUCTIONAL  
THEORY INTO PRACTICE AND ESTABLISHES A PRACTICE OF ONGOING INSTRUCTIONAL  
IMPROVEMENT.

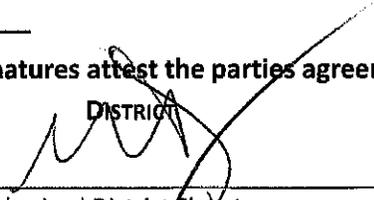
Original Contract Amount \$ 99,300.00 Increase Decrease Amount \$ 34,000.00  
(Please Circle One)

**Account Code(s)**  
01-9907-5100-603-1110-2140-100100-0-0000

**Funding Source**  
COWELL GRNT-SUB AGRMNT SVCS

**IV. SIGNATURES**

These signatures attest the parties agreement hereto:

DISTRICT  
  
\_\_\_\_\_  
Authorized District Signature  
5/17/18  
\_\_\_\_\_  
Date

CONTRACTOR  
  
\_\_\_\_\_  
Authorizing Signature  
5/17/18  
\_\_\_\_\_  
Date  
\_\_\_\_\_  
Executive Director  
(Designate Official Capacity)



West Contra Costa Unified School District

Consultant Services Summary

Board Date
Purchase Order Number
Purchasing Use Only

Requisition # 18002558

Superintendent	Reach Institute for School Leadership	
School / Department	Consultant Name	
Matthew Duffy	From October 2017	To June 2018
Administrator Contact	Dates of Services	
Account Number	Funding Source	Amount
01-9531-5860-640-1110-2140-300100-0-0504	Chevron	\$ 25,000.00
01-9531-5100-640-1110-2140-300100-0-0504	Chevron	\$ 74,300.00

Description of Services: Total Amount of Contract: \$ 99,300.00

WCCUSD-Reach Lesson Study Math Project-Description of Services and Outcomes: Phase 1 - Deepening Pedagogical Content Knowledge - Summer and Fall Semester 2017: The program begins with a focus on deepening teachers' Pedagogical Content Knowledge (PCK) aligned to the Common Core State Standards in Math. This process is facilitated by teachers' connection to external expertise while also respecting teachers' discretion and creativity. Math content expert, co-author of the Math Common Core State Standards (CCSS) and national speaker on math content and pedagogy, Phil Daro, will lead teachers in a deep, interactive study of a CCSS math strand and a model of effective teaching. Approximately 5 sessions @ 6 hours per session. Phase 2 - Practice and Application - Spring Semester 2018: Teacher Fellows participate in an inquiry-based approach to applying the pedagogical content knowledge, Lesson Study. This classroom-based, research-oriented approach to teacher professional learning directly translates instructional theory into practice and establishes a practice of ongoing instructional improvement. Approximately 3-4 sessions @ 6 hours per session (including communication/coordination) plus offline teacher work.

Number of Students / Staff Impacted: Ten district schools

Outcome / Deliverables: -Increased understanding of the content and the progression of CCSS math standards across grades K-12, -Increased understanding to a practical model of teaching Common Core Mathematics aligned to instructional strategies aligned with the teaching of writing, -Informational implementation of PCK in teachers' classrooms, with ongoing feedback and implementation discussions in professional learning sessions, -Principal classroom observations (non-evaluative) to familiarize them with the model of instruction and pedagogical strategies. (See separate sheet for continuation of Outcomes/Deliverables)

Justification: [checked] Specialized Expertise [ ] Requirement of Grant or Funding Source

Originator Signature [handwritten signature] Date 10/6/17

This form must be board agenda ready and be attached to all consultant contracts. If additional space is needed please attach to this form. This form must be typed.

## Outline of Activities

### WCCUSD-Reach Lesson Study Math Project—Description of Services and Outcomes

#### Phase 1 - Deepening Pedagogical Content Knowledge - Summer and Fall Semester 2017:

The project begins with a focus on deepening teachers' Pedagogical Content Knowledge (PCK) aligned to the Common Core State Standards in Math. This process is facilitated by teachers' connection to external expertise while also respecting teachers' discretion and creativity. Math content expert, co-author of the Math Common Core State Standards (CCSS) and national speaker on math content and pedagogy, Phil Daro, will lead teachers in a deep, interactive study of a CCSS math strand and a model of effective teaching. *Approximately 5 sessions @ 6 hours per session.*

#### Participant Outcomes will include:

- Increased understanding of the content and the progression of the CCSS math standards across grades K-12
- Increased understanding of effective, research-based CCSS-aligned pedagogy
- Deeper understanding to a practical model of teaching Common Core Mathematics aligned to instructional strategies aligned with the teaching of writing
- Informal implementation of PCK in teachers' classrooms, with ongoing feedback and implementation discussions in professional learning sessions
- Principal classroom observations (non-evaluative) - to familiarize them with the model of instruction and pedagogical strategies

#### Phase 2 - Practice and Application - Spring Semester 2017:

Teacher Fellows participate in an inquiry-based approach to applying the pedagogical content knowledge, Lesson Study. This classroom-based, research-oriented approach to teacher professional learning directly translates instructional theory into practice and establishes a practice of ongoing instructional improvement. *Approximately 3-4 sessions @ 6 hours per session (including communication/coordination) plus offline teacher work*

#### Participant Outcomes will include:

- Working understanding of a disciplined form of collaborative action inquiry (conducted by and for those taking the action) known as Lesson Study. The primary reason for engaging in action research is to assist the "actor", in this case the teacher, in improving and/or refining his or her actions, which will directly impact instruction and student outcomes in his/her specific schools. In this case the goal will be to integrate elements of the pedagogical content knowledge (PCK) and models of instruction gained during Phase One of the project
- Teachers will be organized into Lesson Study teams as they engage in the Lesson Study process (develop, observe and analyze grade-level lessons). These cross-school, grade-level teams provide opportunities for collegial inquiry, help, and feedback critical to effective teacher learning.
- Formalized implementation of PCK through Lesson Study design through 2 Lesson Study cycles, including debrief.

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES  
 (Non-Direct Service)**

THIS INDEPENDENT CONTRACTOR AGREEMENT is made and entered into on August 5, 2017 ("Agreement"), by and between **West Contra Costa Unified School District** ("District") and Reach for School Leadership ("Consultant"). Consultant 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 Consultant shall furnish to the District the following services ("Services" or "Work"). The District may issue a Purchase Order(s) to Consultant specifically indicating the scope of Services or Work to be performed by Consultant as needed. The Consultant warrants that it is specially trained, licensed and experienced and competent to perform the Services.  As indicated in Exhibit "A" and/or  as follows:

See attached Description of Services and Outcomes

2. **Price & Payment.** The Consultant shall furnish the Services to the District for the following compensation ("Agreement Price"):

- Consultant is providing services for a total flat fee of: \$ 99,300.00 ; or  
 Consultant will provide a maximum number of hours of service at a rate of \$ \_\_\_\_\_ per hour for a total not to exceed \$ \_\_\_\_\_ ; or  
 Other: \_\_\_\_\_

Payment for the Services shall be made in accordance with the Terms and Conditions incorporated herein and any Purchase Order(s) issued by District for the Services. District must approve Consultant's form of invoice, which must be sufficiently detailed (e.g., name of school or department provided with Services, Purchase Order number, period of Services, number of hours of Services, brief description of Services provided). Payments made in excess of one thousand five hundred dollars (\$1,500) to California non-residents, including corporations, limited liability companies, and partnerships, that do not have a permanent place of business in this state, are subject to seven percent (7%) state income tax withholding (Cal. Rev. & Tax Code § 1862). Tax exempt organizations, under either California or federal law, are exempt from the withholding.

3. **Agreement Time.** The Services shall commence on August 5, 2017, and shall be completed by July 31, 2018 ("Agreement Time").

4. **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 (effective the next business day following the deposit thereof with the overnight delivery service), addressed as follows:

<b>DISTRICT</b>	<b>CONSULTANT</b>
West Contra Costa Unified School District	Reach Institute for School Leadership
_____	_____
Attn: _____	Attn: _____
Fax: _____	Fax: _____
E-mail: _____	E-mail: _____

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

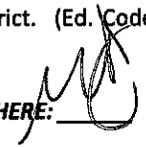
<input checked="" type="checkbox"/> Signed Agreement	<input checked="" type="checkbox"/> Insurance Certificates & Endorsements	<input checked="" type="checkbox"/> W-9 Form	<input type="checkbox"/> Employment Determination Guide	<input type="checkbox"/> 590 Form
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6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Consultant that will be on any school site and the employees of any sub consultants 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 the following two boxes must be checked:

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Consultant's services under this Agreement and Consultant certifies its compliance with these provisions as follows:  
*"Consultant certifies that the Consultant has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Consultant'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 Consultant, 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.]** Consultant'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 Consultant's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Consultant 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: Matthew Duffy

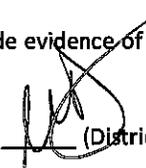
INITIAL HERE: 

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

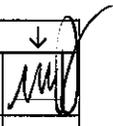
The District has a statement of TB Clearance on file for each person.

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

INITIAL HERE: BS (Consultant initials)

INITIAL HERE:  (District Representative initials)

8. **Insurance:** Consultant shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Consultant 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. Consultant's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Consultant shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Consultant, subcontractor, or agent has been obtained.

<i>Insurance NOT required of Consultant if corresponding box initialed by District representative</i>		
<b>Commercial General Liability</b> , which shall include coverage related to sexual abuse or molestation	\$1,000,000 per occurrence; \$2,000,000 aggregate	
<b>Automobile Liability, Any Auto</b> , combined single limit	\$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)</b> , if Consultant is providing professional services or advice (on a claims-made form)	\$1,000,000	

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

INITIAL HERE: BS (Consultant initials)

**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:

**DISTRICT**

**West Contra Costa Unified School District**

Dated: \_\_\_\_\_, 20\_\_\_\_

Signature: \_\_\_\_\_

Print Name: Christopher Mount-Benites

Title: Associate Superintendent Business Services

**CONSULTANT**

**Reach Institute**

Dated: August 5, 2017

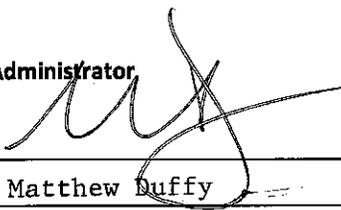
Signature: **Ben Sanders** Digitally signed by Ben Sanders  
Date: 2017.08.07 10:19:12 -07'00'

Print Name: Ben Sanders

Title: Executive Director

**DISTRICT**

**Site/Department Administrator**

Signature: 

Print Name: Matthew Duffy

Title: Superintendent

Site/Department: Superintendent

**CONSULTANT 2 (If Necessary)**

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Information regarding Consultant:**

Indicate type of entity or if individual:

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

Employer Identification and/or Social Security Number: 271274290

**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.**

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

1. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing the Work.

2. **Materials.** Consultant 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.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant 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. Consultant 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 Consultant's employees.

4. **Standard of Care.**

4.1. Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant'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. Consultant's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

4.2. Consultant 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. Consultant shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Consultant understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Consultant in performing the Services.

4.4. Consultant 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.** Consultant 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 Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by

District as a basis for such services.

6. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement, excluding any materials or intellectual property supplied by Consultant as part of the performance of the Services, 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. Consultant consents to use of Consultant'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 Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Consultant.** Consultant may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant 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 Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage; or

7.3.3. Consultant is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant's insolvency.

7.4. 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 Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Consultant 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.

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

8. **Indemnification.** To the furthest extent permitted by California law, Consultant 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 Consultant, 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 Consultant 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 Consultant proposes to defend the indemnified parties.

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

10. **Compliance with Laws.** Consultant 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. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Consultant observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Consultant 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 Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

11. **Permits/Licenses.** Consultant and all Consultant'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.** Consultant is responsible for maintaining safety in the performance of this Agreement. Consultant 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.** Consultant, if an employee of another public agency, agrees that Consultant 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 Consultant 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 Consultant agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Consultant 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. Consultant 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.** District retains the right to review and audit, and the reasonable right of access to Consultant's and any subcontractor's premises to review and audit, the Consultant's compliance with the provisions of this Agreement ("District's Audit Right"). The District's Audit Right includes the right to inspect, photocopy, and to retain copies, outside of the Consultant's premises, of any and all Work-related records, documents and other information with appropriate safeguards, if such retention is deemed necessary by the District in its sole discretion. The District's Audit Right shall also include the right to interview current or former employees and subcontractors of Consultant with respect to matters or issues under audit. The information obtained pursuant to this section shall be disclosable to third parties as required by applicable law.

16.1. Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

16.2. Consultant shall, without limitation, 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 Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

16.3. Consultant shall include audit provisions in any and all of its subcontracts, and shall ensure that provision is binding upon all subcontractors.

16.4. Consultant shall comply with these provisions within fifteen (15) days of the District's written request to review and audit any or all of Consultant's Work-related documents, records and information. The District's Audit Right and Consultant's compliance with the same, shall be at no additional cost to the District.

