

COMMONWEALTH OF VIRGINIA County of Henrico

Non-Professional Services Contract Contract No. 2626C

This Non-Professional Contract (this "Contract") entered into this 14th day of May 2024, Catapult Learning, LLC (the "Contractor") and the County School Board of Henrico County, Virginia ("HCPS").

WHEREAS HCPS has awarded the Contractor this Contract pursuant to Request for Proposals No. 24-2626-1JL, as modified by Addendum No. 1 (the "Request for Proposals"), for coaching services for elementary schools teachers.

WITNESSETH that the Contractor and HCPS, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF CONTRACT: The Contractor shall provide the services to HCPS as set forth in the Contract Documents.

COMPENSATION: The compensation HCPS will pay to the Contractor under this Contract shall be:

Description				Price		
In person coaching				\$153.40/hour		
Virtual coaching				\$153.40)/hour	
Six-hour Professiona	l Development D	ay		\$4,750/	day	
(Up to 40 participant	s)	•			•	
Three-hour Professio	nal Development	Day		\$3,750/	day	
(Up to 40 participant					•	
Six-hour Teacher/Le	adership Coachin	g Day		\$\$3,050)/day	
60 Minutes - Virtual				\$1,050	-	
(Up to 40 participant	s)	1				
120 Minutes - Virtua	l Professional De	velopment Session		\$1,550		
(Up to 40 participant		1				
180 Minutes - Virtua	l Professional De	velopment Session		\$2,050		
(Up to 40 participant		•				
Minimum Coaching	Bundle – Virtual	coaching bundle of	f 10	\$3,250		
sessions at 60 minute		-		\$325 per additional session once minimum		
					essions is met	
		PD 1	Now			
Available Packages	Site Pricing	51-250	251-	-500	501-1,000	1,000+
_	(up to 50	Users	Us	ers	Users	Users
	users)					
Instructional	\$2,450	\$44*	\$3	9*	\$34*	\$29*
Excellence						
Package						
1 Supplemental	\$2,950	\$54*	\$4	9*	\$44*	\$39*
Package						
2 Supplemental	\$3,400	\$63*	\$5	58	\$53*	\$48*
Package						
3 Supplemental	\$3,800	\$72*	\$6	6*	\$62*	\$60*
Package						
4 Supplemental	\$4,000	\$76*	\$7	0*	\$66*	\$60*
Package						
Full Library	\$4,150	\$79*	\$7	3*	\$69*	\$63*
Access						
	*Unit Pric	es are per user bas	ed on an a	<u>innual s</u> ul	oscription	

CONTRACT TERM: The Contract term shall be for a period of One year from date of execution. HCPS may renew the Contract for up to four one-year terms giving 30 days' written notice before the end of the term unless Contractor has given HCPS written notice that it does not wish to renew at least 90 days before the end of the term.

CONTRACT DOCUMENTS: This Contract hereby incorporates by reference the documents listed below (the "Contract Documents") which shall control in the following descending order:

- 1. This Non-Professional Services Contract between HCPS and Contractor.
- 2. The General Contract Terms and Conditions included in the Request for Proposals.
- 3. Virginia School Data Privacy Agreement (Exhibit A)
- 4. The Negotiated Modifications (Exhibit B).
- 5. Contractor's Best and Final Offer dated April 9, 2024 (Exhibit C).
- 6. Contractor's Original Proposal dated January 31, 2024 (Exhibit D).
- 7. The Scope of Services included in the Request for Proposals.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound hereby.

Catapult Learning, LLC

150 Rouse Blvd, Suite 210 Philadelphia, PA 19112

—Docusigned by: Steve Quattrociocchi

Signature Steve Quattrociocchi

President

Printed Name and Title

5/31/2024

Date

County School Board of Henrico County, Virginia 406 Dabbs House Road Henrico, VA 23223

Sen trot

Signature

Oscar Knott, CPP, CPPO, VCO Purchasing Director

07/01/2024

Date

APPROVED AS TO FORM Alwal Brann 6-26-24 Assistant County Attorney

This Virginia School Data Privacy Agreement ("DPA") is entered into by and between the

County School Board of Henrico County, Virginia		(hereinafter referred to as "Division") and
Catapult Learning, L	LC	(hereinafter referred to as "Provider") on
The Parties agree to the terms as stated herein.		

RECITALS

WHEREAS, the Provider has agreed to provide the Division with certain digital educational services ("Services") as described in Article I and Exhibit "A"; and

WHEREAS, in order to provide the Services described in Article 1 and Appendix A, the Provider may receive or create and the Division may provide documents or data that are covered by several federal statutes, among them, the Federal Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. 1232g and 34 CFR Part 99, Children's Online Privacy Protection Act ("COPPA"), 15 U.S.C. 6501-6502; Protection of Pupil Rights Amendment ("PPRA") 20 U.S.C. 1232h; the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. §§ 1400 et. seq.; and

WHEREAS, the documents and data transferred from Virginia Divisions and created by the Provider's Services are also subject to several Virginia student privacy laws, including Code of Virginia § 22.1-289.01. *School service providers; school-affiliated entities; student personal information*; and § 22.1-287.02. *Students' personally identifiable information*.

WHEREAS, the Parties wish to enter into this DPA to ensure that the Services provided conform to the requirements of the privacy laws referred to above and to establish implementing procedures and duties.

WHEREAS, the Provider may, by signing the "General Offer of Privacy Terms" (Exhibit "E"), agree to allow other Local Educational Agencies (LEAs) in Virginia the opportunity to accept and enjoy the benefits of this DPA for the Services described herein, without the need to negotiate terms in a separate DPA.

NOW THEREFORE, for good and valuable consideration, the parties agree as follows:

ARTICLE I: PURPOSE AND SCOPE

1. <u>Purpose of DPA</u>. The purpose of this DPA is to describe the duties and responsibilities to protect Division Data (as defined in Exhibit "C") transmitted to Provider from the Division pursuant to Exhibit "A", including compliance with all applicable state privacy statutes, including the FERPA, PPRA, COPPA, IDEA, and Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities; student personal information; and § 22.1-287.02. Students' personally identifiable information. In performing these services, to the extent Personally Identifiable Information (as defined in Exhibit "C") from Pupil Records (as defined in Exhibit "C") are transmitted to Provider from Division, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the Division. Provider shall be under the direct control and supervision of the Division.

2. <u>Nature of Services Provided</u>. The Provider has agreed to provide the following digital educational services described below and as may be further outlined in <u>Exhibit "A"</u> hereto:

PD coaching services on planning lessons, meetings and activities; monitoring student progress; modeling instruction; designing assessments; and interpreting data. Also includes documetnation of instructional progress and other reporting. See Exh. A.

3. Division Data to Be Provided. In order to perform the Services described in this Article and Exhibit "A", Provider shall list the categories of data collected, managed or shared as described below or as indicated in the Schedule of Data, attached hereto as Exhibit "B":

 SOL Data by skill & grade level to focus on strategies needed to support skills that show weakness/inconsistent strength; 2. PALS Data for lower grades through VLP;
 iReady; 4. Access to data through Clever; 5. Office 365; 6. Schoology

4. **DPA Definitions**. The definition of terms used in this DPA is found in <u>Exhibit "C"</u>. In the event of a conflict, definitions used in this DPA shall prevail over terms used in all other writings, including, but not limited to, a service agreement, privacy policies or any terms of service.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

- 1. Division Data Property of Division. All Division Data, user generated content or any other Pupil Records transmitted to the Provider pursuant to this Agreement is and will continue to be the property of and under the control of the Division, or to the party who provided such data (such as the student, in the case of user generated content.). The Provider further acknowledges and agrees that all copies of such Division Data or any other Pupil Records transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are also subject to the provisions of this Agreement in the same manner as the original Division Data or Pupil Records. The Parties agree that as between them, all rights, including all intellectual property rights in and to Division Data or any other Pupil Records contemplated per this Agreement shall remain the exclusive property of the Division. For the purposes of FERPA and state law, the Provider shall be considered a School Official, under the control and direction of the Divisions as it pertains to the use of Division Data notwithstanding the above. The Provider may transfer pupil-generated content to a separate account, according to the procedures set forth below.
- 2. <u>Parent Access</u>. Provider shall cooperate and respond within ten (10) days to the Division's request for personally identifiable information in a pupil's records held by the Provider to view or correct as necessary. In the event that a parent of a pupil or other individual contacts the Provider to review any of the Pupil Records of Division Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the Division, who will follow the necessary and proper procedures regarding the requested information.
- 3. <u>Separate Account</u>. Provider shall, at the request of the Division, transfer Student Generated Content to a separate student account when required by the Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities.
- 4. <u>Third Party Request</u>. Provider shall notify the Division in advance of a compelled disclosure to a Third Party, unless legally prohibited.

5. <u>Subprocessors</u>. Provider shall enter into written agreements with all Subprocessors performing functions pursuant to this DPA, whereby the Subprocessors agree to protect Division Data in manner consistent with the terms of this DPA.

ARTICLE III: DUTIES OF DIVISION

- Privacy Compliance. Division shall provide data for the purposes of the DPA and any related contract in compliance with the FERPA, PPRA, IDEA, Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities; student personal information; and § 22.1-287.02. Students' personally identifiable information, and all other applicable Virginia statutes.
- 2. <u>Parent Notification of Rights</u> Division shall ensure that its annual notice under FERPA defines vendors, such as the Provider, as "School Officials" and what constitutes a legitimate educational interest. The Division will provide parents with a notice of the websites and online services under this agreement for which it has consented to student data collection to on behalf of the parent, as permitted under COPPA
- **3.** <u>Unauthorized Access Notification</u>. Division shall notify Provider promptly of any known or suspected unauthorized access. Division will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

- Privacy Compliance. The Provider shall comply with all Virginia and Federal laws and regulations pertaining to data privacy and security, including FERPA, COPPA, PPRA, Code of Virginia § 22.1-289.01. and § 22.1-287.02.
- 2) <u>Authorized Use</u>. Division Data shared pursuant to this DPA, including persistent unique identifiers, shall be used for no purpose other than the Services stated in this DPA and as authorized under the statutes referred to in subsection (1), above. Provider also acknowledges and agrees that it shall not make any re-disclosure of any Division Data or any portion thereof, including without limitation, any Division Data, metadata, user content or other non-public information and/or personally identifiable information contained in the Division Data, without the express written consent of the Division, unless it fits into the de-identified information exception in Article IV, Section 4, or there is a court order or lawfully issued subpoena for the information.
- 3) <u>Employee Obligations</u>. Provider shall require all employees and agents who have access to Division data to comply with all applicable provisions of this DPA with respect to the data shared under the Service Agreement.
- 4) Use of De-identified Information. De-identified information, as defined in Exhibit "C", may be used by the Provider for the purposes of development, research, and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b). The Provider and Division agree that the Provider cannot successfully de-identify information if there are fewer than twenty (20) students in the samples of a particular field or category of information collected, i.e., twenty students in a particular grade, twenty students of a particular race, or twenty students with a particular disability. Provider agrees not to attempt to re-identify de-identified Division Data and not to transfer de-identified Division Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written Virginia School Data Privacy Agreement v. 1.0

notice has been given to the Division who has provided prior written consent for such transfer.

- 5) Disposition of Data. Upon written request and in accordance with the applicable terms in subsections below, provider shalt dispose or delete all division data obtained under this agreement when it is no longer needed for the purposes for which it was obtained. Disposition will include (1) the shredding of any hard copies of any Division data, (2) erasing, or (3) otherwise modifying the personal information in those records to make it unreadable or indecipherable by human or digital means. Nothing in the service agreement authorizes provider to maintain Division data obtained under the service agreement beyond the time reasonably needed to complete the disposition. Provider shall provide written notification when the division data has been disposed. The duty to dispose of Division data shall not extend to data that has been deidentified or placed in a separate student account, pursuant to the terms of the agreement. The division may employ a request for return or deletion of Division data form, a copy of which is attached hereto as exhibit D. Upon receipt of a request from the division, the provider will immediately provide the division with any specified portion of the division data within ten (10) calendar days of the receipt of said request.
 - a) **Partial Disposal During the Term of Service Agreement**. Throughout the term of the service agreement, Division may request partial disposal of Division data obtained under the service agreement that is no longer needed. Partial disposal of data shall be subject to Division's request to transfer data to a separate account, pursuant to Article II Section 3, above.
 - b) **Complete Disposal upon Termination of Service Agreement**. Upon termination of the service agreement provider shall dispose or securely destroy all division data obtained under the service agreement. Prior to disposal of the data, provider shall notify Division in writing of it option to transfer data to a separate account, pursuant to Article 2, Section 3, above. In new event shelters provider dispose of data pursuant to this provision unless and until provider has received affirmative written confirmation from Division that data will not be transferred to a separate account.
- 6) <u>Advertising Prohibition</u>. Provider is prohibited from using or selling Division Data to (a) market or advertise to students or families/guardians; (b) inform, influence, or enable marketing or advertising efforts by a Provider; (c) develop a profile of a student, family member/guardian or group, for any commercial purpose other than providing the Service to Client; or (d) use the Division Data for the development of commercial products or services, other than as necessary to provide the Service to Client. This section does not prohibit Provider from generating legitimate personalized learning recommendations or other activities permitted under Code of Virginia § 22.1-289.01.
- 7) Penalties. The failure to comply with the requirements of this agreement could subject Provider and any third party to all allowable penalties assessable against Provider under state and federal law. In the event the Family Policy Compliance Office of the U.S. Department of Education determines that Provider improperly disclosed personally identifiable information obtained from the Division's education records, the Division may not allow Provider access to the Division's education records for at least five years.

ARTICLE V: DATA PROVISIONS

- 1. <u>Data Security</u>. The Provider agrees to maintain a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information and makes use of appropriate administrative, technological, and physical safeguards. The general security duties of Provider are set forth below. These duties shall include, but are not limited to:
 - a. Passwords and Employee Access. Provider shall secure and manage usernames, passwords, and any other means of gaining access to the Services or to Division Data, at levels suggested by NIST SP800-171 (Password complexity, encryption, and re-use), NIST SP800-53 (IA control Family), and NIST 800-63-3 (Digital Identity), and NIST SP800-63B (Authenticator and Verifier Requirements) or equivalent industry best practices.
 - **b.** Security Protocols. Both parties agree to maintain security protocols that meet industry best practices in the collection, storage or transmission of any data, including ensuring that data may only be viewed or accessed by parties legally allowed to do so. Provider shall maintain all data obtained or generated pursuant to the DPA in a secure computer environment.
 - **c. Provider Employee Training**. The Provider shall provide annual security training to those of its employees who operate or have access to the system.
 - **d.** Security Technology. When the service is accessed using a supported web browser, FIPS 140-2 validated transmission encryption protocols, or equivalent technology shall be employed to protect data from unauthorized access. The service security measures shall follow National Institute of Standards and Technology (NIST) 800-171, or equivalent industry best practices.
 - e. Periodic Risk Assessment. Provider further acknowledges and agrees to conduct periodic risk assessments and remediate any identified security and privacy vulnerabilities in a timely manner. Upon Division's written request, Service Provider shall make the results of findings available to the Division. The Division shall treat such audit reports as Provider's Confidential Information under this Agreement.
 - **f. Backups and Audit Trails, Data Authenticity and Integrity**. Provider will take reasonable measures, including all backups and audit trails, to protect Division Data against deterioration or degradation of data quality and authenticity. Provider shall be responsible for ensuring that Division Data is retrievable in a reasonable format.
 - **g.** Subprocessors Bound. Provider shall enter into written agreements whereby Subprocessors agree to secure and protect Division Data in a manner consistent with the terms of this Article V. Provider shall periodically conduct or review compliance monitoring and assessments of Subprocessors to determine their compliance with this Article.
- 2. <u>Unauthorized Access or Data Breach</u>. In the event that Division Data are reasonably believed by the Provider or school division to have been disclosed (lost, accessed or obtained) in violation of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) or other federal or state law Virginia School Data Privacy Agreement v. 1.0 5 of 19

applicable to such information accessed or obtained by an unauthorized individual, Provider shall follow the following process:

- **a.** provide immediate notification to Division upon verification of the incident and allow the Division or its authorized representatives to fully participate in the investigation of the incident.
- **b.** notification will be provided to the contact(s) identified in ARTICLE VII, N: Notice, and sent via email and postal mail. Such notification shall include the
 - i. date, estimated date, or date range of the loss or disclosure;
 - i. Division Data that was or is reasonably believed to have been lost or disclosed;
 - ii. remedial measures taken or planned in response to the loss or disclosure.
- c. immediately take action to prevent further access;
- **d.** take all legally required, reasonable, and customary measures in working with Division to remediate the breach, which may include toll free telephone support with informed customer services staff to address questions by affected parties and/or provide monitoring services if necessary given the nature and scope of the loss or disclosure;
- e. cooperate with Division efforts to communicate to affected parties.
- f. provider is prohibited from directly contacting parent, legal guardian or eligible pupil unless expressly requested by Division. If Division requests Provider's assistance providing notice of unauthorized access, and such assistance is not unduly burdensome to Provider, Provider shall notify the affected parent, legal guardian or eligible pupil of the unauthorized access, which shall include the information listed in subsections (b) and (c), above. If requested by Division, Provider shall reimburse Division for costs incurred to notify parents/families of a breach not originating from Division's use of the Service.
- **g.** the Provider shall indemnify and hold harmless the Division from and against any loss, claim, cost (including attorneys' fees) or damage of any nature arising from or in connection with the breach by the Provider or any of its officers, directors, employees, agents or representatives of the obligations of the Provider's or its Authorized Representatives under this provision or under a Confidentiality Agreement, as the case may be.

