



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Cormier Consulting LLC

Doing Business As, if applicable: Cormier Consulting

Business Address: 598 East Street Middletown, CT 06457

Business Phone: 860-841-7662

Business email: drc.cormier@gmail.com

Funding Source & Acct # including location code: **ARP ESSER III C/O Acct.**
\$2553-6399-56694-0062

Principal or Supervisor: Matt Brown, Principal

Agreement Effective Dates: From 8/21/2023. To 6/30/2024

Hourly rate or per session rate or per day rate: \$2,250 per day, not to exceed 10 days. Plus personalized branded Wilbur Cross professional learning materials and training modules not to exceed \$24,000 between September 5, 2023 and June 30, 2024.

Total amount of Contract: \$46,500

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

Cormier Consulting will provide professional learning for staff on a common framework for High Quality Instruction to be used by all WC teachers, personalized materials that support staff acquisition of these skills, and year long coaching for the administrative team on implementation of this framework.

Submitted by: Matt Brown, Principal Phone: 475-220-7400



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Matt Brown, Principal
Date: 8/7/2023 (Finance and Operations Meeting Presentation)
Re: Agreement between Cormier Consulting and NH BOE for professional learning services to Wilbur Cross Students.

Please **answer all questions and attach any required documentation as indicated below.** Please have someone ready to discuss the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Cormier Consulting
2. **Description of Service:** Wilbur Cross High School has had 3 leadership changes and 4 principals in the past year which resulted in many challenges, not least among them a lack of sustained focus on instructional improvement.. There is a compelling and direct need to establish a uniform set of expectations around delivering High Quality Instruction (HQI) based on evidenced based common practices. Cormier Consulting will provide staff training and associated materials on a HQI framework, produced in consultation with the Cross leadership team, to support this effort. Additionally, Cormier Consulting will provide coaching of team leaders to ensure strong implementation of this framework and modules that can be replicated beyond 23-24 school year.
3. **Amount of Agreement and hourly or session cost:** \$46,500. 10 days at \$2,250 per day, \$14,000 for all Wilbur Cross personalized framework materials, \$10,000 for turnkey coaching and associate modules
4. **Funding Source and account number:** #:ARP ESSER III Carryover 2553-6399-56694-0062
5. **Approximate number of staff served through this program or service:** 125
6. **Approximate number of students served through this program or service :** 1750
7. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. **If continuation/renewal, has the cost increased? If yes, by how much?** this is a new agreement
 - b. **What would an alternative contractor cost:** We received two additional quotes from educational training organizations that were \$11,000 and \$50,000 more than Cormier Consulting for requested services.
 - c. **If this is a continuation, when was the last time alternative quotes were requested?** new agreement

- d. **For new or continuation: is this a service existing staff could provide. If no, why not?** This is not a service that existing staff can currently provide. Several factors make this so. One, as noted, there has been a significant leadership instability in the past year. Instructional expectations have suffered as a result. Two, there has additionally been significant teacher turnover since 2021, with a large number of Cross staff arriving right before, during or right after the pandemic shut down. Instructional expectations during this time were fluid and responsive to unprecedented changes. Three, the size of Cross means that to create both a shared definition of High Quality Instruction as well as coherence in implementing and monitoring that instructional framework school wide demands a level of capacity and expertise that is not currently present.

8. Type of Service:

Answer all questions:

- a. **Professional Development?** Yes, this is professional development.
- i. **If this is a professional development program, can the service be provided by existing staff? If no, why not?** Note answer above. Additionally, the particular design of this professional development includes personalized and branded materials specifically designed for Wilbur Cross. The combination of pedagogical knowledge, instructional capacity and graphic design expertise is difficult to find.
- b. **After School or Extended Hours Program?** This is not an after school nor extended hours program.
- c. **School Readiness or Head Start Programs?** This is not a School Readiness nor a Head Start Program.
- d. **Other: (Please describe)** This is a contract to provide training for teachers and administrators..

9. Contractor Classification:

Answer all questions:

- a. **Is the Contractor a Minority or Women Owned Business?** No
- b. **Is the Contractor Local?** He is located in Middletown and works throughout Connecticut, with significant experience leading staff in this work in similarly sized urban high schools in East Hartford, Middletown, Waterbury and for CSDE, ACES and SERC.
- c. **Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?** No
- d. **Is the Contractor a public corporation?** No
- e. **Is this a renewal/continuation Agreement or a new service?** This is a new service
- f. **If it is a renewal/continuation has the cost increased? If yes, by how much?**
- g. **Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:** Yes. This partnership has been purposely designed to support the Cross teaching staff in building a shared understanding of HQI, working with materials that are reproducible that will support the ongoing engagement with this work, both with current and future staff, and a focus on implementation coaching with the leadership team so that internal staff can ensure this work continues in the future.

10. Contractor Selection:

Answer all questions

- a. **What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.** Dr David Cormier brings a long history as a consultant with public schools in Connecticut. Most recently has been working on large scale turnaround efforts in collaboration with CSDE, district and building leadership in East Hartford and Waterbury. There he has helped facilitate some of the most significant qualitative and quantitative positive impact on evaluated criteria of instructional rigor, instructional leadership, instructional practices, use of instructional time and student engagement of any of the schools in the state wide Commissioner's Network Program. His work with large urban schools attempting to create universal high expectations and high quality instruction has been sought out by many districts around the state as well as state education agencies. Of particular note is his ability to ensure that the context of schools that he works with are reflected in the materials he produces and leaves with them. This effort results in a much higher degree of implementation success with teachers as they recognize the applicability of the HQI models within their own environment.
- b. **How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source?** A scope was emailed to professional development providers that Cross and NHPS have used with success before. Those providers offered quotes for the requested services.
- c. **Please describe the selection process including other sources considered and the rationale for selecting this Contractor:** A scope of services was sent out to 3 providers and all responded. Dr. Cormier was far and away the most reasonably priced with a quote. A panel which included 5 assistant principals, 4 academy teacher leaders, the principal and assistant superintendent reviewed the materials and selected Cormier Consulting. The materials (see attached) aligned with both the school and district's vision of strengthening instruction for all students as well as specifically spoke to the need, given the staff climate in the building after the abrupt leadership changes, to feel specific to Cross and its challenges.

11. Evidence of Effectiveness & Evaluation

Answer all questions

- a. **What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?** Cormier Consulting will address the need for Cross to establish a more uniform expectation and support system for ensuring High Quality Instruction in every classroom. Additionally, Cormier will address a need to have materials available to staff to support their development of HQI and those materials be part and parcel of every Cross teacher's tool bag, realizing that we see many teachers move through our school and needing a way to standardize some level of instructional framework expectations. This performance will be monitored first and foremost through classroom observations by administrators and teacher leaders and monitoring of these observations for specified teacher actions with TEVAL and google doc tools. Secondly we will be using student surveys about their school and classroom experience to measure their perceptions of the presence of the elements of high quality instruction in classrooms.
- b. **If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.** New service.

c. How is this service aligned to the District Continuous Improvement Plan?

This service will provide all teachers and all students at Wilbur Cross high school a shared definition of High Quality Instruction and as such directly addresses the core values of equitable opportunities, high expectations, and a culture of continuous improvement. Working to ensure HQI in all classrooms sets the stage for high achievement of all learners, development of the whole child, preparation for college, career and life and an unwavering commitment to equity, growth and progress - 4 of the goals of the district. Specifically, it speaks to 1.2, engaging instruction and building teacher capacity to implement curriculum through the use of purposeful, meaningful and supportive instruction. Wilbur Cross has an enormous number of challenges to address, but a unilateral focus on continually improving instruction HAS to be the primary one. This service aligns with the core of the DCIP and with what the school clearly needs to address.

12. **Why do you believe this Agreement is fiscally sound?** Yes. Dr. Cormier delivers strong professional learning and coaching and his rates are inline with industry standards. More importantly, the materials he is providing can be reproduced and will do so to ensure that ALL staff, both those we have now and those who will be coming to us in the next few years, will be able to benefit from this work. It makes the benefit for this cost spread far beyond this year.
13. **What are the implications of not approving this Agreement?** Wilbur Cross is at a critical juncture. After a year of turbulence, it has the chance to launch a school year under experienced and stable leadership. The leadership focus is on continuous instructional improvement and that starts with setting the stage on High Quality Instruction. The coaching and materials Cormier Consulting will provide can send a powerful signal to teachers - and their students - that Cross is ready to focus on the work of strengthening classroom instruction and ensuing student outcomes. Can this happen without this agreement? yes. Will it be as effective and powerful? no.

Rev: 8/10/2020



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education

AND
Cormier Consulting, LLC

FOR DEPARTMENT/PROGRAM:

Wilbur Cross High School

This Agreement entered into on the 21st day of August, 2023, effective (no sooner than the day after Board of Education Approval), the 22nd day of August, 2023, by and between the New Haven Board of Education (herein referred to as the "Board" and Cormier Consulting (EIN: 47-2638608) located at, 598 East Street Middletown CT (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required in the amount of \$2,250 per day for a total of 10 days. Additionally, the Board shall pay \$14,000 for materials for all teachers at Wilbur Cross and \$10,000 for coaching/training modules for teacher leaders and administrators. The maximum amount the contractor shall be paid under this agreement is \$46,500. Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and dates of service.

Fiscal support for this Agreement shall be by ARP ESSER III Carryover Program of the New Haven Board of Education, **Account Number: 2553-6399-56694-0062**

This agreement shall remain in effect from 8/22/2023 to 6/30/2024.

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

SCOPE OF SERVICE: Please provide brief summary of service to be provided.

Contractor will:

- To provide direct-service to Wilbur Cross HS staff (services outlined under Service Delivery Options & Descriptions below) in service of strengthening high quality instruction and implementing a common instructional framework.
- To provide executive leadership team support is to provide technical assistance and guidance to address implementation, progress monitoring, and strategy development.
- To provide materials aligned with Wilbur Cross definition of High Quality Instruction:

- o Tier 1 Flipbook
- o Tier 1 Workbook
- o IDTs & PLCs Workbook
- o Tier 1 Classroom Posters
- o Lesson Planning Resources
- o Aligned Learning Walk Forms and Google Forms
- o Aligned Coaching Forms
- o Teacher Question Flipbooks
- o Google Drive Teacher Resource Folder Access for Staff (no charge)
- Support may include planning, critical friend assistance, and/or the development of materials to aid executive leadership execution of the network plan.
- To provide instructional coaching training and support to instructional coaches. Topics to include:
 - Instructional coaching philosophies and practices
 - Instructional coaching cycles and goal setting
 - Supporting systems change
 - Forms and documentation
 - Communication transparency
 - Debriefing/feedback practices
- Provide instructional coaching calibration opportunities for instructional coaches that may include, but not limited to:
 - co-observation of a series of lessons with an external facilitator;
 - engagement in professional dialogue about instructional strengths and areas for growth (connecting to the CCT);
 - exploration of in-class support and teacher feedback options; and
 - collaboratively deconstructing classroom coaching and feedback sessions with the facilitator and coach each observing and taking the lead for debriefing lessons with teachers.

Provide 2 Turn-Key Training or Facilitation Modules -

- 1-2 hour turn-key training modules for administrators, department chairs or teacher leaders to use with groups of Wilbur Cross educators
- Each module to include a GoogleSlide presentation with talk points; general discussion prompts; workbook references; materials (video clips & resources); and session facilitation guide.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees

however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

President
New Haven Board of Education

__ July 17, 2023 _____
Date

Date

__ David Cormier, PhD, CEO of
Cormier Consulting



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

**STUDENT DATA PRIVACY AGREEMENT
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

Wilbur Cross High School 2023-2024 Proposal

SOLUTIONS FOR THE FUTURE

Improving outcomes for children is predicated on our ability to be reflective and adapt our professional practices. We must create and sustain cultures of improvement in our schools in order to address the needs of our students. Through innovative workshops, facilitation, onsite coaching and technical assistance, we will work to develop the capacity for adaptive and transformative improvements. It is my goal to support teaching, learning, and leadership practices through the exploration of tools and strategies that promote change and growth within organizations.

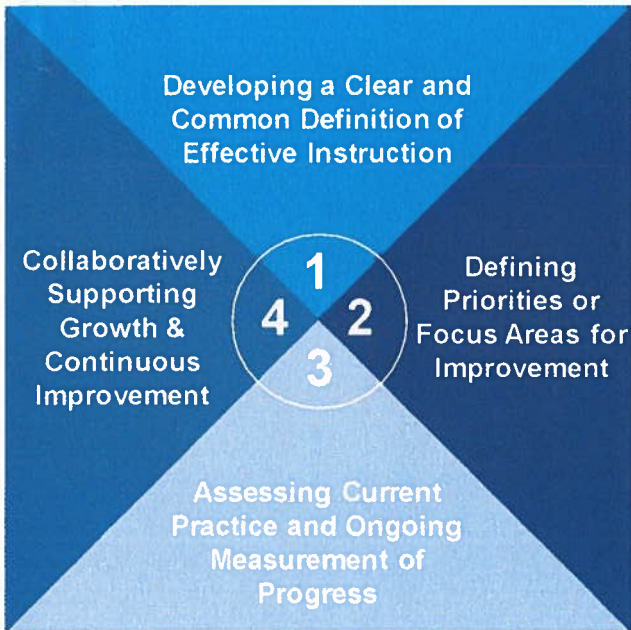
NOTE: This is NOT a contract. This document is intended to describe service options and approximate pricing for materials and services. Service descriptions and pricing should be used to inform contract agreements between Cormier Consulting, LLC and Wilbur Cross HS/New Haven Public Schools.