- 16.5. In the event the District's Audit Right, or an audit by the State Auditor, evidences payments to Consultant not in accordance with the provisions of this Agreement, Consultant shall immediately pay District the amount of said payments not in compliance in addition to all costs reasonably incurred by District in conducting an audit hereunder.
- 16.6. Consultant acknowledges and agrees that the District's Audit Right, pursuant to the foregoing provisions, shall apply to, and may be utilized by the District for the production of, any records or documents subject to disclosure under the California Public Records Act, Government Code § 6250 et seq. ("CPRA"), unless otherwise exempt, and which may include, but are not limited to, records or documents in the District's constructive possession but under Consultant's control regardless if created, sent, received, stored, or maintained in a personal account or device of Consultant or its employees, as prescribed by applicable law. In the event the District exercises District's Audit Right in response to or as part of a request under the CPRA, Consultant agrees to provide District with an affidavit, if and as needed or requested by District, within five (5) days of District's request therefor, that certifies Consultant's search for and production of responsive records subject to disclosure pursuant to the CPRA, if any.
17. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance and announced and unannounced observance of Consultant, Consultant'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, Consultant shall neither rescind the Agreement nor stop Work.
20. **Confidentiality.** The Consultant and all Consultant'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 District sites.
27. **Conflict of Interest.** Consultant shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Consultant shall not hire any officer or employee of District to perform any service by this Agreement. Consultant affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Consultant'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, Consultant 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 Consultant receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Consultant 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 Consultant absent formal approval.

Requisition No.: \_\_\_\_\_  
Purchase Order No.: \_\_\_\_\_

**EXHIBIT "A"**  
**Scope of Work or Services**

If not otherwise set forth in the Agreement, the scope of Work or Services shall be as indicated in this Exhibit "A"; the Parties acknowledge and agree that the scope of Work or Services shall not consist of, incorporate, or include any terms and conditions of Consultant's proposal for this Agreement. The scope of Services to be performed by Consultant may be authorized or directed by the District on an individual basis pursuant to a Purchase Order issued to Consultant pursuant to this Agreement.



# CERTIFICATE OF LIABILITY INSURANCE

OP ID: DA

DATE (MM/DD/YYYY)

08/07/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> <b>CF&amp;P Insurance Brokers</b> 101 Ygnacio Valley Rd, Ste 200 Walnut Creek, CA 94596 Paul Coupin	<b>CONTACT NAME:</b> Paul Coupin	
	<b>PHONE (A/C, No, Ext):</b> 925-956-7700	<b>FAX (A/C, No):</b> 925-956-7777
<b>E-MAIL ADDRESS:</b> paul@cfpinsurance.com		
<b>PRODUCER CUSTOMER ID #:</b> REACH-1		
<b>INSURED</b> <b>Reach Institute For School Leadership</b> <b>Attn Jonna Justiniano</b> <b>1221 Preservation Park Way</b> <b>Suite 100, Oakland, CA 94612</b>	<b>INSURER(S) AFFORDING COVERAGE</b>	
	<b>INSURER A:</b> NIAC	
	<b>INSURER B:</b> Markel Insurance Company	
	<b>INSURER C:</b> NIAC	
	<b>INSURER D:</b>	
	<b>INSURER E:</b>	
<b>INSURER F:</b>		<b>NAIC #</b>

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

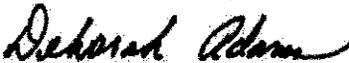
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b>			201727005NPO	01/22/2017	01/22/2018	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY	X					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ 20,000
	<input checked="" type="checkbox"/> <b>Agg Per Location</b>						PERSONAL & ADV INJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE \$ 2,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC						PRODUCTS - COM/OP AGG \$ 2,000,000
A	<b>AUTOMOBILE LIABILITY</b>			201727005NPO	01/22/2017	01/22/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS						PROPERTY DAMAGE (PER ACCIDENT) \$
	<input checked="" type="checkbox"/> HIRED AUTOS						\$
<input checked="" type="checkbox"/> NON-OWNED AUTOS			\$				
A	<b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR			201727005UMBPO	01/22/2017	01/22/2018	EACH OCCURRENCE \$ 1,000,000
	<b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE						AGGREGATE \$ 1,000,000
	<input type="checkbox"/> DEDUCTIBLE						\$
	<input checked="" type="checkbox"/> RETENTION \$ 10000						\$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b>			MWC0000769-07	01/22/2017	01/22/2018	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH)		Y/N				E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	<b>Business Income w/</b>			201727005-PRO	01/22/2017	01/22/2018	Included
C	<b>Extra Expense</b>						

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Certificate Holder Named As Additional Insured That Includes Primary And Noncontributory Wording As Required By Written Contract Per Attached NIAC-E61-1215 and CG2026 0413 Blanket Endorsement Forms

**CERTIFICATE HOLDER****CANCELLATION**

<b>West Contra Costa Unified School District</b> 1108 Bissell Ave. Richmond, CA 94801	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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## West Cap—Project Overview

Entering its third year, the “West Cap” project is an innovative professional learning partnership between the Reach Institute for School Leadership and a network schools in West Contra Costa Unified School District. Supported by funding from the Thomas Long and Irene Scully Foundations, the project is focused on helping teachers and principals develop and apply the knowledge and skill needed to foster **deeper and more equitable student learning in math**, and to inform the field on effective approaches to in-service professional development. To date the project has engaged 6 WCCUSD elementary schools: **Peres, Harding, Madera, Kensington, Verde** and **Montalvin Manor**. An extension of that effort will include 2 additional elementary schools, **Nystrom** and **Chavez**, as well as **Korematsu Middle** and **El Cerrito High** schools for a total of 10 schools (the latter two of which will provide a unique opportunity for a K-12 alignment).

The project is comprised of the following four integrated phases, designed to build “professional capital” (human, social and decisional capital), which Fullan and Hargreaves (2012) argue is a key driver of school improvement.

**Phase 1: Deep Professional Learning.** Facilitated by renowned math educator and Common Core State Standards co-author **Phil Daro**, the first phase of the project engages representative teacher leaders and principals in an intensive professional learning series designed to deepen participants’ knowledge and understanding of the logic and design of the Common Core math standards, as well as highly effective teaching strategies and practices for helping students master those standards.

**Phase 2: Lesson Study.** The second phase of the project utilizes Lesson Study as a means to help teachers bridge the theory-practice gap--i.e., to translate their newly acquired “pedagogical content knowledge” into highly effective instructional practice. Lesson Study is collaborative process that engages grade level teams of teachers in an iterative cycle of designing a research lesson, teaching and observing that lesson, collecting and analyzing the impact of the lesson on student learning, and revising the lesson accordingly. The goal of this phase is to measurably improve both teacher practice and student achievement in math--and by extension, to increase teachers' and students' self-concept as successful doers (and teachers) of mathematics.

**Phase 3: Instructional Leadership Development.** The third phase of the project engages teacher leaders and principals in an exploration of adult learning theory and effective facilitation of professional learning and improvement. This phase draws upon the Reach Institute's extensive expertise in instructional leadership development. The goal is to develop teacher leaders' and principals' individual and collective capacity to facilitate school-wide implementation of deep professional learning and lesson study.

**Phase 4: School-wide Implementation** The fourth phase of the project is to engage all teachers in the professional learning and lesson study processes. Drawing on their deep knowledge of the Common Core math standards and practices as well as instructional leadership developed during the first three phases, this school-wide effort is facilitated by teacher leaders and principals, with support from Phil Daro and Reach staff. The goal is to improve school-wide teacher practice and student achievement in math.

### Teacher comments:

*For the last two years, I have participated in the Reach WESTCAP program. It has been the highest-quality PD I have participated in my career. I've grown so much as an educator and as a colleague as a result of the work and the relationships we've forged in this group. As I considered the steps I wanted to take in furthering my career, the Reach model of teaching and learning stood out. It is my goal to be the kind of facilitator and coach that I've met while working with Reach.*

*Lesson study opened my eyes to a new way of developing as a teacher. I was challenged to trust my colleagues and let down my defenses in a way I never have before. Learning to give and receive low-inference feedback was the crux of this process. It not only opened me to deeper insights about my own*

*and others' teaching and learning, but it also gave me new strategies to use when viewing my students' work and process. The process of lesson study required me to question assumptions and habits. My colleagues became co-learners in a genuinely curious process in which we set the learning goals, asked the questions, and conducted the research. As a result, the lessons we took from the experience were tailored exactly to our needs and we were particularly motivated to act on them.*

*It has been inspiring having an expert lead the discussion on how to teach math in the classroom. I bring back a technique to the classroom after every professional development session.*

*We work through the problems our students would go through in the session. A lot of it is very practical and useful stuff that everyone in my school has been able to come back and apply.*

*Now we do a lot more writing about math. I didn't do this before. There are a lot more students working together. There is much more of a sense of a community, rather than an individual. It benefits both good and struggling students.*

*My students are more vocal and engaged during the lessons. They now share with the whole class more often. I absolutely love the turn and talk time. I actually hear math conversations when I walk around the room. I have students who now argue and discuss ways of thinking rather than answers."*

*Lesson study allowed me to work with colleagues in a way we rarely have time to do. Being able to plan a lesson, decide on the outcome we were hoping to observe, watch two teachers teach the same lesson and observe the students as they participated provides a depth we rarely to see.*



## Proposal

### West Contra Costa Unified School District

#### *Fostering Teachers' Professional Capital and Instructional Capacity*

#### **Introduction**

This proposal outlines a program designed to help teachers in selected WCCUSD schools significantly improve teaching and learning in mathematics. The program builds on and extends the work of a highly successful two-year pilot known as West Cap—a partnership between the Reach Institute and the West Contra Costa Unified School District jointly funded by the Thomas Long and Irene Scully Foundations. The West Cap project, detailed in the attached independent evaluation has engaged six WCCUSD elementary schools—Peres, Harding, Madera, Kensington, Verde, and Montalvin Manor. This proposal will extend the work to 4 additional WCCUSD schools: Chavez and Nystrom Elementary Schools, Korematsu Middle School and El Cerrito High School.

The addition of Korematsu Middle and El Cerrito High schools (part of a feeder pattern that includes Harding, Madera, and Kensington elementary schools) provides a unique opportunity to establish the sort of K-12 vertical alignment and coherence that research suggests can dramatically improve overall achievement.

#### **Theory of Action**

Three related challenges are often identified as key impediments to K-12 school improvement: a) defining and developing highly effective and coherent models of instruction; b) helping teachers acquire the sophisticated pedagogical content knowledge required to support deeper and more equitable student learning, c) helping teachers translate instructional models and newly acquired pedagogical content knowledge into effective daily practice. Even if effective instructional knowledge, strategies and resources are developed, implementation (i.e. bridging the gap between theory and practice) remains a major challenge.

The Reach Professional Capital and Instructional Capacity Initiative directly addresses the *knowing-doing* gap and presents a rare opportunity for teachers and school leaders to engage in research & development that directly impacts their school environment. Too often, professional development offerings are disconnected from teachers' classroom experience and the learning needs of their students. This initiative aims to increase and build upon teachers' content and pedagogical skills as it relates to Common Core mathematics, utilizing the research-based principles of adult learning and professional learning.

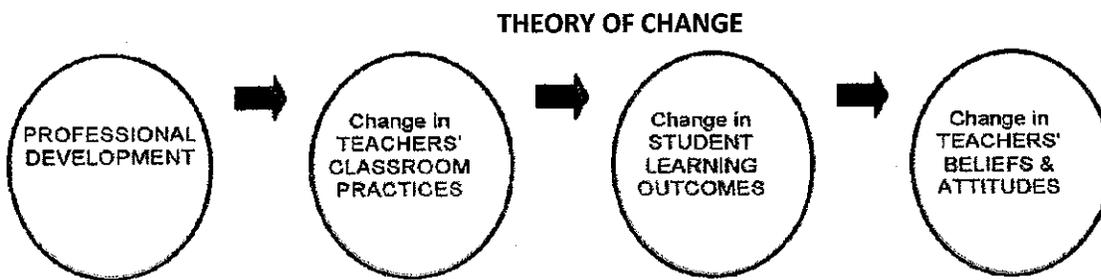
The theory of action guiding this program features the following key characteristics:

#### **1. Teachers experience *effective* professional learning:**

- **Content focus** - Learning activities that focus on subject matter content lead to increases in teacher knowledge and skills, improvements in practice, and increases in student achievement.

- **Duration** - Knowledge and pedagogical change requires professional learning activities to be of sufficient duration, including span of time and the number of hours spent in the activity.
- **Active learning** - Teachers need to be engaged as learners and have opportunities to be active participants in the learning experience.
- **Coherence** - The consistency of school, district, and state reforms (i.e CCSS) with what is taught in professional learning is an important aspect of teacher learning.
- **Collective participation** - When teachers from the same school, grade, or department interact and engage in discourse, it can be a powerful form of teacher learning.

2. **Professional learning increases teachers' knowledge and skills and/or changes their attitudes and beliefs.**
3. **Teachers use their new knowledge and skills, attitudes, and beliefs to improve the content of their instruction or their approach to pedagogy, or both.**
4. **Instructional changes foster increased student learning.**



Strategic change in teachers' attitudes and beliefs occurs primarily *after* they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices, a new instructional approach, the use of new materials or curricula, or simply a modification in teaching procedures or classroom format (Guskey, 2002).

***We believe that:***

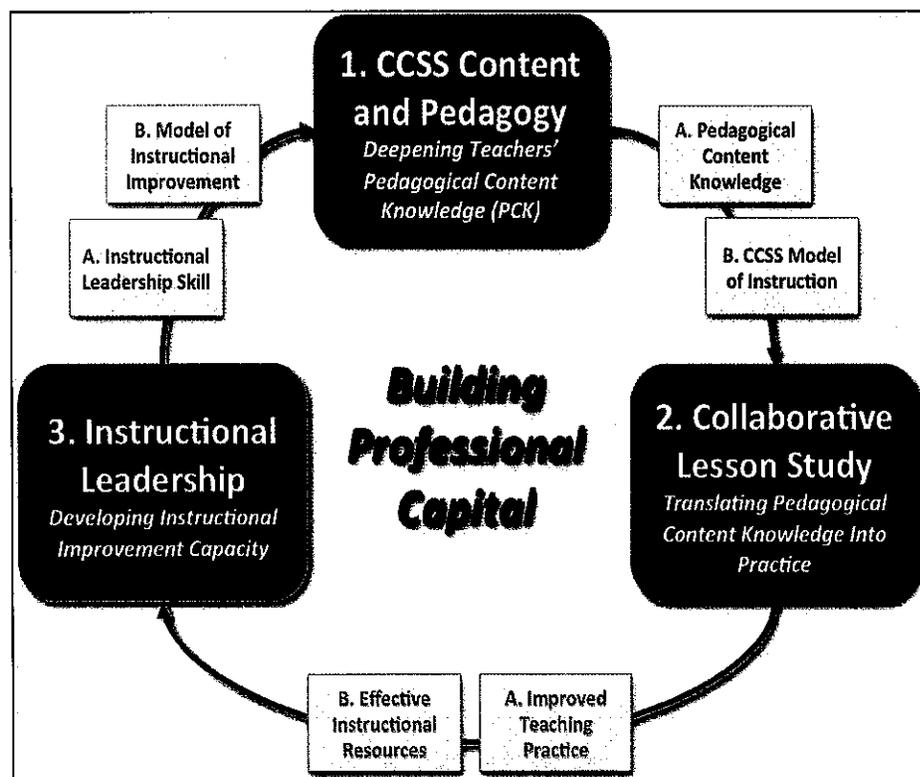
1. Professional learning opportunities should incorporate opportunities for teachers' to implement the content and pedagogy;
2. It is the experience of successful implementation that changes teachers' attitudes and beliefs; and
3. Teachers' believe it works because they have seen it work, and that experience shapes their attitudes and beliefs.

**Project Overview**

The project is comprised of four key phases, which are designed collectively to build educators' Professional Capital (human, social and decisional capital) which Fullan and Hargreaves (2012) argue is urgently needed if schools and student achievement are to significantly improve.

1. **Deep Professional Learning.** Facilitated by math Common Core State Standards co-author Phil Daro, the first phase of the project engages a set of teacher leaders and principals in an intensive professional learning series designed to deepen teachers' and principals' knowledge and understanding of the logic and focus of the Common Core math standards, as well as highly effective teaching strategies and practices for helping students master those standards.

2. **Lesson Study.** The second phase of the project utilizes Lesson Study as a means to help teachers bridge the theory-practice gap--i.e., to translate their newly acquired "pedagogical content knowledge" into highly effective instructional practice. Lesson Study is collaborative process that engages grade level teams of teachers in an iterative cycle of designing a research lesson, teaching and observing that lesson, collecting and analyzing the impact of the lesson on student learning, and revising the lesson accordingly. The goal of this phase is to measurably improve both teacher practice and student achievement in math--and by extension, to increase teachers' and students' self-concept as successful doers (and teachers) of mathematics.
3. **Instructional Leadership Development.** The third phase of the project engages teacher leaders' and principals' in an exploration of adult learning theory and effective facilitation of professional learning and improvement. This phase draws upon the Reach Institute's extensive expertise in instructional leadership development. The goal is to develop teacher leaders' and principals' individual and collective capacity to facilitate school-wide implementation of deep professional learning and lesson study.
4. **School-wide Implementation** The fourth phase of the project is to engage all teachers in the professional learning and lesson study processes. Drawing on their deep knowledge of the Common Core math standards and practices as well as instructional leadership developed during the first three phases, this school-wide effort is facilitated by teacher leaders and principals, with support from Phil Daro and Reach staff. The goal is to improve school-wide teacher practice and student achievement in math.



## Outline of Activities

### WCCUSD-Reach Lesson Study Math Project—Description of Services and Outcomes

#### Phase 1 - Deepening Pedagogical Content Knowledge - Summer and Fall Semester 2017:

The project begins with a focus on deepening teachers' Pedagogical Content Knowledge (PCK) aligned to the Common Core State Standards in Math. This process is facilitated by teachers'

connection to external expertise while also respecting teachers' discretion and creativity. Math content expert, co-author of the Math Common Core State Standards (CCSS) and national speaker on math content and pedagogy, Phil Daro, will lead teachers in a deep, interactive study of a CCSS math strand and a model of effective teaching. *Approximately 5 sessions @ 6 hours per session.*

**Participant Outcomes** will include:

- Increased understanding of the content and the progression of the CCSS math standards across grades K-12
- Increased understanding of effective, research-based CCSS-aligned pedagogy
- Deeper understanding to a practical model of teaching Common Core Mathematics aligned to instructional strategies aligned with the teaching of writing
- Informal implementation of PCK in teachers' classrooms, with ongoing feedback and implementation discussions in professional learning sessions
- Principal classroom observations (non-evaluative) - to familiarize them with the model of instruction and pedagogical strategies

**Phase 2 - Practice and Application - Spring Semester 2017:**

Teacher Fellows participate in an inquiry-based approach to applying the pedagogical content knowledge, Lesson Study. This classroom-based, research-oriented approach to teacher professional learning directly translates instructional theory into practice and establishes a practice of ongoing instructional improvement. *Approximately 3-4 sessions @ 6 hours per session (including communication/coordination) plus offline teacher work*

**Participant Outcomes** will include:

- Working understanding of a disciplined form of collaborative action inquiry (conducted by and for those taking the action) known as Lesson Study. The primary reason for engaging in action research is to assist the "actor", in this case the teacher, in improving and/or refining his or her actions, which will directly impact instruction and student outcomes in his/her specific schools. In this case the goal will be to integrate elements of the pedagogical content knowledge (PCK) and models of instruction gained during Phase One of the project
- Teachers will be organized into Lesson Study teams as they engage in the Lesson Study process (develop, observe and analyze grade-level lessons). These cross-school, grade-level teams provide opportunities for collegial inquiry, help, and feedback critical to effective teacher learning.
- Formalized implementation of PCK through Lesson Study design through 2 Lesson Study cycles, including debrief.

**Phases 3 and 4 – Fall and Spring Semesters 2018-19 (TBD): Instructional Leadership & Integration of Practices Schoolwide**

Participating teachers and principals will have an opportunity to explore and develop, in school teams, and with Phil Daro and Reach Leadership, strategies for disseminating the practices schoolwide. School teams will identify priorities, timelines, challenges and strategies for introducing, implementing and supporting practices schoolwide, and begin the schoolwide implementation of the professional learning and lesson study components.

*Approximately 2 sessions @ 5 hours per.*

- School-based discussion
  - Integration of the Model of Instruction (Lesson Structure)
  - Integration of Lesson Study @ School sites
  - Integration of PCK across the school:
    - Number Talks
    - Three Reads

- Develop a school-wide implementation plan
  - Model of instruction (Lesson Structure)
  - Lesson Study
  - Number Talks
  - Three Reads

**PROPOSED BUDGET SUMMARY**

*The following budget is inclusive of all staff costs, including benefits and salaries, equipment and overhead.*

<b>West Cap Program Budget 2017-18</b>			
<b>Item</b>	<b>No</b>	<b>Unit Cost</b>	<b>Total</b>
Program Design and Planning	1	\$25,000	<b>\$25,000</b>
Program Delivery	1	\$32,000	<b>\$32,000</b>
Project Management (Jen Dao)*	0.33	\$60,000	<b>\$20,000</b>
Books/Resources	16	\$100	<b>\$1600</b>
Food	20	\$75	<b>\$1500</b>
<b>Stipends</b>			
Chavez Elementary	4	\$1,200	<b>\$4,800</b>
Nystrom Elementary	4	\$1,200	<b>\$4,800</b>
Korematsu Middle	3	\$1,200	<b>\$3,600</b>
El Cerrito High	5	\$1,200	<b>\$6,000</b>
<b>Total</b>			<b>\$99,300</b>

\* Coordination support for all 10 West Cap Schools