

**APPROVE EXERCISING THE SECOND OPTION TO RENEW THE AGREEMENT WITH THE NEW TEACHER CENTER FOR NEW PRINCIPAL AND TEACHER INDUCTION AND SUPPORT SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Approve exercising the second option to renew the agreement with the New Teacher Center (NTC) to provide induction and support services to the Talent and Leadership Development Offices for new CPS principals and teachers at a total cost for the option period not to exceed \$2,596,082.00. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Consultant has leadership development and induction expertise that is aligned with the District's theory of action and strategic goals. Since 2001, NTC has provided training and coaching for more than 27,000 school leaders and teachers across the country in 35 states, Canada, Singapore, and Scotland. The partnership between NTC and CPS began in 2006 when they received ISBE grant funds for new teacher induction.

**VENDOR:**

- 1) Vendor # 97832  
NEW TEACHER CENTER-NTC  
725 FRONT STREET, STE 400  
SANTA CRUZ, CA 95060  
Cynthia Brunswick  
831 459-5815

**USER INFORMATION :**

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**ORIGINAL AGREEMENT:**

The original Agreement (authorized by Board Report 10-1027-PR19) in the amount of \$1,500,000 is for a term commencing November 30, 2010 and ending June 30, 2011, with the Board having 3 options to renew for one year terms. The agreement was renewed (authorized by Board Report 11-0427-PR39) for

a term commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a non-competitive basis and was approved by the Non-Competitive Procurement Review Committee.

**OPTION PERIOD:**

The term of this agreement is being extended for one year commencing July 1, 2012 and ending June 30, 2013.

**OPTION PERIODS REMAINING:**

There is one option remaining for a one year period.

**SCOPE OF SERVICES: Consultant will continue to manage a one-year new PRINCIPAL induction and mentoring program consisting of:**

- 1) Induction - initial and on-going support aligned to ISBE New Principal requirements intended to provide necessary development and support during the first year in the principalship.
- 2) Mentoring- coordination of one-on-one executive coaching for new principals focused on principals' individual development plans, which will be developed in partnership with the Principal, Chiefs of Schools, and coach.
- 3) Professional Learning Communities and Professional Development - a series of quarterly professional development sessions, including at least one Illinois Administrators Academy (IAA) course, intended to develop and position new principals for success during their first year.

**Consultant will continue to manage a new TEACHER induction program consisting of four strategic elements:**

- 1) Induction and Mentoring - CPS Framework for Teaching-embedded, one-on-one coaching for participating new teachers, aligned with professional goals. As new teachers work to continually improve their practice, Mentor Teachers will utilize NTC's Formative Assessment System (FAS).
- 2) Professional Learning Communities - a true network of peers to enable new teachers to engage with each other to share best practices and work together to solve challenges. NTC will provide this in a variety of formats, including, but not limited to: online learning modules, New Teacher Summer Academy, study groups, and regularly scheduled targeted professional development topics.
- 3) Peer Observation - Mentor Teachers will exchange caseloads and participate in the complete observation cycle, as outlined in the PERA Evaluation Plan, for probationary appointed teachers (PAT's) in their first year of teaching. The observations completed by induction coaches may be included in the PAT's summative efficiency rating, contingent on CTU agreement (required by 24A-3).
- 4) Regular collaboration - NTC will have regular collaboration with CPS Talent Office, principals, Chiefs of Schools and other stakeholders to confirm program elements and alignment with the district priorities.

**DELIVERABLES: Principals**

Consultant will continue to manage the design and implementation of the New Principal Induction and Mentoring program to meet the ISBE Induction Program Standards and the ISBE New Principal Mentoring requirements by:

- 1) Aligning induction, mentoring expectations, and professional development opportunities to the new CPS Principal competencies.
- 2) Implementing new principal mentoring, including professional development and professional learning community opportunities.
- 3) Developing a process for hiring the matching of new principal coaches who have a track record of success in generating student achievement results and who can effectively develop leadership capacity in

first-year principals.

4) Training supervising and evaluating coaches who mentor and support first-year principals in face-to-face interactions.

5) Collaborating with the Chicago Leadership Collaborative (CLC) and Chiefs of Schools to create and implement a transition plan for New Principal Induction and Mentoring, including mechanisms for building Network capacity and the transfer of New Principal Induction and Mentoring from the consultant to the CLC.

### **Teachers**

Consultant will manage the continuous design and implementation of the New Teacher Induction and Mentoring program and provide intensive induction support for participating new teachers in CPS to include the following:

1) Aligning induction, mentoring expectations, and professional development opportunities to the CPS Framework for Teaching.

2) Implementing mentoring for participating new teachers including professional development and professional learning community opportunities.

3) Collaborating with CPS to manage, train and deploy Mentor Teachers to provide one-on-one, face-to-face support for participating new teachers by:

- a. Assisting CPS in selecting full-time Mentor Teachers.
- b. Hiring and managing up to four lead coaches to support Mentor Teachers and professional development implementation.
- c. Ensuring the Mentor Teachers meet expectations for frequency and quality of coaching interactions and peer observations with participating new teachers.
- d. Co-designing with CPS professional learning community sessions for new teachers, including New Teacher Summer Academy and online learning modules aligned with the CPS Framework for Teaching
- e. Hosting ongoing professional learning community sessions for new teachers, including New Teacher Summer Academy and online learning modules aligned with the CPS Framework for Teaching.

4) Co-developing a system to share program data, communicate with stakeholders, and continuously improve program elements in partnership with CPS.

5) Embedding calibration and training into the professional development for Mentor Teachers.

### **OUTCOMES:Principals**

Consultant's services will continue to result in first-year principals having an accelerated and measurable impact on student outcomes during the first year of the principalship through:

1) Increased alignment between Chief of Schools and Principal goal setting, supervisory, and support activities to positively impact student learning and the establishment of *effective working conditions* that support increased teacher capacity through executive coaching services.

- a. 90% satisfaction measured through an end-of-year survey by Chiefs of Schools, coaches and principals. (93% principal satisfaction reported for 2010-11).
- b. 95% completion of "leadership action" (including goal setting, development and support activities, etc.) with quarterly updates regarding development activities completed by principal and shared with coach and Chief of Schools.

2) Developed first year principals proficient in the CPS principal competencies.

- a. Assessment of principal's proficiency in the CPS Principal competencies will be measured bi-annually by the coach using CPS provided rubrics.
- b. Principals will demonstrate growth from fall to spring in areas not deemed "proficient" in the initial assessment.

3) Established community of practice and professional learning community among new principals through induction, mentoring, and professional development activities supporting their entry and transition to leadership, measured by principal surveys and regular professional development evaluations.

4) Written 90-day entry plans, completed by 95% of new principals in order to establish themselves in their role, and a school-wide strategic plan, to be communicated to all stakeholders (96% completion rate reported in 2011-12). Entry plan will be documented through:

- a. Principal professional development (PD), and
- b. Coach expectations and supervision.

5) Involvement in an ongoing cycle of learning and inquiry based on practice, research, reflection, and performance data through professional development training opportunities, documented through end-of-year survey data and evaluation data from PD and PLC participation.

6) Written transition plan detailing district and network capacity-building by March 1, 2013.

### **Teachers**

The goals of new teacher induction are to increase teacher retention, accelerate teaching effectiveness, and ultimately, increase student achievement. To that end, the services provided by the Consultant in 2012-2013 will result in the following outcomes:

1) New teacher School-Level Completion and Retention

a. 80% of participating new teachers will remain at their schools from SY2011-12 to SY2012-13, excluding teacher displacements due to loss in enrollment and/or budget (90% retention in district for 2010-11).

b. 90% of new teachers will complete the school year in the same school where they began the school year (87% completion rate reported for 2010-11).

2) Acceleration of Teaching Effectiveness

a. 90% of NTC supported new teachers will demonstrate improved classroom practice performance as identified on the CPS Framework for Teaching, per the benchmarks determined by CPS and NTC.

3) Perceptions of Quality, Relevance and Impact on Support

a. 85% of participating new teachers will report feeling adequately supported by the program, using a standard survey (97.6% perception of quality in 2010-11).

b. 100% of Mentor Teachers will report feeling adequately supported by the program and their Lead Coach, using a standard survey.

4) Program Implementation

a. Mentor-new teacher interactions:

i. 100% of Mentor Teachers will meet the mentoring requirements as outlined in the contract of services (consultant agreement).

ii. 100% of Mentor Teachers will monitor and track all interactions with new teachers.

### **COMPENSATION:**

Consultant shall be paid as specified in the renewal agreement; total not to exceed the sum of \$2,596,082.00 for this option period.

### **AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize the Chief Talent Officer and the Chief Leadership Development Officer to execute all ancillary documents required to administer or effectuate this option agreement.

### **AFFIRMATIVE ACTION:**

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Business Enterprise Participation in Goods and Services Contracts, the participation goal provisions of the Program do not

apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Charge to the Office of Leadership Development: \$797,700.00  
Charge to the Talent Office: \$1,798,382.00

11110-353-54125-221307-528408-2013	\$265,900.00
11110-353-54125-221307-494037-2013	\$531,800.00
11010-353-54125-221044-494037-2013	\$1,798,382.00

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



SÉBASTIEN de LONGEAUX  
Chief Procurement Officer

Approved:



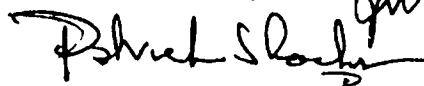
JEAN-CLAUDE BRIZARD  
Chief Executive Officer

Within Appropriation:



DAVID G. WATKINS  
Chief Financial Officer

Approved as to Legal Form:



PATRICK J. ROCKS  
General Counsel