The services and materials described below are designed to advance/improve outcomes for all students by strengthening instruction and establishing coherent/aligned systems in support of continuous improvement as outlined in the Wilbur Cross School Improvement Plan

Guiding Principles of the Plan Include:

Data-Driven	Included in the plan are opportunities to collect data on instructional practices (observational and self-assessment). Data will be used to determine areas of strength and areas to address through professional learning and instructional coaching. Data will be disaggregated by grade level and content area to determine how to best target and differentiate resources. Baseline data will be used to determine staff progress and growth.
Coherence-Driven	Services and deliverables will be integrated, connected, purposeful/intentional, clearly communicated, and transparent. A four-part coherence framework* will be applied to the overall plan that includes: <ol style="list-style-type: none"> 1. <i>Developing a clear and common definition of effective instruction</i> 2. <i>Defining priority areas for improvement</i> 3. <i>Assessment of current practices and ongoing measurement of progress</i> 4. <i>Supporting growth, change and continuous improvement</i>
Aligned & Focused	Observational data will be used to inform SIP progress and areas of focus. Services and deliverables will be aligned to SIP indicators. Data collected can be used for future SIP iterations or revisions.
Capacity Building & Ownership	Strategies to build capacity and ownership of leadership team members and teachers include: <ol style="list-style-type: none"> 1. <i>Targeting areas of need and providing actionable feedback</i> 2. <i>Using strategies for active engagement and participation</i> 3. <i>Providing turn-key resources and tools to support ongoing professional learning during department & staff meetings</i>
Customized & Differentiated	All professional learning sessions, tools, resources, materials, and processes will be customized to meet the specific needs of the individual school staff. Ongoing monitoring of progress and growth will allow for necessary adjustments.

*Four-Part Coherence Framework:



Wilbur Cross High School

SERVICE	TARGET OUTCOME / DELIVERABLE	COSTS
10 Days of Service	To provide direct-service to Wilbur Cross HS staff (services outlined under Service Delivery Options & Descriptions below) in service of strengthening tier 1 instruction and implementing a common instructional framework.	\$2,250.00 per day \$22,500.00
Materials Quantity = 150	Tier 1 Flipbook (\$5,000.00 – includes development & printing) Tier 1 Workbook (\$5,000.00 – includes development & printing) IDTs & PLCs Workbook (\$3,000.00 – printing) Tier 1 Classroom Posters (\$1,000.00 – includes development & printing) Lesson Planning Resources (no charge) Aligned Learning Walk Forms and Google Forms (no charge) Aligned Coaching Forms (no charge) Teacher Question Flipbooks (no charge) Google Drive Teacher Resource Folder Access for Staff (no charge)	\$14,000.00
Turn-Key Training Modules <i>Permission is granted for Turn-Key related materials to be duplicated or shared for exclusive use with Wilbur Cross High School employees.</i>	2 Turn-Key Training or Facilitation Modules - 1-2 hour turn-key training modules for administrators, department chairs or teacher leaders to use with groups of Wilbur Cross educators. Each module to include a GoogleSlide presentation with talk points; general discussion prompts; workbook references; materials (video clips & resources); and session facilitation guide. <u>Presentation topics may include:</u> <i>An Overview of Intentional Planning</i> <i>Learning Targets & Success Criteria</i> <i>Instructional Rigor & Cognitive Demand</i> <i>Questioning Techniques & Strategies</i> <i>An Overview of Instructional Data Teams & PLCs</i>	\$5,000.00 each module \$10,000.00
Total Services		\$22,500.00
Total Materials		\$24,000.00
TOTAL		\$46,500.00

SERVICE DELIVERY OPTIONS & DESCRIPTIONS

The following service descriptions can be combined in any way to comprise a single day of service.

Service/ Deliverable	Description of Services and Deliverable	Delivery Structure Options
1. Executive Leadership Team Support / Critical Friend	Research suggests that over 70% of large scale reform efforts fail (Kotter, 2012 – Forbes Magazine; McKinsey & Company, 2009). Initiative/reform failure has been linked to initiative fatigue, low efficacy levels, lack of traction, and lack of coherence. The purpose for executive leadership team support is to provide technical assistance and guidance to address implementation, progress monitoring, and strategy development. Support may include planning, critical friend assistance, and/or the development of materials to aid executive leadership execution of the network plan.	Hourly meetings (as needed) with building administrators.
2. Schoolwide Leadership Team (SWLT) / Department Chair Support	To provide ongoing training, facilitation, and or technical assistance to further the professional learning of department chairs. Topics may include, but are not limited to the following: <ul style="list-style-type: none"> ■ Leadership theory & leadership practices ■ Organizational growth & development ■ Leading transformational change ■ Growth-oriented feedback practices 	Hourly meetings with department chairs; Co-facilitate department IDTs; Learning walk calibrations during Department Chair planning periods.
3. Instructional Data Team (IDT) Training & Support	To support & strengthen content/grade-level instructional data team functioning. To provide ongoing training, facilitation, and or technical assistance. Topics may include, but are not limited to the following: <ul style="list-style-type: none"> ● Professional Learning Community (PLC) philosophy & vision ● Data Team (DT) Process Steps ● Common Formative Assessment (CFA) development & scoring ● Standards in Practice Rubrics/Protocols ● Looking at Student Work Protocols ● Lesson Analysis Protocols (focus on rigor & grade-level assignments) ● Lesson Design Protocols ● Lesson Study (using Swivl) 	Department planning blocks & Full staff faculty meeting/1/2 day professional learning time
4. Instructional Coach Training & Calibration	To provide instructional coaching training and support to instructional coaches. Topics to include: <ul style="list-style-type: none"> ▪ Instructional coaching philosophies and practices ▪ Instructional coaching cycles and goal setting ▪ Supporting systems change ▪ Forms and documentation ▪ Communication transparency ▪ Debriefing/feedback practices Provide instructional coaching calibration opportunities for instructional coaches that may include, but not limited to: <ul style="list-style-type: none"> ▪ co-observation of a series of lessons with an external facilitator; ▪ engagement in professional dialogue about instructional strengths and areas for growth (connecting to the CCT); ▪ exploration of in-class support and teacher feedback options; and 	Half or full-day training Half or full-day calibration conversations and classroom visits

	<ul style="list-style-type: none"> collaboratively deconstructing classroom coaching and feedback sessions with the facilitator and coach each observing and taking the lead for debriefing lessons with teachers. 	
5. Small Group Teacher Training	<p>Teachers rotate in small groups (10-15 teachers based on common needs identified by self-assessment, instructional coaching data, and/or TEVAL data) through 45-90 minute targeted sessions (see topics below) Up to three or four, 1-2-hour training sessions per day. Training topics may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Intentional & Targeted Planning Learning Targets & Success Criteria Do Nows/Warm-Ups/Schema Activators Takeaways/Closure Academic Rigor, Depth of Knowledge, Cognitive Demand Critical Thinking Inquiry & Questioning Techniques Productive Classroom Discourse Student Engagement / Student-Centered Learning Formative Assessment Practices Differentiation & Flexible Grouping Executive Function, Learning Dispositions & Habits of Mind 	
6. Full Staff PD	To provide full staff professional learning experiences connected to the Wilbur Cross instructional framework and SIP.	Afternoon Faculty Meeting Professional Learning Sessions
7. Certified Staff Instructional Coaching	To provide 1:1 instructional coaching to teachers. Teachers submit a draft lesson plan for an upcoming lesson. Instructional coach visits and observes instruction for a period of time and engages teacher in a brief 1:1 debrief session.	
8. Co-Planning Sessions	Teachers rotate in small groups for co-planning sessions. Teachers would bring draft lessons and work with the facilitator and their colleagues to strengthen lessons by adding or adapting elements and strategies of the instructional model.	Afternoon department block for co-planning sessions
9. Lesson Audits	<p>Research on classroom instruction based on <u>The Opportunity Myth</u> has indicated a need to audit lesson plans for instructional rigor and on-grade-level assignments. Using an adapted protocol from the TNTP project, participants will review lesson plans and explore trends in lesson plan development. Trends will be analyzed and used to determine teacher support and professional learning opportunities.</p> <p>TNTP. (2018). <i>The opportunity myth: What students can show us about how school is letting them down—and how to fix it</i>. Retrieved from https://tntp.org/publications/view/student-experiences/the-opportunity-myth.</p>	TBD

10. Learning Walk Facilitation	To facilitate learning walks aligned to the <i>Wilbur Cross Intentional Planning Guide</i> in an effort to calibrate administrators, instructional coaches, and department chairs to the essential tier 1 instructional practices of the Intentional Planning Guide.	
11. Staff Self-Assessment	To design and administer a customized teacher self-assessment based on the <i>Wilbur Cros HS Intentional Planning Guide</i> . [Teacher self-assessments will be anonymous, however, information pertaining to department will be collected.] To analyze self-perception data for trends and triangulate with walkthrough, TEVAL and instructional coaching data.	
12. School Climate / PBIS / Restorative Practice Initiative Support	An increasing number of schools have explored implementing Restorative Practices to address the social, emotional and behavioral needs of students. For many, this has meant struggling with what to do with existing Positive Behavioral Intervention & Support policies, structures and practices. Far too often we are accused of throwing away reforms and initiatives in favor of the latest and greatest. Support will focus on customizing a framework that supports both PBIS AND Restorative Practices and will address the following outcomes: <ul style="list-style-type: none"> ▪ To actualize a framework that incorporates the critical elements of PBIS & Restorative Practices; ▪ To identify the fidelity indicators that would determine the degree to which the initiatives are being implemented with a high level of consistency, quality, accuracy & integrity; and ▪ To determine actionable steps for prioritizing and implementing a framework that includes timelines, marketing/communication messaging, training outlines, tools & resources. 	Afternoon PBIS Committee Meetings

13. Wilbur Cross Instructional Practice Quick Reference Flipbook
 8.5 x 11 gloss card stock quick reference flipbook

WILBUR CROSS HIGH SCHOOL
Essential Instructional Practices
 QUICK REFERENCE

Wilbur Cross Mission, Core Values, Beliefs, & Expectations

- ➡ Climate/Culture, Community, & Relationships
- ➡ Mindsets, Productive Struggle, & Perseverance

Wilbur Cross Instructional Framework & Tier 1 Essentials

- ➡ Learning Targets, Success Criteria, & Do Now / Warm-Ups
- ➡ Engagement & Cognitive Rigor
- ➡ Questioning Strategies & Discourse
- ➡ Formative Assessment, Feedback, & Differentiation

Mission Statement

Wilbur L. Cross High School is a richly diverse community committed to the pursuit of academic excellence and social responsibility for all students in their academics. With the support of family and the community, we strive to provide a safe environment that fosters respect for self and others. Through rigorous instruction based upon high standards and accountability, we challenge students to become lifelong learners and empowered citizens.

Core Values
 Wilbur Cross Governors value...

RESPONSIBILITY
RESPECT
OPPORTUNITY
DIVERSITY
EMPOWERMENT

Wilbur Cross Mission, Core Values, Beliefs, & Expectations

- ➡ Climate/Culture, Community, & Relationships
- ➡ Mindsets, Productive Struggle, & Perseverance

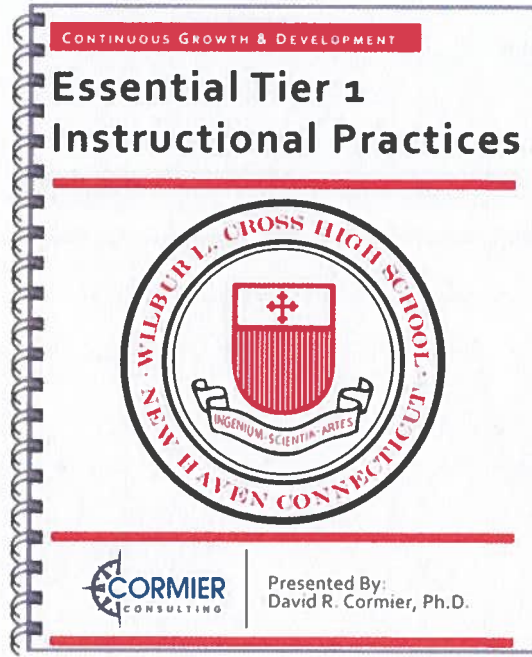
Instructional Framework & Tier 1 Essentials

- ➡ Learning Targets, Success Criteria, & Do Now / Warm-Ups
- ➡ Engagement & Cognitive Rigor
- ➡ Questioning Strategies & Discourse
- ➡ Formative Assessment, Feedback, & Differentiation

* Online resources and PDF materials will be made available to teachers via GoogleDrive at no additional charge.

**14. Wilbur
Cross
PD
Workbook**

(100 +
pages)



ESSENTIAL TIER 1 INSTRUCTIONAL PRACTICES

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12. Differentiation & Flexible Grouping	89
13. Formative Assessment (Check-Ins) & Closure	99
14. Executive Function & Learning Dispositions (Portrait of a Graduate)	114
15. Planning Tools	136
16. References	146

* Online resources and PDF materials will be made available to teachers via GoogleDrive at no additional charge.



Admin/DH Quick Check/Learning Walks



Visit (circle): 1 2 3 4 5 6 7 8 9 10
 ELA SS Math Science PE Elective

Teacher Location Upon Entering <input type="checkbox"/> Seated Behind Desk <input type="checkbox"/> Circulating around the class <input type="checkbox"/> Standing stationary in front	Class Configuration <input type="checkbox"/> Whole Group <input type="checkbox"/> Partner or Small Group <input type="checkbox"/> Independent	Approximate % of Students Engaged in the Task <input type="checkbox"/> 0 – 25% <input type="checkbox"/> 25% - 75% <input type="checkbox"/> 75% - 100%
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CORE PRACTICE	LOOK FORS
Learning Target & Success Criteria [Workbook Pages 16-19]	The Learning Target (LT) & Success Criteria (SC): <input type="checkbox"/> LT & SC are posted, visible, & written in student-friendly language <input type="checkbox"/> The LT/SC are specific & describe the learning and expectations of the period observed
Challenging Instruction (Depth of Knowledge) [Workbook Pages 22-35]	Approximate DOK Level(s) of Instructional Activities: <input type="checkbox"/> DOK 1 Recall/Reproduction <input type="checkbox"/> DOK 2 Skills/Concepts <input type="checkbox"/> DOK 3 Strategic Thinking/Reasoning <input type="checkbox"/> DOK 4 Extended Thinking
Academic Discourse [Workbook Pages 72-86]	<input type="checkbox"/> The virtual or physical classroom arrangement allows for planned & unplanned student discourse opportunities <input type="checkbox"/> Discourse prompts, structures, routines, &/or tools are used to promote deeper level conversations <input type="checkbox"/> Students have opportunities to clarify or share their own thoughts & to orient themselves to the thinking of others <input type="checkbox"/> The teacher monitors & holds students accountable for discourse
Deeper Thinking Questions [Workbook Pages 47-71]	<input type="checkbox"/> Teacher varies question type (Bloom's & DOK) <input type="checkbox"/> Teacher avoids rapid fire pattern (asks fewer & deeper level questions) & emphasizes <i>THINKING</i> over <i>BEING RIGHT</i> <input type="checkbox"/> Students are held accountable for responding to questions <input type="checkbox"/> Students are invited to generate questions

STRENGTHS / TAKEAWAYS

WONDERINGS / QUESTIONS



Classroom Visit / Learning Walk



Classroom Visit (circle): 1 2 3 4 5 6 7 8 9 10

- | | | | |
|------------------------------------------------|-----------------------------------------|-----------------------------------------|----------------------------------|
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Business/CTE | <input type="checkbox"/> PE/Health | <input type="checkbox"/> World Language | <input type="checkbox"/> OTHER |

<p>LEARNING CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning target cover slide is visible for students at the start of class & printed/posted in the classroom <input type="checkbox"/> Links to lesson materials are uploaded in advance, as appropriate <input type="checkbox"/> A variety of strategies or digital tools & technologies are used to engage students <input type="checkbox"/> Class period is divided into segments allowing for a variety of whole group, small group, partner, & independent configurations 	<p>INSTRUCTIONAL MODEL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gradual Release <input type="checkbox"/> Workshop <input type="checkbox"/> 5 E <input type="checkbox"/> Inquiry-Based <input type="checkbox"/> Flipped/ Blended Learning
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CORE PRACTICE	INDICATORS	COMMENTS
<p>Learning Environment / Classroom Management</p>	<p>The Learning Environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom is welcoming, respectful, safe & supportive <input type="checkbox"/> The teacher greets students (online & in-person) <input type="checkbox"/> Classroom routines & procedures are consistent <input type="checkbox"/> The teacher provides verbal & non-verbal prompts & cues to support behavioral expectations & to reengage students as necessary <input type="checkbox"/> The teacher circulates among students & uses proximity control <input type="checkbox"/> The teacher respectfully & calmly responds to student behavior & is responsive to students' needs <input type="checkbox"/> Instructional design & delivery promotes a sense of urgency for learning (instruction time is maximized) <input type="checkbox"/> Students are encouraged to be independent, struggle productively, &/or persevere 	
<p>Learning Target & Success Criteria</p> <p>Posted/Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>[Workbook Pages 16-19]</p>	<p>The Learning Target (LT) & Success Criteria (SC):</p> <ul style="list-style-type: none"> <input type="checkbox"/> LT & SC are introduced & referenced multiple times <input type="checkbox"/> LT & SC are written in student-friendly language <input type="checkbox"/> The LT communicates what students are expected to learn, understand, know or do (skills application) <input type="checkbox"/> The SC represents concrete learning experiences (something students will say, do, make, write, ...) to indicate they are moving toward the LT <input type="checkbox"/> Students have opportunities to connect with or reflect upon the learning target & success criteria 	
<p>Agenda</p> <p>Posted/Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a plan of action for the instructional block <input type="checkbox"/> Communicates a logical progression of instructional activities <input type="checkbox"/> Reflects the necessary components of an instructional model 	
<p>Do Now / Warm-Up</p> <p>Do Now Present: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>[Workbook Pages 20-21]</p>	<p>The Do Now / Warm-up:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in a brief 5-10 minute activity to prime the brain or activate prior knowledge <input type="checkbox"/> Introduces/reviews/reteaches an important concept connected to the LT or represents a relevant SEL strategy <input type="checkbox"/> Is designed to deepen students' understanding &/or provide extended learning opportunities <input type="checkbox"/> Provides formative assessment data 	

<p>Challenging Instruction (Depth of Knowledge) Evidence that lesson target & success criteria Bloom's/DOK level matches instructional activity Bloom's/DOK level. <input type="checkbox"/> Yes <input type="checkbox"/> No [Workbook Pages 22-35]</p>	<p>Approximate DOK Level(s) of Instructional Activities: <input type="checkbox"/> DOK 1 Recall/Reproduction <input type="checkbox"/> DOK 2 Skills/Concepts <input type="checkbox"/> DOK 3 Strategic Thinking/Reasoning <input type="checkbox"/> DOK 4 Extended Thinking</p> <p><input type="checkbox"/> Instructional activities challenge students to think in different ways over time <input type="checkbox"/> Instructional activities & delivery methods allow students to construct meaning <input type="checkbox"/> Students are encouraged to think critically & process information at deeper levels (beyond recall and memorization) <input type="checkbox"/> Instruction is designed with opportunities for students to actively engage in creating, understanding, & connecting to knowledge</p>	
<p>Engaging Instruction [Workbook Pages 36-46]</p>	<p><input type="checkbox"/> Students sustain their attention, follow directions, & actively participate in or complete the learning activities and tasks [Behavioral Engagement] <input type="checkbox"/> Students attend & expend cognitive effort (critical thinking, problem-solving, synthesizing, questioning, ...) [Cognitive Engagement] <input type="checkbox"/> Students persevere, show enjoyment and interest, & have a positive attitude about the learning [Emotional Engagement]</p> <p>Behavioral: 80% or more of students sustaining attention & focus on the task, following directions, & completing instructional activities. Cognitive: 80% or more of students thinking at deeper cognitive levels (e.g., varying depth of thinking, asking questions, problem-solving, discussing, justifying/ defending, analyzing, synthesizing, & engaging in critical thinking). Emotional: 80% or more of students persevering, finding meaning/relevance, able to communicate how information is useful (outside of school, to support current learning, or in the future), & showing enjoyment or interest.</p>	<p><input type="checkbox"/> Low Level of Engagement = 1 or no categories were checked <input type="checkbox"/> Moderate Level of Engagement = 2 categories were checked <input type="checkbox"/> High Level of Engagement = All 3 categories were checked</p>
<p>Academic Discourse Opportunities for student discourse are present <input type="checkbox"/> Yes <input type="checkbox"/> No [Workbook Pages 72-86]</p>	<p><input type="checkbox"/> The virtual or physical classroom arrangement allows for planned & unplanned student discourse opportunities <input type="checkbox"/> Discourse prompts, structures, routines, &/or tools are used to promote deeper level conversations <input type="checkbox"/> Students have opportunities to clarify or share their own thoughts & to orient themselves to the thinking of others <input type="checkbox"/> The teacher monitors & holds students accountable for discourse</p>	
<p>Deeper Thinking Questions [Workbook Pages 47-71]</p>	<p><input type="checkbox"/> Teacher avoids rapid fire pattern (asks fewer & deeper level questions) <input type="checkbox"/> Teacher varies question type (Bloom's & DOK) <input type="checkbox"/> Teacher provides adequate think/wait time <input type="checkbox"/> Students are held accountable for responding to questions <input type="checkbox"/> Students are invited to generate questions <input type="checkbox"/> Teacher emphasizes <i>THINKING</i> over <i>BEING RIGHT</i></p>	
<p>Differentiation & Flexible Grouping [Workbook Pages 89-98]</p>	<p><input type="checkbox"/> Instruction is designed based on students' needs & informed by data <input type="checkbox"/> A variety of instructional strategies, methods & modalities are used throughout the lesson <input type="checkbox"/> As appropriate, students are grouped in a variety of ways (homogeneous, heterogeneous, & based on interest) <input type="checkbox"/> Opportunities for student choice are evident</p>	
<p>Formative Check-ins / Closure [Workbook Pages 99-113]</p>	<p><input type="checkbox"/> Teacher periodically checks for student understanding throughout the lesson <input type="checkbox"/> Formative check-ins provide opportunities for students to demonstrate their knowledge & ongoing learning needs <input type="checkbox"/> There is evidence of a planned closure activity to assess student understanding in relation to the LT & SC</p>	

STRENGTHS**CONSIDERATIONS**

David R. Cormier, Ph.D.

598 East Street | Middletown, CT | 06457 | 860.841.7662 | drc.cormier@gmail.com

"I find in David an eagerness to learn that is intrinsic and contagious."

James Tucker, Ph.D.
Professor
University of TN

"I consider David to be a professional of integrity and principle."

Roger Frant, Ph.D.
Former Consultant
CSDE

"David is a skilled and polished presenter who is able to present information in a way that facilitates the integration of key concepts by his audiences."

Linda Grimm
Managing Consultant
Benhaven

EDUCATION

Doctor of Philosophy in Leadership Studies
Andrews University, Berrien Springs, MI
August 2008

Master of Science in Educational Leadership
Central Connecticut State University, New Britain, CT
August 2000

Bachelor of Science in Special Education
Central Connecticut State University, New Britain, CT
May 1996

CERTIFICATION

State of Connecticut Professional Educator Certificate, Special Education PreK-12 (065); Intermediate Administration & Supervisor (092)

SUMMARY OF QUALIFICATIONS

- A **strong leader** with an ability to encourage leadership capacity in others
- A **change agent** that can promote growth through **effective facilitation** with an ability to understand the needs of a group and support achievement of a common vision
- An advocate of **relationship building** to support organizational culture and to attain goal-oriented results
- A results-oriented, **skillful presenter, trainer and technical advisor/coach**
- A proponent of adult learning theory who **facilitates capacity building and systems change** to support school turnaround efforts

PROFESSIONAL EXPERIENCE

Independent Consultant
Middletown, CT
June 2008 to Present
Responsible for:

- providing facilitation, coaching and training in support of school turnaround efforts;
- developing customized training materials and school improvement resources;
- designing and implementing customized approaches that include adult practice shifts and the structures/systems necessary to sustain improvement efforts;
- facilitating school improvement planning and instituting sustainable growth measures;
- coaching collaborative teams to design, implement, and monitor effective programs;
- providing recommendations to policymakers regarding best practices; and
- fostering partnerships among constituent groups working on common goals.

“David is a leader in education reform and change. His skills and knowledge of best practice transfer to all aspects of public education.”

Wayne Sweeney
Executive Director
CT ASCD Affiliate

“Through his insightful methodologies, David effectively serves as a facilitator of knowledge.”

Suzi D’Annolfo, Ed.D.
Adjunct Professor
CCSU

“David has taken a leadership role in many important state initiatives...”

Roger Frant, Ph.D.
Former Consultant
CSDE

“His expertise with and knowledge of the most current research has been very beneficial to our staff and our students.”

Pauline Fusco, Ph.D.
Principal
EH Public Schools

PROFESSIONAL EXPERIENCE

Continued

Adjunct Professor of Leadership Studies

*Southern Connecticut State University, New Haven, CT
January 2009 to May 2009*

Responsible for:

- providing job-embedded learning experiences for graduate-level students; and
- fostering the application of educational leadership theory to effective practices.

Assistant Director for Program Development

*State Education Resource Center (SERC), Middletown, CT
June 2007 to June 2008*

Responsible for:

- developing the capacity of staff members to support the agency’s mission;
- inspiring a common vision to ensure quality services and programs statewide;
- facilitating and participating in state-level policy and decision-making committees;
- administering agency human resource functions including, hiring, staffing, personnel development, and inter-agency relations;
- monitoring, assessing and reporting progress on federal grants;
- developing long-term growth and sustainability plans in addition to short-term objectives connected to the agency’s vision and mission; and
- increasing the quantity and quality of agency partnerships and relationships with stakeholder groups.

Education Consultant

*State Education Resource Center (SERC), Middletown, CT
August 2000 to June 2007*

Responsible for:

- designing and coordinating professional development programs for administrators, teachers, related service personnel, paraprofessionals and families;
- providing statewide and job-embedded training, facilitation and technical assistance;
- supporting district and school-based leadership teams through school improvement planning, implementation, and sustainability efforts;
- conducting research and writing initiative-specific proposals;
- developing and administering various needs assessments; and
- allocating and maintaining project budgets and resources.

Special Education Teacher, Assistant Head Teacher of Special Education, Team Leader

*Gideon Welles Middle School, Glastonbury, CT
September 1997 – August 2000*

Responsible for providing instruction and coordinating administrative duties in a public middle school setting.

Teacher

*Valley Alternative Academy, Avon, CT
September 1998 – August 2000*

Responsible for providing academic instruction for at-risk adolescents ages fourteen to twenty-one.

“David has outstanding interpersonal skills and is able to creatively present information to small and large groups of individuals with expertise and sensitivity.”

Christine Sorrentino
Teacher
EH Public Schools

“Dr. Cormier is a caring individual who works hard to build the capacity of his colleagues by challenging old assumptions and past practices while simultaneously developing a common vision for the future.”

Wayne Sweeney
Executive Director
CT ASCD Affiliate

“Dr. Cormier presents a number of qualities that indicate excellence in educational leadership. I have watched him grow from a professional with good ideas to a competent leader who can inspire his colleagues with direction and vision.”

James Tucker, Ph.D.
Professor
University of TN

PROFESSIONAL EXPERIENCE

Continued

Clinical Educator

*Elmcrest Psychiatric Institute, Portland, CT
May 1996 – August 1997*

Responsible for providing instruction and collaborative support to students, grades K-12, in a psychiatric hospital setting.

PROFESSIONAL PRESENTATIONS

Accessing the General Education Curriculum; Accommodations & Modifications; Autism Spectrum Disorders; Collaborative Problem Solving; Common Formative Assessments, Communication Skills; Consultation & Collaboration; Cooperative Learning; Co-Teaching; Data-Driven Decision Making; Differentiated Instruction; Early Intervention; Effective Schools Research, Effective Teaching Strategies; Equity in Education, Examining Student Work; Facilitation/Presentation Skills; Leadership; Lesson Study; Making Standards Work; Reflective Practice; Responsible Inclusive Practices; Rigor, Relevance, & Relationships; School Climate; School Improvement Planning; School-Wide Positive Behavior Supports; Student Engagement; Tier 1 Instructional Practices; and Turnaround School Planning and Support.

PROFESSIONAL ORGANIZATIONS

President – Executive Board Member

CT Association for Supervision and Curriculum Development (CT ASCD)

Member

Association for Supervision and Curriculum Development (ASCD), Autism Society of America, National Staff Development Council (NSDC), Phi Kappa Phi

CERTIFICATIONS/ SKILLS/TRAINING

SERC BEST Leadership Academy, Mentor Training, and Portfolio Scorer; School-wide Information Systems (SWIS™) Certified Trainer; Facilitation Skills Training (Interaction Institute for Social Change); Center for Leadership and Learning certified trainer for *Making Standards Work™*, *Effective Teaching Strategies™*, *Common Formative Assessments™* & *Data-Driven Decision Making™*; and Stetson & Associates certified trainer for *Step-by-Step™* (Approach to Creating Inclusive Schools).

HONORS

President's Citation

Central Connecticut State University – 1996

Awarded for outstanding leadership, significant contributions to the University, and academic achievement.



Matt Brown
Principal

WILBUR L. CROSS HIGH SCHOOL

181 Mitchell Drive, New Haven, CT 06511

(475) 220-7400
Fax (203) 946-6932

Wilbur Cross High School seeks a provider for professional development services for both teachers and administrators for the 2023-24 school year. These services should include:

- 8-10 training sessions to support a collective definition and implementation of high quality Tier 1 instruction in all classrooms.
- Coaching model and support plan for administrators to both monitor and support implementation of high quality instruction in all classrooms AND to help administrators support teacher leaders in providing coaching to colleagues on such instruction.
- Initial sessions should focus on learning targets, assessment criteria, classroom agendas, learning environments, and effective instructional planning.
- High Quality Instruction definitions and strategies should allow for modification and strategic design to address multilingual learners who make up 25% of school's population.
- Materials, personalized and branded to the school, that can serve as implementation guides, research and practical resources for staff regarding high quality instruction at Wilbur Cross. These materials should be both printed and available digitally and used as the foundation for delivery of training sessions for teachers.

Sessions should be of varying length as some professional development time will be during half days (2.5 hours) as well as full pre service days (6 hours). Additional coaching for teachers and administrators would be provided during 1 hour blocks in the school day.

Providers should have demonstrated experience supporting similar projects in large urban high schools, preferably with a history of working with schools in the midst of or coming off of turnaround efforts to dramatically improve student performance. Models of school improvement materials, individualized to Wilbur Cross context, welcome with quotes.

Grinand Bare LLC



July
2023

Proposal

Prepared for • Wilbur Cross High School
181 Mitchell Dr.
New Haven CT 06511
ATTN: Matt Brown
MATTHEW.BROWN@new-haven.k12.ct.us

INTRODUCTION

Thank you for the opportunity to partner with Wilbur Cross High School. As the Founder and Director of Grinand Bare, I am excited to offer our expertise in leadership development, student engagement, and educational content creation with the ultimate goal of creating systems and structures that can thrive well beyond the duration of our partnership. Personally, as a long time member of the New Haven community, and contributor to its education ecosystem over the last fifteen years, I am eager to support the tremendous work already happening at one of the most storied schools in New Haven, and to be a part of the next chapter of Wilbur Cross's greatness.

Please note that given the scope of the work outlined below, this project will require several Grinand Bare team members, including myself. And while we can adjust the scope of work, it is likely that given the breadth of this project, it will require several of our team members. Also note that this is an initial proposal of what we can offer. If chosen for this contract, we can provide a more detailed breakdown and scope of services.

Thank you for this opportunity. We look forward to beginning our collaboration.

A handwritten signature in black ink, appearing to read 'Christian Shaboo', with a stylized, cursive-like script.

Christian Shaboo
Founder & Director, Grinand Bare

PROPOSAL OF SERVICES

Activity	Description	Unit	Cost Per Unit	Total
Observation and on-going coaching	Sessions, both in-person and remote, to allow our team to get a clear sense of the culture and climate of Wilbur Cross to best ensure successful implementation and facilitation, pre and post Professional Development sessions.	10 days	\$2,000	\$20,000
Professional Development Sessions	In-person professional development sessions for both faculty team and administrative team in service of strengthening tier 1 instruction and implementation of a common instructional framework.	10 days	\$2,000	\$20,000
Materials and Modules Development	<p>Creation of customized resources for use in professional development sessions, classroom experiences, and administrative activities. Materials include, but are not limited to: educational workbooks, classroom posters, lesson planning resources, coaching rubrics and tools, and small group facilitation tools and guides.</p> <p>All resources will be delivered in printed and digital form.</p> <p>*estimated printing cost included; estimate based 150 count of printed materials</p>	1 (full package)	\$17,500	\$17,500
TOTAL				\$57,500



205 Skiff Street • Hamden, CT 06517 | Phone (203) 407-4408

ACES Professional Development and School Improvement unit respectfully submits proposal of services for the 2023-2024 school year.

2023-2024 Proposal of Services	
Professional Learning & Coaching High-Quality Instruction (45)	\$56,250.00
Instructional Coaching for Multilingual Learners (35)	\$43,750.00
Facilitated Learning Walks to Support Multilingual Learners (5)	\$6,250.00
<i>Less volume discount (\$125/full day x 85)</i>	<i>(-\$10,625)</i>
Proposal Total	\$95,625.00

To accept, or request revisions to, this proposal or request a contract for services for it as-written, please contact Michelle Gohagon mgohagon@aces.org.



Topic: High Quality Instruction	Cost: \$43,750.00
<p><u>Professional Learning on High-Quality Instruction:</u> Outcomes:</p> <ul style="list-style-type: none"> • Shared understanding of components of high-quality instruction in the Tier 1 classroom. • Collaborative focus and development of lessons with specific learning targets, and consideration for classroom environment, formative and summative assessment criteria, and intentional planning. • Increased capacity to implement high-quality instructional strategies in Tier 1 classroom. <p>Design: Professional learning for educators on high-quality instructional strategies for Tier 1 instruction. Professional learning may include in-depth facilitation in DOK, John Hattie’s highly effective practices, and lesson design.</p> <p>Facilitator: Jessica White or Francesca Bickel</p> <p>Date(s):</p> <ul style="list-style-type: none"> • 10 full days (can be full or half days) 	<p>Component Cost:</p> <ul style="list-style-type: none"> • 1 @ \$1,250 x 10 of days = \$12,500.00
<p><u>Instructional Coaching for High-Quality Tier 1 Instruction</u> Outcomes:</p> <ul style="list-style-type: none"> • Shared understanding of strategies for high-quality instruction in the Tier 1 classroom. Strategies include targeted instructional strategies, lesson design, development of assessment criteria, and classroom environment. • Increased capacity to plan for and deliver high-quality lessons in the Tier 1 classroom. • Collaborative development and implementation of lesson studies (when applicable). <p>Design: Facilitated coaching cycles on high-quality instructional strategies in Tier 1. Coaching cycles will include targeting specific each teacher’s needs to support their implementation of intentional, high-quality, Tier 1 instruction. Coaching may include lesson development, observations, and facilitated coaching feedback.</p> <p>Facilitator: Jessica White or Francesca Bickel</p> <p>Date(s):</p>	<p>Component Cost:</p> <ul style="list-style-type: none"> • 1 @ \$1,250 x 25 of days = \$31,250.00



<ul style="list-style-type: none">• 25 days, TBD	
<p><u>Coaching of Instructional Leaders</u> Outcomes:</p> <ul style="list-style-type: none">• <i>Increased capacity to support teachers in planning for and delivering high-quality instruction which may include monitoring teacher progress and providing intentional, actionable feedback.</i>• <i>Collaborative development of protocols for supporting and monitoring teachers in planning for and implementing high-quality instruction in classrooms.</i>• <i>Shared understanding of expectations for monitoring and coaching teachers in delivering high-quality instruction.</i> <p>Design: Facilitated professional learning for school leaders in supporting teachers in planning for and delivering high-quality instruction, development and implementation of monitoring protocols, and providing actionable feedback. Coaching may include modeling coaching feedback, learning walks, and/or instructional rounds. During and at the conclusion of each session, documentation of protocols and strategies will be curated to be used and disseminated throughout Wilbur Cross High School.</p> <p>Facilitator: Jessica White or Francesca Bickel</p> <p>Date(s):</p> <ul style="list-style-type: none">• 10 days, TBD	<p>Component Cost:</p> <ul style="list-style-type: none">• 1 @ \$1,250 x 10 of days = \$12,500.00



Topic: Supporting Multilingual Learners	Cost: \$43,750.00
<p><u>Instructional Coaching: Supporting Multilingual Learners:</u> Outcomes:</p> <ul style="list-style-type: none"> • <i>Shared understanding of strategies for supporting multilingual learners.</i> • <i>Increased capacity to plan for and deliver targeted instruction for multilingual learners.</i> • <i>Collaborative development and implementation of lesson studies and structures for professional learning communities.</i> <p>Design: Facilitated coaching cycles on strategies for supporting multilingual learners. Coaching cycles will include professional learning on strategies, lesson development, observations, and facilitated coaching feedback.</p> <p>Facilitator: Elba Llantín</p> <p>Date(s):</p> <ul style="list-style-type: none"> • 35 days, TBD 	<p>Component Cost:</p> <ul style="list-style-type: none"> • 1 @ \$1,250 x 35 of days = \$43,750.00
<p><u>Facilitated Learning Walks</u> Outcomes:</p> <ul style="list-style-type: none"> • <i>Shared understanding of teachers' capacity to support multilingual learners and strategies for supporting teachers and students.</i> • <i>Established baseline and growth data of teachers' capacity to support multilingual learners.</i> <p>Design: Facilitated learning walks for school leaders in which baseline data is collected to inform teachers' needs, and to measure growth. Facilitator will support learning walk process as well as use learning walk debriefs to increase leaders' capacity to support teachers of multilingual learners.</p> <p>Facilitator: Elba Llantín</p> <p>Date(s):</p> <ul style="list-style-type: none"> • 5 days, TBD 	<p>Component Cost:</p> <ul style="list-style-type: none"> • 1 @ \$1,250 x 5 of days = \$6,250.00