

PERFORMANCE BASED CONTRACT GUIDELINES

1. WHAT IS THE PURPOSE OF THE SERVICE?

(Describe in detail any services to be provided or materials to be purchased)

The Center for the Professional Education of Teachers creates customized professional development experiences for teachers and school leaders. In this workshop series we will design and implement half or full days workshops with the focus on using discussion based strategies will support the reading process. These workshops can be implemented at the District offices or within a school community. Teachers will be organized into grade band cohorts and we will use modeling and supported practice as a way to scaffold teacher implementation.

2. AMOUNT OF SERVICE

(set forth all quantities and/or amounts of time required to be devoted to the contract and describe where services are to be provided as specified in Appendix A)

6.5 days at \$1,500 plus \$250 for workshop materials

3. WHO IS SERVED?

(Describe whether services are to be provided directly to students, to staff, etc.)

Services are provided directly to staff

4. WHO WILL PROVIDE SERVICES?

(If individual providers are contemplated, set forth the names and qualifications of the service providers)

Sponsored by Teachers College, Columbia University, internationally renowned research university, The Center for the Professional Education of Teachers' (CPET) primary mission is to advance global capacities in teacher education, research and whole school reform for grades K-12, with emphasis on secondary school grades, 6-12. CPET advocates excellence and equity in education through direct service to educators and youth, innovative school projects that promote students right to achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school and network partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

The Center for the Professional Education of Teachers (CPET) brings valuable resources of Teachers College to professional development programs for schools. Based on our belief that all educators must be outstanding leaders with deep knowledge of teaching and learning, we propose to provide an array of school and TC-based services, as well as summer professional development opportunities in integrative and differentiated balanced literacy programs for teachers, lead teachers, coaches, and school administrators.

5. WHAT WILL BE COMMUNICATED TO DISTRICT PERSONNEL, PARENTS, OTHERS ABOUT PROGRESS AND RESULTS OF THE SERVICES?

After each event, CPET Professional Development Advisors gather participant feedback through the use of Feedback Forms, and Exit Evaluations. These feedback evaluations are reviewed by Senior PD Advisors to evaluate each PD Workshop, Workshop Series, Institute and Conference and make adjustments based on participant feedback. Participants send network event evaluations to Network leaders so they can document the quality services reported.

Through regular contact with partner schools and districts, participants regularly provide PD Advisors with feedback about services either through in-person discussions, email correspondence and even text messages or IMs. Based on feedback from participants, PD Advisors are able to identify needs, establish next steps and provide additional scaffolding when necessary.

In addition to providing the feedback results with the District after each session, CPET will provide a final report with the feedback collected from all of the workshops combined.

6. HOW WILL THE QUALITY BE JUDGED?

(Set forth the method which will be used to evaluate contractor's performance)

We will use the District workshop evaluation system or we will use our own below:

Workshops will be evaluated using the CPET H.E.A.R.S. Feedback Form which rates the workshop on the prompts below:

The workshop had . . .	Below my Expectations	Met My Expectations	Exceeded My Expectations
• Helpful information			
• Effective facilitators			
• Applicable models			
• Relevant activities			
• Supportive environment			

Participants are also prompted to share the most valuable aspect of the workshop, the least valuable aspect of the workshop, questions they have, or add additional comments.

Responses to the workshops are tallied after each event with a score of 1 for “Below”, 2 for “Met”, or 3 for “Exceeded”. These ratings are converted to total scores and presented in charts or graphs for the final report.

7. PERSONS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

(There must be a single Board administrative employee identified as the person responsible. This person will also be responsible for signing off on contract payments)

Teachers College, Columbia University
 Center for the Professional Education of Teachers
 525 W. 120th St Box 182
 New York, NY 10027
 212-678-3161
 FIN: 131624202
 University

CPET Contact: Dr. Roberta Kang Kang@tc.columbia.edu

8. ARE THE SERVICES PURSUANT TO A GRANT AGREEMENT? IF YES, WHAT IS THE GRANT AND WHAT ARE THE GRANT REQUIREMENTS RELATED TO THIS AGREEMENT?

Yes, the Title I Grant. The purchase is pursuant to Title I and therefore, Title I requirements which states that purchases of resources and or professional development directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically

based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments.