



QUOTE FOR SERVICES

PREPARED BY
CATALYST FOR EDUCATIONAL CHANGE

SPECIFICALLY FOR
Harvard Park Elementary
Springfield Public Schools, District 186

School and District Improvement

CONTINUOUS IMPROVEMENT:

Leading Data-Informed School Improvement for Principals and Teacher Teams

STUDENT AND LEARNING DEVELOPMENT:

Inclusion and Co-Teaching Practices



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PROPOSAL OVERVIEW

This proposal is submitted by the Catalyst for Educational Change (CEC) to **Harvard Park Elementary School, Springfield Public Schools, District 186**, to provide **Empowered Teams Training & Facilitation, Inclusion, and Co-Teaching**. It outlines the services and expectations for both CEC and the client to ensure the services are successful and meet the request.

The direction of change for school systems is clear enough. This is a movement of responsibility, information, empowerment, and engagement deep into the organization, to the level of the school, to the student, and to the teacher. It involves changing much of the monitoring and controlling that has traditionally been done higher up in the organization to one of support, consultation, and facilitation.

The best process to achieve this is to explore the possibilities together in a way that builds a shared vision and deep buy-in throughout the system. There is a need to build school reflective structures that enable the key stakeholder groups in the system to listen and learn together– to create vertical and horizontal communication and sharing– focused on how best to support and sustain high-quality teaching and learning in classrooms and schools in a culture of collaboration.

Empowered teams continuously collaborate for increased student growth. This Professional Learning experience aims to begin by developing School-Based collaborative teams and team structures. We then build the capacity of these teams to collaboratively and effectively analyze data to determine goals and targets and identify research-based strategies to address goal areas using the DIAS (Data-Informed Plan, Implementation, Analyze, Systematize) cycle. These collaborative teams will then learn to monitor data continuously, modifying strategies as needed.



MODULES:

- MODULE 1: Focus on Collaboration
- MODULE 2: Focus on Learning
- MODULE 3: Focus on Results

READINESS:

- Teams must have/be provided dedicated, protected collaboration time to fulfill the expectations of implementing this work
- Principals must be active participants in all training sessions and attend additional sessions to enhance their leadership of the work.
- Co-Planning and Co-Facilitating sessions with Leadership are required
- Content is delivered throughout a period of time that allows teams to apply their learning before attending the next session
- This proposal reflects **Focus on Collaboration** in 1- or 2-hour chunks followed by **Focus on Learning**. The **Focus on Results module** will occur in the second year of the partnership.

The **Co-Teaching Practices** services offered by CEC are designed to guide and support Illinois schools in meeting federal legislation required by public schools to provide comprehensive services to students in a variety of settings. Provisions within the various laws focus on accountability and compliance to ensure key aspects are guaranteed. Federal legislative changes over the last few decades have focused attention on students with diverse learning characteristics- special education needs and linguistic needs. The least restrictive environment (LRE) requirements of Part B of the Individuals with Disabilities Education Act (IDEA) has been law since 1975 and is a current focus of ISBE's monitoring. CEC partners with schools to ensure LRE is properly implemented and effectively supported resulting in the best learning environment for students. Our three (3) service offerings aim is to (1) guide the development and implementation of a full continuum of placement options in accordance with IDEA and multilingual programming, (2) sharpen the Individualized Education Plan (IEP) / Date-Based Individualization (DBI) intensive intervention process to close the gap in identified student subgroups (multilingual and special education), and (3) create a consistent and effective co-teaching service delivery model in all placement settings.



Co-teaching is a popular programming option to support students with disabilities or language needs because it meets the federal requirements as well as provides several benefits beyond simply meeting LRE. Schools, however, need help to implement this model with fidelity resulting in low returns on staffing investment and student progression lacking. CEC specifically services this delivery model because it is widely used in Illinois yet most often needs attention. Co-teaching support is something most frequently requested by our Illinois clients. CEC's co-teaching service is designed to establish systematic tasks for annual implementation at the school level to ensure this delivery model best serves the needs of students and families. Because this model is utilized to serve both students with disabilities and English Learners, our co-teaching services address both specialized groups.

The **Inclusion and Co-Teaching Practices** services from CEC provide specialized attention to children with disabilities/ IEPs, English Learners, and Former English Learners. Services targets Regular Education Teachers, Special Education Teachers, Bilingual Teachers, Principals, Superintendents, Other School-Level Administrators, and Other District-Level Administrators. The Inclusion and Co-Teaching Practices serves early childhood, elementary, middle, and secondary grade bands. The Inclusion and Co-Teaching Practices addresses ALL Academic Areas and School Quality/Student Success school improvement.



OVERVIEW AND HISTORY

CEC has a long history of supporting systemic, collaborative, continuous improvement efforts in educational institutions. Its mission focuses on strengthening partnerships for building collaborative cultures and equitable, evidence-based practices that support adult and student learning. CEC's vision is to collaboratively strengthen systems so all learners thrive, which is accomplished through leaning into its core values: strengthening partnerships; focusing on continuous improvement; creating effective systems; building engaged communities; implementing effective communication and continuous feedback; and ensuring accountability and a commitment to high standards of trust, reliability, and integrity.

CEC is a 501(c)(3) organization supported by 13 full—and part-time staff members and more than ten consultants who provide services in more than 100 educational institutions across the United States.

Our history is deeply rooted in gathering stakeholder input from diverse groups, including staff, students, parents, union representatives, community members, and community organizations. We leverage that expertise when working with clients to set up effective and efficient ways to gather that input. Yet, the ability to gather diverse stakeholder input is a shared responsibility with the client. It relies on a reliable timetable, personnel competencies and follow-through, and a commitment to the importance of stakeholder input. We have found these approaches effective even in systems with significant stakeholder tension. This is what makes CEC stand out.

Overall approach: CEC works with educational institutions nationwide to implement measurable systems change. CEC's Pathway to Improvement provides a process that:

- establishes collaborative leadership structures and processes focused on continuous improvement;
- conducts a diagnostic needs assessment;
- sets clear, focused direction;
- utilizes collaborative structures and processes to drive the development of improvement plans and
- then supports, monitors, and refines the plan.



DRAFT SCOPE OF WORK QUOTE

Work Plan Title: School and District Improvement Grant

- **CONTINUOUS IMPROVEMENT: Leading Data-Informed School Improvement for Principals and Teacher Teams**
- **STUDENT AND LEARNING DEVELOPMENT: Inclusion and Co-Teaching Practices**

Goals include:

- Strengthen PLCs in data monitoring (continuous improvement cycles, a framework to support instructional change)
- Ensure data analysis informs differentiated Tier 1 instruction
- Aligning tier 1 and tier 2 supports to leverage intervention and other staff resources in support of students.
- Reinforce the inclusion and co-teaching model of instruction.
- Review elements of defensible IEPs
- Early release Wednesdays, 60 minutes
- This plan reflects monthly on-site, full-day support and services

Work Plan Dates: July 1, 2024-June 30, 2025

CONTINUOUS IMPROVEMENT: Leading Data-Informed School Improvement for Principals and Teacher Teams MODULE 1: Focus on Collaboration MODULE 2: Focus on Learning			
Process & Timeline	Task	Description	Cost
TBD On-Site	Readiness	<ul style="list-style-type: none"> ● Meeting with school leadership ● Building walkthroughs, intakes, discussion 	8 hrs. x \$397 = \$3,176
TBD On-Site or Virtual	Leadership Training	<ul style="list-style-type: none"> ● School Administrative Team ● Monthly prior to PLC meeting 	2 hrs. x 9 months x \$397 = \$7,146
TBD	Leadership Coaching	<ul style="list-style-type: none"> ● Monthly coaching admin team ● Two hours monthly ● September-May 	2 hrs. x 9 months x

On-Site or Virtual			\$397 = \$7,146
TBD On-Site	Teacher Team Training	<ul style="list-style-type: none"> • PLC • Data review to inform instructional practice • Address tier-one instruction and supports • One hour monthly • September-May 	1 hr. x 9 months x \$397 = \$3,573
TBD On-Site or Virtual	Teacher Team Coaching	<ul style="list-style-type: none"> • Coaching of teacher leaders • Five hours monthly • September-May 	5 hrs. x 9 months x \$397 = \$17,865
STUDENT AND LEARNING DEVELOPMENT: Inclusion and Co-Teaching Practices			
Process & Timeline	Task	Description	Cost
TBD Two Hours Virtual	Leadership Planning and Program Design/Refinement	<ul style="list-style-type: none"> • This session will cover the fundamental aspects of high-quality leadership in co-teaching and inclusion. • It will include best practices for co-teaching programming and oversight, allowing leader participants to write or refine their co-teaching expectations and discussions on leader walk-throughs. 	2 hrs. x \$397 = \$794
TBD Four Hours On-Site	Full Staff Overview	<ul style="list-style-type: none"> • This session is designed to transform the mindset of all staff regarding the role of special education, with a particular focus on general education personnel. • The session reinforces the role of general education in supporting all students, ensuring students experience the LRE and a more inclusive education. • Key topics include: <ul style="list-style-type: none"> ○ Understand disability eligibility ○ Role of MTSS in supporting all students ○ The goal of special education is to enhance students' independence. 	4 hrs. x \$397 = \$1,588
TBD	Co-Teaching Pairs Training	<ul style="list-style-type: none"> • Stages of Co-Teaching Practice: understand the continuum of co-teaching practice implementation. Pairs plan and strategize for shared instructional space. 	4 hrs. x \$397 = \$1,588

Four Hours On-Site		<ul style="list-style-type: none"> • Models of Co-Teaching: Explore the various models of co-teaching shared practice. Pairs plan for strategic use of the models focused on positively impacting student learning. • Lesson Design for Co-Teaching: Apply lesson design principles and tactics to meet the uniqueness of a co-taught classroom. Pairs adapt lessons for implementation. • Participants will receive a resource workbook to utilize during and after the training. 	
TBD Hourly Support On-Site	Co-Teaching Pairs Coaching	<ul style="list-style-type: none"> • TBD coaching days will be spent visiting identified co-teaching classrooms and debriefing each unique co-teaching pair. • Visits should be no more than 10-15 mins per pair. Debrief conversations should be no shorter than 30-40 mins. (school schedules will determine the number of visits/ debriefs that can occur on a school day) • This can be virtual if needed within two weeks of walk-throughs. • These visits also include a coaching/ debrief with building leadership on support and needs for the students and teachers. <p>*Depends on the number of actual co-teaching pair classrooms</p>	5 unique pairs x \$397 per hour = \$1,985*
TBD Four Hours In-Person or Virtual	Co-Teaching Pairs Skill-Building	<p>This can be an added skill-building (follow-up after a coaching cycle) for co-teaching pairs to reinforce shared instructional approaches needed in these classrooms. Specific skill focus can be discussed and based on identified needs. (coaching cycles or teacher requests):</p> <p>Topics Often Addressed</p> <ul style="list-style-type: none"> ○ Effective use of co-teaching models ○ Student engagement ○ Differentiation ○ Lesson design using UDL ○ Tier I/ IEP interventions (DBI Cycle) 	4 hrs. x \$397 = \$1,588
TBD Hourly Support On-Site	Co-Teaching Pairs Coaching	<ul style="list-style-type: none"> • This is follow-up coaching time designed to reinforce additional skills from the above skill-building. • TBD coaching days will be spent visiting identified co-teaching classrooms and debriefing each unique co-teaching pair. • Visits should be no more than 10-15 mins per pair. Debrief conversations should be no shorter than 30-40 mins. (school 	5 unique pairs x \$397 per hour = \$1,985*

		<p>schedules will determine the number of visits/ debriefs that can occur on a school day)</p> <ul style="list-style-type: none"> • This can be virtual if needed within two weeks of walk-throughs. • These visits also include a coaching/ debrief with building leadership on support and needs for the students and teachers. <p>*Depends on the number of actual co-teaching pair classrooms</p>	
TBD Four Hours In-Person	IEP Goal Writing and Progress Monitoring	<ul style="list-style-type: none"> • Designed for those who write and implement IEPs. • The session will review the basic criteria for defensible IEP goals: <ul style="list-style-type: none"> ○ Expectations of standards-based goals and aligned interventions; ○ Progress monitoring expectations and reporting • It will also allow participants to practice/revise IEP goals to meet criteria, ensure meaningful data can be collected, and plan for implementation. 	4 hrs. x \$397 = \$1,588
TBD Four Hours In-Person or Virtual	Data-Based Individualization	<ul style="list-style-type: none"> • Designed for those applying interventions to make adjustments, collect data, and make recommendations for the next cycle. • It looks at the intervention cycle for IEP goals (and MTSS interventions as well). 	4 hrs. x \$397 = \$1,588
TBD hourly	IEP Coaching Support	<ul style="list-style-type: none"> • Coaching support of the implementation of Defensible IEPs and Monitoring Cycle • Hours are approximate; the client will be billed for actuals • Virtual hourly support 	10 hrs. x \$397 = \$3,970
10 On-site Visits	Travel	<ul style="list-style-type: none"> • The client is responsible for the consultant's mileage fees from the CEC Chicago address to the client's on-site location per consultant and all on-site engagements. • Travel is approximate; the client will be billed on the actual number of on-site visits. • 20 visits x 436 RT miles x.67/mile • Overnite accommodations per visit \$125 	10 visits x 436 miles x.67/mile = \$2,921.10 10 visits x \$125 = \$1,250
*Project Cost			\$59,751.20

*School will provide materials and supplies for any in-person sessions.

*School will provide Zoom technical support for any online sessions.