ARTICLE VI: GENERAL OFFER OF PRIVACY TERMS

The Provider may, by signing the attached Form of General Offer of Privacy Terms (General Offer attached hereto as Exhibit "E"), be bound by the terms of this DPA to any other Division who signs the acceptance in said Exhibit. The Form is limited by the terms and conditions described therein.

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT ARTICLE VII: MISCELLANEOUS

- A. <u>Term</u>. The Provider shall be bound by this DPA for so long as the Provider maintains or posesses any Division Data.
- **B.** <u>Termination</u>. In the event that either party seeks to terminate this DPA, they may do so by mutual written consent and as long as any service agreement or terms of service, to the extent one exists, has lapsed or has been terminated. The Division may terminate this DPA and any service agreement or contract in the event of a material breach of the terms of this DPA.
- C. <u>Data Transfer Upon Termination or Expiration</u>. Provider will notify the Division of impending cessation of its business and any contingency plans. Provider shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to the Division. As mutually agreed upon and as applicable, Provider will work closely with its successor to ensure asuccessful transition to the new equipment, with minimal downtime and effect on the Division, all such work to be coordinated and performed in advance of the formal, transition date.
- D. <u>Effect of Termination Survival</u>. If the DPA is terminated, the Provider shall destroy all of Division's data pursuant to Article V, section 5(b). The Provider's obligations under this agreement shall survive termination of this Agreement until all Division Data has been returned or Securely Destroyed.
- E. <u>Priority of Agreements</u>. This DPA supersedes all end user and "click-thru" agreements. In the event there is conflict between the terms of the DPA and any other writing, such as service agreement or with any other bid/RFP, terms of service, privacy policy, license agreement, or writing, the terms of this DPA shall apply and take precedence. Except as described in this paragraph herein, all other provisions of any other agreement shall remain in effect.
- **F.** <u>Amendments</u>: This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both parties
- **G.** <u>Severability</u>. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
- **H.** <u>Governing Law; Venue and Jurisdiction</u>. This agreement will be governed by and construed in accordance with the laws of the state of Virginia, without regard to conflicts of law principles. Each party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of the initial subscribing division or the division specified in exhibit E as applicable, for any dispute arising out of or relating to this agreement or the transactions contemplated hereby.
- I. <u>Authority</u>. Provider represents that it is authorized to bind to the terms of this Agreement, including Virginia School Data Privacy Agreement v. 1.0 7 of 19

confidentiality and destruction of Division Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Division Data and/or any portion thereof, or may own, lease or control equipment or facilities of any kind where the Division Data and portion thereof stored, maintained or used in any way.

- J. <u>Waiver</u>. No delay or omission of the Division to exercise any right hereunder shall be construed as a waiver of any such right and the Division reserves the right to exercise any such right from time to time, as often as may be deemed expedient.
- **K.** <u>Successors Bound</u>: This DPA is and shall be binding upon the respective successors in interest to provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business.
- L. <u>Electronic Signature</u>: The parties understand and agree that they have the right to execute this Agreement through paper or through electronic signature technology, which is in compliance with Virginia and Federal law governing electronic signatures. The parties agree that to the extent they sign electronically, their electronic signature is the legally binding equivalent to their handwritten signature. Whenever they execute an electronic signature, it has the same validity and meaning as their handwritten signature.
- M. <u>Notice</u>. All notices or other communication required or permitted to be given hereunder must be in writing and given by personal delivery, facsimile or e-mail transmission (if contact information is provided for the specific mode of delivery), or first class mail, postage prepaid, sent to the designated representatives before:

a. Designated Representatives

The designated representative for the Provider for this Agreement is:

Name:	Diane Rymer
Title:	Territory Vice President
Address	150 Rouse Blvd., Suite 210, Philadelphia, PA 19112
eMail:	diane.rymer@catapultlearning.com
Phone:	443-562-4938

The designated representative for the Division for this Agreement is:

Name:	Brian Maddox
Title:	Director of Technology
Address	3820 Nine Mile Road, Henrico VA
eMail:	bemaddox@henrico.k12.va.us
Phone:	804-328-5200

b. Notification of Acceptance of General Offer of Terms. Upon execution of Exhibit E General Offer of Terms, subscribing Division shall provide notice of such acceptance in writing and given by personal delivery or email transmission (if contact information

is provided for the specific mode of delivery), or first-class mail, postage prepaid, to the designated representative below the designated representative for the notice of acceptance of the general offer of privacy terms is named title contact information.

Name:	Diane Rymer
Title:	Territory Vice President
Address:	150 Rouse Blvd., Suite 210, Philadelphia, PA 19112
eMail:	diane.rymer@catapultlearning.com
Phone:	443-562-4938

[Signature Page Follows]

IN WITNESS WHEREOF, the parties have executed this Virginia Student Data

Privacy Agreement as of the last day noted below.

Provider Signature		e Docusigned by: Steve Auattrociocchi 3514C9C4A57E43A
Date:		5/31/2024
Printed 1	Name:	Steve Quattrociocchi
Title:		President

Division Signature Dear The

Date:	07/01/2024		
Printed	Name:	Oscar Knott	
Title:	Purcha	sing Director	

EXHIBIT "A"

DESCRIPTION OF SERVICES

[INSERT DETAILED DESCRIPTION OF PRODUCTS AND SERVICES HERE. IF MORE THAN ONE PRODUCT OR SERVICE IS INCLUDED, LIST EACH PRODUCT HERE]

See text below.

The initial coaching meeting is a critical first step. During this meeting, the PD Specialist will review overall program goals with the teacher, while providing the teacher with an opportunity to reflect on their current practice. During this dialogue, the PD Specialist and teacher build rapport and begin to establish individual goals that incorporate concrete professional growth targets and that are relevant and reflective of a diverse student population.

Subsequent coaching visits are scheduled during the school day, in the classroom, or during planning periods. Sessions take place in a one-to-one or small group setting. While there is no such thing as a standard coaching day, PD Specialists will be engaged in some combination of the following activities:

Co-plan and contribute to team meetings

Co-planning lessons that implement new strategies

Co-teaching activities to demonstrate an aspect of instruction

Reviewing student products to monitor progress and reflect on lessons and activities

Modeling effective instruction and engaging strategies

Facilitating the design and implementation of formative assessments

Analyzing, interpreting, and using data to drive instructional decisions

Conducting targeted observations to provide teachers with data-based feedback to inform conversations

To document progress, refine goals, and account for a PD Specialist 's time in the building, a variety of coaching documentation will be collected and maintained: Following each visit, the PD Specialist will complete a Coaching Log that will be shared with the principal weekly to account for their time in the building in addition to the Specialist for Title 1 Programs as applicable. We can also include the Coaching Logs with the End of Year Report for each school. We understand the data will be used by the principal for monthly or quarterly comprehensive School Quality plan pieces. Sample Coaching Logs are included in our submission.

PD Specialists will maintain cumulative records of their work with each teacher and artifacts from their work together, including evidence of standards alignment, implementation of new strategies, formative assessments, and student work samples.

Each year we will provide an End of Year Report for each school. A sample report is included in the appendix section of this proposal.

Job-embedded professional learning within a supportive context has been demonstrated to significantly improve student achievement. By providing targeted coaching support to your teachers in this manner, it can serve to differentiate support for teachers in need of professional development, advance key initiatives being undertaken by a school or system, and ultimately, improve the quality of teaching and learning school wide.

EXHIBIT "B"

SCHEDULE OF DATA

Category of Data	Elements	Check if used by your system	Conduct	Conduct or behavioral data	
Application Technology Meta Data	IP Addresses of users, Use of cookies etc. Other application technology			Date of Birth Place of Birth Gender Ethnicity or race	
Application Use Statistics	meta data- Please specify: Meta data on user interaction with application		Demographics	Language information (native, preferred or primary language spoken by student)	
	Standardized test scores Observation			Other demographic information- Please specify:	
Assessment	data Other			Student school enrollment	
	assessment data-Please			Student grade level	
	specify: Student school			Homeroom Guidance counselor	
Attendance	(daily) attendance data			Specific curriculum programs	
p.	Student class attendance			Year of graduation	
	data Online communications			Other enrollment information- Please specify:	
Communications	that are captured (emails, blog entries)		Parent/Guardian Contact Information	Address Email Phone	

6	Parent ID		ě.	number	
Parent/ Guardian ID	number (created to			State ID number	
	link parents to students)			Provider/App assigned student ID	
Parent/ Guardian Name	First and/or Last			number Student app username	
Schedule	Student scheduled courses			Student app passwords	
Schedule	Teacher names		Student Name	First and/or Last	
	English language learner information			Program/appli- cation performance (typing	
	Low income status		Student In App Performance	program-student types 60 wpm,	
	Medical alerts /health data			reading program-student	
	Student disability information			reads below grade level)	
Special Indicator	Specialized education		1,		
	services (IEP or 504)		Student	Academic or extracurricular	_
	Living situations (homeless/ foster care)		Program Membership	activities a student may belong to or participate in	
	Other indicator information- Please specify:		Student Survey Responses	Student responses to surveys or questionnaires	
Student	Address				
Contact Information	Email Phone		Student work	Student generated content;	
Student Identifiers	Local (School district) ID		Suden work	writing, pictures etc. Other student	

	work data - Please specify:	
	Student course grades	
	Student course data	
Transcript	Student course grades/perfor- mance scores	
	Other transcript data -Please specify:	
Transportation	Student bus assignment	
	Student pick up and/or drop off location	
	Student bus card ID number	

6	Other transportation data -Please specify:	
Other	Please list each additional data element used, stored or collected by your application	

No Student Data Collected at this time _____. *Provider shall immediately notify LEA if this designation is no longer applicable.

OTHER: Use this box, if more space needed.

EXHIBIT "C"

DEFINITIONS

Data Breach means an event in which Division Data is exposed to unauthorized disclosure, access, alteration or use.

Division Data includes all business, employment, operational and Personally Identifiable Information that Division provides to Provider and that is not intentionally made generally available by the Division on public websites or publications, including but not limited to business, administrative and financial data, intellectual property, and student, employees, and personnel data, user generated content and metadata but specifically excludes Provider Data (as defined in the Contract).

De-Identifiable Information (DII): De-Identification refers to the process by which the Provider removes or obscures any Personally Identifiable Information ("PII") from student records in a way that removes or minimizes the risk of disclosure of the identity of the individual and information about them. Anonymization or de-identification should follow guidance equivalent to that provided by U.S Department of Education publication "Data De-identification: An Overview of Basic Terms" or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information. The Provider's specific steps to de-identify the data will depend on the circumstances, but should be appropriate to protect students. Some potential disclosure limitation methods are blurring, masking, and perturbation. De-identification should ensure that any information when put together cannot indirectly identify the student, not only from the viewpoint of the public, but also from the vantage of those who are familiar with the individual. Information cannot be de-identified if there are fewer than twenty (20) students in the samples of a particular field or category, <u>i.e.</u>, twenty students in a particular grade or less than twenty students with a particular disability.

Indirect Identifiers: Any information that, either alone or in aggregate, would allow a reasonable person to be able to identify a student to a reasonable certainty

Personally Identifiable Information (PII): The terms "Personally Identifiable Information" or "PII" shall include, but are not limited to, student data, staff data, parent data, metadata, and user or pupil-generated content obtained by reason of the use of Provider's software, website, service, or app, including mobile apps, whether gathered by Provider or provided by Division or its users, students, or students' parents/guardians, including "directory information" as defined by §22.1-287.1 of the Code of Virginia".

PII includes, without limitation, at least the following:

- Staff, Student or Parent First, Middle and Last Name
- Staff, Student or Parent Telephone Number(s)
- Discipline Records
- Special Education Data
- Grades
- Criminal Records

- Health Records
- Biometric Information
- Socioeconomic Information
- Political Affiliations
- Text Messages
- Student Identifiers Photos
- Videos
- Grade
- Home Address Subject
- Email Address
- Test Results
- Juvenile Dependency Records Evaluations
- Medical Records
- Social Security Number
- Disabilities
- Food Purchases
- Religious Information Documents
- Search Activity
- Voice Recordings
- Date of Birth
- Classes
- Information in the Student's Educational Record
- Information in the Student's Email

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.

Pupil Generated Content: The term "pupil-generated content" means materials or content created by a pupil during and for the purpose of education including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of pupil content.

Pupil Records: Means both of the following: (1) Any information that directly relates to a pupil that is maintained by Division and (2) any information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other local educational Division employee.

Securely Destroy: Securely Destroy: Securely Destroy means taking actions that render data written on physical (e.g., hardcopy, microfiche, etc.) or electronic media unrecoverable by both ordinary and extraordinary means. These actions must meet or exceed those sections of the National Institute of Standards of Technology (NIST) SP 800-88 Appendix A guidelines relevant to sanitization of data categorized as high security. All attempts to overwrite magnetic data for this purpose must utilize DOD approved methodologies.

School Official: For the purposes of this Agreement and pursuant to 34 CFR 99.31 (B), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education

records; and (3) Is subject to 34 CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records.

Student Data: Student Data includes any data, whether gathered by Provider or provided by Division or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, home address, telephone number, email address, or other information allowing online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information text messages, documents, student identifies, search activity, photos, voice recordings or geolocation information.

Student Data shall constitute Pupil Records for the purposes of this Agreement, and for the purposes of Virginia and Federal laws and regulations. Student Data as specified in <u>Exhibit B</u> is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services. Anonymization or de-identification should guidance equivalent to that provided by U.S Department of Education publication "Data De-identification: An Overview of Basic Terms" or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information.

Student Generated Content: Alternatively known as user-created content (UCC), is any form of content, such as images, videos, text and audio, that have been created and posted by student users on online platforms.

Subscribing Division: A Division that was not party to the original Services Agreement and who accepts the Provider's General Offer of Privacy Terms.

Subprocessor: For the purposes of this Agreement, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than Division or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its software, and who has access to PII.

Third Party: The term "Third Party" means an entity that is not the Provider or Division.

EXHIBIT "D"

DIRECTIVE FOR DISPOSITION OF DATA

[Name or Division or Division] directs [Name of Company] to dispose of data obtained by Provider pursuant to the terms of the DPA between Division and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

Disposition is Complete. Disposition extends to all categories of data.

Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[Insert categories of data]

2. Nature of Disposition

Disposition shall be by destruction or secure deletion of data.

Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions.]

3. Timing of Disposition

Data shall be disposed of by the following date:

As soon as commercially practicable

☐ By (Insert Date]

4. Signature of Authorized Representative of Division

BY:	Date:
Printed Name:	Title/Position:
5. Verification of Disposition of Data	
BY:	Date:
Printed Name:	Title/Position:

OPTIONAL: EXHIBIT "E" GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and the Division to any other school division ("Subscribing Division") who accepts this General Offer though its signature below. The Provider agrees that the information on the next page will be replaced throughout the Agreement with the information specific to the Subscribing Division filled on the next page for the Subscribing Division. This General Offer shall extend only to privacy protections and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing Division may also agree to change the data provided by Division to the Provider to suit the unique needs of the Subscribing Division. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statues; (2) a material change in the services and products subject listed in the Originating Service Agreement; or (3) after three years from the date of Provider's signature to this form. Provider shall notify the Division in the event of any withdrawal so that this information may be transmitted to the Subscribing Divisions.

BY:	Date:	

Printed Name:_____

Title/Position: _____

2. Subscribing Division

A Subscribing Division, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing Division's individual information is contained on the next page. The Subscribing Division and the Provider shall therefore be bound by the same terms of this DPA.

BY:	Date:
	_

Printed Name: _____ Title/Position_____

TO ACCEPT THE GENERAL OFFER THE SUBSCRIBING DIVISION MUST DELIVER THIS SIGNED EXHIBIT TO THE PERSON AND EMAIL ADDRESS LISTED BELOW

BY:	Date:		
Printed Name:	Title/Position:		

Email Address

Exhibit B

NEGOTIATED MODIFICATIONS TO AGREEMENT DOCUMENTS FOR CONTRACT NO. 2626C

These Negotiated Modifications are hereby incorporated into Contract No. 2626C (the "Contract") for Coaching Services for Elementary Schools Teachers as of the effective date of the Contract.

WHEREAS, the County and Contractor desire to agree in writing to modify the final terms and conditions of the Contract.

THEREFORE, in consideration of the Recital set forth above and good and valuable consideration as set forth in the Contract, the parties agree that the Contract Documents are modified as follows as of the date of the Contract:

1. Article V. Item 2(a), Virginia School Data Privacy Agreement, is hereby revised to read in its entirety as follows:

provide prompt notification to Division upon verification of the incident and allow the Division or its authorized representatives to fully participate in the investigation of the incident.

2. Article V. Item 2(c), Virginia School Data Privacy Agreement, is hereby revised to read in its entirety as follows:

promptly take action to prevent further access;

3. Article V. Item 2(g), Virginia School Data Privacy Agreement, is hereby revised to read in its entirety as follows:

the Provider shall indemnify and hold harmless the Division from and against any thirdparty loss, claim, cost (including reasonable attorneys' fees) or damage of any nature arising from or in connection with the breach by the Provider or any of its officers, directors, employees, agents or representatives of the obligations of the Provider's or its Authorized Representatives under this provision or under a Confidentiality Agreement, as the case may be;

4. Item 7, Attachment G, is hereby revised to read in its entirety as follows:

DEFAULT: In case of failure to deliver goods or services in accordance with the contract terms and conditions, the County, after due oral or written notice, may procure them from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the County may have.

Catapult's total liability for any claims arising out of the agreement should be limited to the lesser of the total fees paid to Catapult under the agreement in the preceding 12 months or \$750,000. Neither party will be liable for any indirect, consequential, loss-of-profits or revenue, enhanced or punitive damages. This limitation of liability should apply only to the extent permitted by Virginia law.

5. Item F(3)(b), General Contract Terms and Conditions is hereby revised to read in its entirety as follows:

The County must give the Successful Offeror written notice of a termination for convenience. The notice must specify the extent to which the Contract is terminated and the effective termination date. The effective termination date shall be at least thirty (30) calendar days after the date the County issues the notice of termination for convenience.

6. Item N, General Contract Terms and Conditions is hereby revised to read in its entirety as follows:

The Successful Offeror agrees to indemnify the County (including Henrico County Public Schools), and the County's officers, agents, and employees ("Indemnified Parties") from any third-party damages, liabilities, and costs, including reasonable attorneys' fees, arising from any claims, demands, actions, or proceedings ("Losses") made or brought against one or more of the Indemnified Parties by any person, including any employee of the Successful Offeror, related to the provision of any services, the failure to provide any services, or the use of any services or materials furnished (or made available) by the Successful Offeror, provided that such liability is not attributable to the sole negligence of the County. To the extent permitted by law, the County agrees to indemnify the Successful Offeror and its employees, officers, and directors from Losses incurred by reason of a third-party claim caused by the County's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of the Successful Offeror. This provision shall not be construed as a waiver of the County's sovereign immunity under any circumstances. The County neither waives nor abrogates any defense available to it, in part or in whole, in any manner.

Notwithstanding the terms of any other provision and to the extent permitted by state law, the total liability of the Successful Offeror and its affiliates, directors, officers, employees and contractors for all claims of any kind arising out of this Agreement, whether in contract, tort or otherwise, shall be limited to the lesser of the total fees paid to the Successful Offeror in the preceding 12 months or \$500,000. Provided however, the foregoing limitation will not apply to claims of personal injury, damage to personal

property, and infringement of intellectual property. Neither the Successful Offeror nor the County shall in any event be liable for any indirect, consequential, loss of profits or revenue, enhanced damages or punitive damages, even if the Successful Offeror or the County have been advised of the possibility of such damages. The waiver of consequential damages and the limitation of liability set forth herein are fundamental elements of the basis of this Agreement between the Successful Offeror and the County. The Successful Offeror would not be able to provide the services on an economic basis, and would not have entered into this Agreement, without such waiver and limitation. It is expressly understood and agreed that the foregoing provisions of this section survive any expiration or termination of this Agreement to the extent the circumstances creating a liability covered hereby arose prior to such expiration.

7. Item M, General Contract Terms and Conditions is hereby revised to read in its entirety as follows:

Assignment of Contract

A contract shall not be assignable by the Successful Offeror in whole or in part without the written consent of the County; provided however, the foregoing consent is not required from the County when the Successful Offeror assigns or transfers this Agreement or any interest herein to a subsidiary, parent company, or a corporate affiliate of the Successful Offeror or in connection with the sale of all, or substantially all the outstanding assets or transfer of a majority interest in ownership or equity of the Successful Offeror.

8. The parties agree that unless the context demands otherwise, where "County" appears in the General Contract Terms and Conditions, it shall be read as "County School Board of Henrico County, Virginia," the party to the Contract.

By signing the Contract, the parties thereto have approved these Negotiated Modifications.

Exhibit C



April 9, 2024

Jianchong Luo Assistant Division Director 8600 Staples Mill Road Henrico, VA 23273-0775

Re: RFP No. 24-2626-1JL – Coaching Services for Elementary Schools Teachers

Mr. Luo,

We appreciate the opportunity to negotiate with the district regarding coaching services for elementary school teachers via RFP No. 24-2626-1JL. Below, we have provided responses to the items requested.

1) See the following pages for our revised pricing.

2) We would like to provide clarification about the pricing information provided to note that the hourly rate and lump sum provided are reflective of the specified scope of work, as noted in the solicitation. The hourly rate and lump sum total reflect a single coach's time for 4 days a week, 8 hours a day. This rate may be inclusive of the delivery of professional development workshops, if and when appropriate as part of the daily work of the coach serving a Title I school. In addition, we have also included our standard rates, should a participating school, cluster of schools, or the district wish to organize and participate in services beyond the hours covered by the dedicated Title I coach. These additional services may include Workshops, Webinars, and our Asynchronous platform, PDNow, which can also be used by coaches as part of their work with participating staff.

We would also like to highlight our current partnership with the district providing school transformation services. This same team that has been in place delivering services for the last several years would also take responsibility for any engagements that result from this contract. Their familiarity with district processes, people, and policies will allow Catapult Learning to hit the ground running with the requested deliverables.

3) We have read and reviewed the attached data privacy agreement and would like to respectfully request the following revisions. Please note that our proposed services do not include the gathering of identified data.

A. In section 2(a) of Article V, "immediately" and "immediate" should be changed to "promptly" and "prompt" in each instance.

B. In section 2(g) of that article, Indemnity should be limited to third-party claims and attorneys' fees subject to indemnity should be "reasonable".





4) Catapult would like to submit the following as a response to the district's feedback about our requested exceptions.:

A. As for the District's concerns about indemnifying Catapult, this is standard language we include in our agreement to account for the fact that state agencies are often prohibited from indemnifying other parties, although most applicable prohibitions have exceptions. For this reason, we have added the phrase "to the extent permitted by law" so that if such a prohibition applies, the indemnity language is therefore self-deleting and inapplicable.

B. As for the limitation of liability, we do not agree to unlimited liability but could agree to a hard cap of \$750,000 along with our other limitations on types of damages.

Please let us know if there is any further information we can provide.

Sincerely,

Max Levine

Director of School Partnerships





Revised Pricing Scenario:

One coach will be assisting a Title I school for four days a week at 8 hours a day. Virtual is on a limited basis, and it shall not exceed 8 hours a week for virtual.

In Person	Virtual	
\$153.40 per hour	\$153.40 per hour	
Annual Cost for Revised Scenario:	\$184,387.31	

*The quoted prices will be honored for 90 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. The pricing in the above table is based on the scenario identified in the RFP. Should the scenario change then pricing may be subject to change.

Should the services required fall outside of the scope identified within the pricing scenario of the RFP & subsequent revision, Catapult Learning is happy to negotiate the appropriate rates for services as required by Henrico County Public School District. Those rates would be determined using the below pricing table as needed.

Additional Supplemental Professional Development & Coaching Services – not include in the above.

The rates below would only be applicable if participating schools or the district select services beyond what is provided by the rates reflected above. Information about these services is provided in the attached implementation guide.

Professional Development*		
Service	Price	
Six-hour Professional Development Day (Up to 40 participants)	\$4,750 per day**	
Three-hour Professional Development Day(Up to 40 participants)	\$3,750 per day**	
Six-hour Teacher/Leadership Coaching Day	\$3,050 per day**	

*Additional Professional Development events can be priced upon request. Pricing is based on our standard workshops. For customization, additional rates apply.

**The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue.

Additional Professional Development Services*



DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF Catapult Learning – Revised Pricing



Service	Price		
60 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$1,050**		
120 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$1,550**		
180 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$2,050**		
Minimum Coaching Bundle - Virtual coaching bundle of 10 sessions at 60 minutes/session	\$3,250** \$325 per additional session once minimum of 10 sessions is met**		

*Additional Professional Development events can be priced upon request. Pricing is based on our standard workshops. For customization, additional rates apply.

**The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue.

PDNow					
Available Packages	Site Pricing (up to 50 users)	51-250 Users	251-500 Users	501-1,000 Users	1,000+ Users
Instructional Excellence Package	\$2,450	\$44*	\$39*	\$34*	\$29*
1 Supplemental Package	\$2,950	\$54*	\$49*	\$44*	\$39*
2 Supplemental Packages	\$3,400	\$63*	\$58*	\$53*	\$48*
3 Supplemental Packages	\$3,800	\$72*	\$66*	\$62*	\$56*
4 Supplemental Packages	\$4,000	\$76*	\$70*	\$66*	\$60*
Full Library Access	\$4,150	\$79*	\$73*	\$69*	\$63*
*Unit Prices are per user based on an annual subscription					



Mar Co

Catapult Learning Professional Development

Implementation Guide

DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

- Introduction
- Job-Embedded Coaching
- PDNow
- **12** Instructor-Led Workshops and Institutes
- Collaborative Needs Assessment
- School Transformation
- Real-World Implementation
- Model Implementation Plan
- Courses

Course List

Introduction

4

Catapult Learning Professional Development brings a research-based, holistic approach to professional development that empowers your teams to address all student needs, no matter how complex or disparate.



Balancing academics with behavioral challenges and classroom management particularly with varying levels of educator experience—is challenging and constantly evolving.

Our comprehensive program design is built for exactly these dynamics. We bring every aspect of education into focus, so you can:

- **Provide** relevant, timely professional development to support individual needs
- Strengthen teaching consistency and quality for all subject areas through a unified framework
- ✓ Mitigate the short- and long-term impact of learning loss
- ✓ Establish effective classroom management throughout the school system

Individual learning readiness is the heart of district-wide success.

Catapult Learning Professional Learning Tracks are designed to work seamlessly together to strengthen educators' capabilities and confidence in all aspects of teaching, learning, and development.

Classroom Management to Unlock Learning



- Behavior Strategies
- Student Engagement Practices
- Executive Function and Resilience

Supporting all students no matter their learning differences.

Instructional Excellence for Academic Achievement



- Literacy
- Math
- STEAM
- Assessment
- Multi-Tiered Systems of Support (MTSS)

Implementing evidence-based teaching techniques.

Leadership for Positive Impact



- Change Management
- Building an Achievement-Oriented Culture
- Developing Effective Teams

Improving educator and leader capacity for stronger student performance.

Flexible training delivers support when (and how) it's needed.

We'll work with your schools to tailor and execute an implementation plan aligned to specific needs and requirements, with:

Job-Embedded Coaching

One-on-one and team coaching gives educators real-time support from more than 250 K-12 coaching experts, a number unmatched in the field.



PDNow On-Demand Platform

24/7 anytime, anywhere access to relevant content and resources extends the value of training.



Instructor-Led Workshops and Institutes

Professional forums bring discoveries and research-based best practices to leaders and educators.



Like you, we are champions of what matters in education.

Your educators.

Our proven approach gives educators the actionable skills and tools they need to improve classroom management and strengthen instruction.

Your classrooms.

We're here to help you cultivate optimal learning environments that support the whole student—academically, behaviorally, socially, and emotionally.

🧭 Your students.

With our student-first approach and large-scale, direct student instruction experience, we can equip teams to overcome even the toughest learning barriers.

O Your district.

Our professional development is designed to create a common set of routines and structures for both educators and students in districts of any size.



of participating K-12 educators are **satisfied with the overall program**



said they felt **connected to the professional development** because of its relevancy to their school's student achievement goals 6

Job-Embedded Coaching

A Comprehensive Approach to Program Design, Implementation, and Quality Assurance



Job-embedded professional learning solutions provide flexible programming customized to meet your organization's needs. We focus on ensuring improved conditions for teaching and learning that yield positive student outcomes. Coaching is at the heart of all our change and professional development efforts.

Our comprehensive professional learning platform is a capacity-building support system for leaders and teachers as they strive to implement or advance research-based best practices. The coaching partnership is characterized by trust—and transformational change—and is informed through a strengths-based perspective.

We are the coaching people.





Solement DESIGN



250+ Highly Qualified K-12 Coaches



Thoughtful Design

Align on goals an implementation model based on collaborative assessment

Informed by over 45 years of experience, our program designers know that the key to a successful coaching partnership is a thorough and thoughtful plan. Catapult Learning's team will partner with you to define program goals, identify coaching participants, align on coaching models, and establish key performance indicators designed to measure program impact.

Who

- **Leaders** Build capacity to successfully lead a learning organization and empower the leadership team to spearhead transformational efforts.
- **Teachers** Deliver job-embedded support to improve classroom practice and the quality of teaching and learning.
- **Coaches** Promote instructional leadership and equip coaches with the skills to develop others.

How

Developing Individuals:



Personalized Professional Growth

Developing Teams:



Community-based Professional Growth Engagements

Where

Engagements Are Conducted:



Systematic Execution

Catapult Learning coaches engage in a series of high-yield actions organized to respond to the needs and goals identified in your customized coaching plan.

- Model effective instruction
- Co-plan and co-teach lessons and implement new strategies
- Review student products
- Facilitate the design and implementation of formative assessments
- Analyze, interpret, and use data to drive organizational and instructional design
- Conduct targeted observations to provide educators with data-based feedback to inform reflective conversations
- Lead professional learning events

Blend Your Coaching Initiative with Virtual Coaching

SYSTEMATIC EXECUTION

Virtual coaching sessions combine both synchronous and asynchronous engagement utilizing cutting-edge coaching tools to provide a means of collaborating in a shared digital workspace and enhance personalized professional learning.



Engage in high-yield

coaching activities

Impact Analysis

Catapult Learning has established reporting systems and dashboards designed to monitor program impact. The data collected are used to gauge various aspects of program success against key performance metrics established during the design phase.



Data-Informed Redesign

Catapult Learning is committed to continuous improvement. We meet regularly with key stakeholders to identify areas of success and opportunities for improvement, leveraging the full breadth of our comprehensive coaching platform to respond and adjust throughout the life of the partnership.





Coaching Connections

8

Bring Teams Together, Develop Teacher Skills, and Transform School Culture

Instructional coaches are instrumental in developing teacher skills, building stronger instructional teams, transforming school culture, and ultimately, improving student achievement. With Coaching Connections, experienced PD Specialists will work with your school or district to effectively train and monitor coaches for success and build long-term capacity across schools and districts.

Beginning with a needs assessment, Coaching Connections Specialists work with district and building leaders to establish a customized plan. Throughout the year, custom professional development for coaches and job-embedded support allow coaches to collaborate, share information, reflect on their coaching approaches, and engage in reflective conversations.

Support for District and Building Leaders

By providing both district and building leaders ongoing support, the Coaching Connections consultant maximizes the ability to increase coordination and share resources among participating schools. PD Specialists provide valuable off-site support through phone and email communication so that coaches receive the just-in-time support they need to be successful.

• Grades K-12

- On-site needs assessment to establish individual goals and build partnerships
- Follow-up plan review visit to review needs-assessment summary and determine course of professional development
- 2-day leadership session for principals to ensure successful program implementation
- Three 6-hour professional development sessions for coaches
- Four rounds of job-embedded coaching support visits
- Coaching notebook



DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

IMPLEMENTATION GUIDE

PDNOW

As educators take on an unprecedented amount of responsibility, professional development (PD) often takes a back seat. Between limited schedules and budget restrictions, prioritizing and even providing high-quality PD for teachers and school staff is an ongoing challenge.

In response, Catapult Learning offers **PD***Now*, the online professional learning platform in which educators gain anywhere, anytime access to world-class PD.

PD*Now* pairs our unrivaled expertise and excellence in delivering high-quality PD with technology that equips educators to cultivate optimal learning environments and improve student outcomes. With **PD***Now*, school and district administrators can create impact at scale through flexible implementation and just-in-time, capacity-building support that is personalized for each teacher.





Anywhere, Anytime PD

- Asynchronous courses
- Expert coaching
- Resource library
- 24/7 learning access

Personalized Learning

- Self-paced PD with impact
- Expansive course catalog
 - Tools for practical
 - application

Community Connections

- Forum to share best practices
- Q&A with master
- teachers & coaches
- Social learning activities

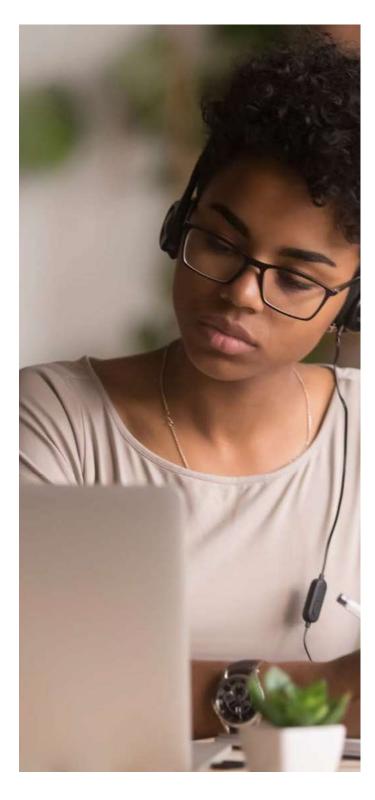
Intuitive Dashboards

- Progress views for assigned & recommended courses
- Activity reports for admins & coaches
- Transcripts & certificates for educators

PDNow Packages

10

PD*Now* enhances the professional development services that school and district partners have grown to expect from Catapult Learning for more than 45 years. In combination with our job-embedded coaching and workshops, **PD***Now* gives educators in-depth knowledge about evidence-based practices that allow them to support the whole child, ensuring optimal academic, behavioral, social, and emotional support.



Core Instructional Model

Courses Include:

- Introduction to the Core Instructional Model
- Activating Relevant Knowledge
- Monitoring and Adjusting Instruction
- Student Active Participation
- Maximizing Academic Learning Time

Multi-Tiered Systems of Support (MTSS)

Courses Include:

- Introduction to Multi-Tiered Systems of Support (MTSS)
- Introduction to Positive Behavioral Interventions and Supports (PBIS)
- Data Based Individualization
- Intensive Academic Interventions
- Intensive Behavioral Interventions
- Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs
- Refining Our MTSS Systems and Practices
- Supporting Students with Intensive Social-Emotional and Behavioral Challenges
- Tiered Academic Interventions K-5
- Tiered Academic Interventions 6-12
- Tiered Behavioral Interventions
- Using Data to Tell Your Story
- Advanced Exploration of Intensive Academic Interventions

The Science of Reading

Courses Include:

- Introduction to the Science of Reading K-8
- Phonological Awareness K-5
- Phonics K-5
- Reading Comprehension K-8
- Word Study K-8

Instructional Excellence

Courses Include:

- Formative Assessment and Adjusting Instruction
- Giving Effective Feedback
- Cooperative Learning and Teamwork
- Developing Core Values
- Developing Learner Voice
- Effective Classroom Management
- Interactive and Engaging Teaching Strategies
- Promoting Teacher Self-Care and Wellness
- Bloom's Taxonomy
- Crafting Learning Objectives
- · Differentiation to Enhance Learning
- Effective Questioning Techniques
- · Marzano's High-Yield Instructional Practices

Inclusive Practices

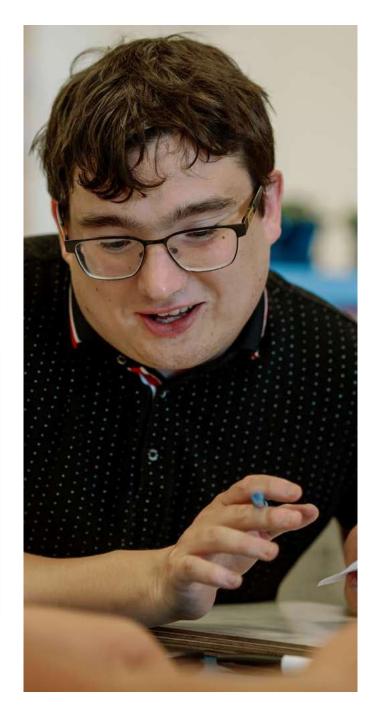
Courses Include:

- Exploring Modifications and Accommodations for Students with Learning Differences
- Foundations of IDEA and Section 504
- Identifying and Understanding the Needs of Students with Disabilities
- Introduction to Positive Behavioral Interventions and Supports (PBIS)
- Keys to Successful Inclusion: Co-Planning and Co-Teaching
- The IEP: Your Role as a General Educator
- Specially Designed Instruction in Math
- Specially Designed Instruction in Reading
- Introduction to The Differentiated Classroom

Executive Function and Resilience

Courses Include:

- Introduction to Social-Emotional Learning
- · Introduction to Mental Health Literacy
- Mental Health and Mental Illness in Young People
- Mental Health and Social-Emotional Learning
- Modeling and Teaching Social-Emotional Skill Building
- Promoting a Safe and Positive School Climate
- Supporting Executive Function and Self-Regulation
- Fostering Growth Mindset
- · Helping Students Cope with Anxiety
- A Social-Emotional Learning Approach to Climate and Culture



Equitable Practices

Courses Include:

- Advancing Equity in the Classroom
- Cultural Competence
- Recognizing Implicit Bias and Striving for Cultural Competency
- Understanding Structural Racism
- Trauma-Informed Educational Practices
- Promoting Engagement and Achievement in a Community of Learners

Instructor-Led Workshops and Institutes

Catapult Learning offers an extensive catalog of more than 160 unique professional learning course topics that can be customized for schools and districts. We assist our partners in selecting courses based on a consultative discussion or assessment around the specific needs of the school or staff.

Catapult Learning designs and delivers professional learning opportunities that support teachers, leaders, and other professionals to deepen their knowledge, build professional learning communities, and grow their capacity as learning leaders.

Our flexible courses (which can be delivered as in-person or virtual workshops) align with our research-based professional learning tracks for developing exemplary schools. Each workshop is designed to engage practitioners in examining and applying best practices. Our PD Specialists utilize adult learning strategies informed by Constructivist and Cognitive theories, incorporating research on learning styles, higher-order thinking skills, interactive strategies for presentation and learning, and collaborative learning.

Interactive and Thought-Provoking Workshops

Catapult Learning's professional learning solutions offer customized, collaborative, relevant learning experiences to build the capacity and expertise of teachers and leaders. Our programs:

- · Are grounded in empirical theories and models of learning
- Encourage active participation
- · Align with student outcome, individual educator and organizational learning goals
- Are designed and presented by skilled online facilitators
- Provide practical, research-based strategies that can be applied immediately to a specific content area

Catapult Learning uses our propriety Collaborative Quality Analysis (CQA) to develop recommendations to best tackle your school or district level goals.



Sample Institute: New Teacher

To promote deeper learning on a topic, we suggest combining a series of workshops or presenting a full-day or multiday Institute. Through this more-sustained exploration, participants have the opportunity to acquire a broader range of knowledge and skills.

Our Professional Development Institutes provide schools and districts with customized, multi-day programs featuring nationally renowned educational experts and timely topics and themes in education. Institutes are aimed at increasing leaders' and teachers' capacity to develop their learning organization, plan and deliver effective instruction, and create rigorous opportunities for student learning leading to successful outcomes.

Institutes are customized based on a school, district, or system's needs, schedules, and number of participants. These day-long or multi-day institutes focus on a variety of topics across grade levels and content areas, include educational experts who provide keynote sessions, and can offer breakout sessions with workshops, including correlated teacher resources and activities. Our Institutes increase professional development opportunities and offer greater flexibility when schools pool their allocations for Professional Development Institute Days. Additionally, the Institutes are aimed at increasing leaders' and teachers' capacity to develop their learning organization(s), plan and deliver effective instruction, create rigorous opportunities for student learning leading to successful outcomes, and engage teachers and leaders in up-to-the-minute topics and themes in education.

Below is a sample single-day Institute that includes a keynote session as well as morning and afternoon breakout sessions

EVENT	ΤΟΡΙΟ			
General Session: 8:30–10:00am				
Keynote Address	Developing New Teachers			
Concurrent Breakout Sessions: 10:00am–12:00 noon				
Breakout 1	Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments			
Breakout 2	Webb's Depth of Knowledge			
LUNCH				
Concurrent Breakout Sessions: 1:00–3:30pm				
Breakout 3	Creating Learning Objectives			
Breakout 4	Effective Classroom Management			
Breakout 5	Marzano's High-Yield Instructional Strategies			
Breakout 6	Formative Assessment and Adjusting Instruction			

Sample Single-Day New Teacher Institute

Collaborative Needs Assessment

Identifies Strengths and Areas for Improvement

An important first step in a Catapult Learning partnership is a holistic school needs assessment designed to identify strengths and opportunities for improvement. The CQA provides a prescriptive lens through which we can effectively recommend and apply professional development solutions. The CQA process promotes the collection and analysis of multiple pieces of evidence in order to answer the five essential questions presented below. The range of responses to these questions, aligned to the three learning tracks of our Professional Development offerings, serves to assist the team in assessing the performance of a school.

STRUCTURED REFLECTION	STAKEHOLDER PERCEPTIONS	STUDENT IMPACT MEASURES	How well is the school set for leading and managing change? How good are opportunities for learning and developing learners?
Qualitative and Quantitative Audit Activities:	Student Focus Groups Parent Focus Groups	Achievement Data and Other Relevant Data Sources	How well does the school use assessment, data, and feedback to promote learning?
 School Document Review Lesson Plan Review 	Teacher Focus Groups	Attendance Data	How well does the school promote and foster environments that support learning and motivation?
 Classroom Observations Climate Walk Student Portfolio Review At-Risk Record Review 		Graduation Rate	How well does the school use its internal and external resources to meet the spectrum of need for all learners?





School Transformation

School transformation initiatives, whether targeted or holistic, are designed to produce results. Since outcomes are paramount, the Catapult Learning Alliance team works with the school or district partner to identify a set of desired outcomes within some or all of the three learning tracks of our design for exemplary schools.

An implementation plan then identifies a set of priorities and a clear road map for developing organizational capacity. Leading indicators are identified, observed, and measured as a means to monitor whether new knowledge and skills are being applied accordingly. If these actions are not producing the desired results, then the plan is adjusted as part of the Plan-Do-Check-Act cycle of continuous improvement.

Whole-School Transformation

Our whole-school transformation solution builds site capacity in five essential areas of school design. Learning events are organized to ensure sustained improvement through leadership development, teacher professional development, coaching and mentoring, and implementation of an effective system for change management. The Alliance team works collaboratively with district and school teams to diagnose organizational needs and prescribe a customized plan that incorporates both targeted PD and coaching.

Our School Development Rubric measures a school's achievement of 21 Attributes of Exemplary Schools—the activities and processes seen in a well-run school that ensure success for all learners when they are well-implemented and sustained. This rubric is intended to help schools at all levels assess the strengths and challenges of their instructional practices and organizational conditions, thus serving as the starting point for the implementation planning and change management processes.

Implementing Transformation Efforts with Teachers and Leaders

Whether you are a new school leader, a seasoned administrator looking to leverage new leadership tactics, or your school district requires school transformation to address learning and behavior, Catapult Learning's PD has the solutions. Through courses, coaching, and our holistic school transformation, we can help your district reach new heights.

Sample Courses Include:

- Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, and Assessments
- Marzano's High-Yield Strategies for Instructional Leaders
- Differentiation to Enhance Learning for Instructional Leaders
- Building a Professional Learning Community
- Developing Effective Teams
- Setting the Stage: Developing Your Leadership Team
- Building a Culture of Achievement
- · Change Management and the Data Analysis Cycle
- Effective Achievement Teams
- Designing Data Displays and Instructional Interventions
- Data-Driven Observations and Coaching Conversations
- · Assessment for School Leaders
- Analyzing Student and Teacher Growth
- Using Data to Tell Your Story
- · Assessment and Feedback in a Virtual Learning Environment



Leadership Coaching

Our leadership coaches provide one-on-one guidance to deepen the capacity of school leaders and allow them to grow as instructional leaders. Our coaching also effectively utilizes school- and system-level data to inform practice. As a part of building school leadership capacity, coaches are instrumental in helping leaders develop the skills to build stronger instructional teams, transform school culture, and ultimately improve student achievement. The goals for leadership coaching are developed between the school leader and coach based on observations from the initial site visit; goals are then personalized as coaches and leaders better understand each other and the needs of the leader and school.

Catapult Learning's consultant coaches provide job-embedded support to leaders and instructional coaches during coaching visits. Instructional leaders participate actively in the coaching cycle by setting their own goals, participating in reflective conversations, and analyzing their own performance. This creates a culture of accountability and can lead to positive, transformational changes for schools and districts.

Targeted School Transformation

Targeted school transformation involves identifying areas of focus for improvement. These choices may be driven by the partner or by the results of our CQA. Based on this assessment, we can apply select elements of our education solutions in an effort to improve the school in key areas.

Catapult Learning provides two targeted school transformation frameworks: Literacy First and Building Instructional Coherence.

Put Literacy First in Your Transformation Efforts



For schools focused on creating a languagerich environment and developing literacy in all subject areas, **Literacy First** is Catapult Learning's

comprehensive, research-based reading reform process that supports the Academic

Literacy First A three-year coaching

and leadership training for grades Pre-K to 12

Content Standards and the reading and comprehending of increasingly complex texts.

- Creates a literacy-rich culture that motivates and engages students in their own learning
- Develops a student-centered approach to classroom instruction and classroom management that pinpoints and addresses specific skill gaps to ensure increased student achievement
- Establishes strong relationships among PD consultants, teachers, and administrators within each school

Literacy First is a data-driven process with a proven record of improving student reading achievement by building teachers' instructional capacity in the area of literacy and knowledge of research-based best practices.

Building Instructional Coherence: A Blueprint for Success

For schools needing a consistent and cohesive instructional model, **Building Instructional Coherence (BIC)** is our targeted school transformation model that engages the entire school community in adopting our Blueprint for Success. Built upon a foundational research-based instructional model, this targeted transformation solution is designed to maximize Academic Learning Time (ALT), cultivate greater student engagement, and improve student learning outcomes.

Combining intensive professional development for leaders and teachers along



with job-embedded coaching, BIC

supports educators as they leverage best practices in planning, instruction, and assessment across all grade levels and content areas.

BIC builds administrators' capacity to serve as effective instructional leaders, creates opportunities for teachers to collaborate and share resources, and provides a consistent set of routines and structure for students as they move from classroom to classroom, and from year to year.

Put Literacy First in Your Transformation Efforts



Literacy First: The Science of Reading

Literacy First: The Science of Reading is Catapult Learning's

comprehensive, research-based process that supports developing literacy in all subject areas. Establish language-rich learning environments that promote proficient, fluent readers and higher-order thinking.

A Capacity-Building Support System for Leaders and Teachers

Through professional development and coaching, instructional leaders and teachers will learn how to:

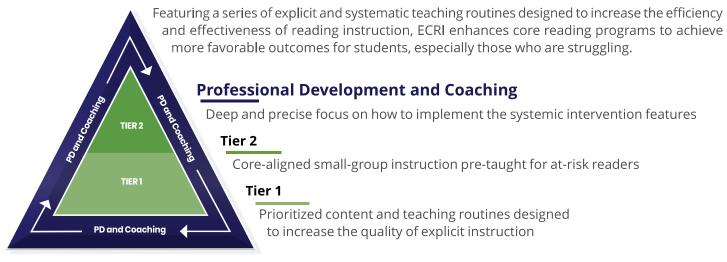
- Ensure that a common, schoolwide instructional model and culture of literacy are implemented with fidelity.
- Implement curriculum in alignment with Academic Content Standards with an emphasis on the National Reading Panel's 5 Components of Reading + Writing.
- Refine their ability to monitor and support the critical instructional elements necessary for outstanding student achievement.
- Structure reading lessons for small and whole groups to ensure that students are taught in a systematic and explicit manner with differentiated instruction and support.
- Use formative assessment data to drive daily instruction.

Literacy First Framework Available for:	All Literacy Courses Are Built on the Science of Reading					
(K-2) Primary	 Introduction to the Science of Reading The Science of Reading through Core Instructional Practices Phonological Awareness Phonics Word Study Vocabulary Comprehension and Complex Text Fluency Introduction to the Writing Process Conferring in the Writing Process 					
(3-5) Intermediate	 Introduction to the Science of Reading The Science of Reading through Core Instructional Practices Phonological Awareness and Phonics Word Study Vocabulary Fluency Comprehension and Complex Text Interventions in the 3-5 Classroom Introduction to the Writing Process Conferring in the Writing Process 					
(6-12) Content Area Literacy	 Introduction to the Core Instructional Model (CIM) Developing Academic Vocabulary Comprehending Complex Text Making Meaning of Complex Text: Part A and B Developing Writing with Rubrics Supporting Informative Writing Supporting Argumentative Writing 					

Enhanced Core Reading Instruction

A Proven Early Literacy Solution

Enhanced Core Reading Instruction (ECRI) is an evidence-based literacy system developed by the Center on Teaching and Learning to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade. This multi-tiered instruction and intervention system embedded within a targeted professional learning model has been proven to close the gap for at-risk readers.



One of the most proven intervention tools available



Convincing Evidence - NCII

Rated "convincing evidence" in the areas of participants, study design, fidelity of implementation, targeted outcome measures, and broad outcome measures by the National Center on Intensive Intervention



Significant and Substantive Impact

Rigorous evaluations demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade

Professional Development and Coaching

|--|

Positive Effect on Instruction Quality

Positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities



Closes the Gap for At-risk Readers

Tier 2 first grade students had statistically significant, accelerated growth on measures of word reading, reading comprehension, and comprehensive measures of reading achievement, compared to control group

Professional development and coaching for leaders, teachers, and interventionists is a key component to successful implementation of the highly explicit ECRI system.

Our Team of Certified ECRI Specialists

The Institute for Scaling Evidence-Based Education's (ISEBE) national network of certified ECRI specialists has undergone extensive training with the Center on Teaching and Learning to master the intricacies required to achieve the greatest benefit from the ECRI system.

Institute for Scaling Evidence-Based Education



An innovative mission-based public-private partnership

The Institute for Scaling Evidence-Based Education (ISEBE) is a public-private partnership between The University of Oregon's Center on Teaching and Learning, one of the nation's leading educational R&D centers, and Catapult Learning, one of the nation's largest educational service providers.

Transforming Climate and Culture The Case for Climate and Culture Shifts in Schools

Catapult Learning solutions strengthen the whole student through an intentional focus on developing executive function and resiliency skills. The development of these critical skills is essential to engaging and inspiring students. Impactful and persistent resiliency skills are not simply discussed in a class period or delivered exclusively as direct instruction; rather, improved climate and culture is fully embraced and modeled by staff, infused throughout the school, and normalized in the school's culture through equal participation from staff and students. By helping staff become aware of their own competencies, they will be able to evaluate their own approach to their students and their work.

Teachers feel unprepared to manage disruptive behavior¹

Surveyed teachers **estimate losing nearly two and a half hours** of learning time each week to behavioral disruptions. Over the course of a standard academic year, this adds up to almost **three weeks of lost instructional time.**

INSTRUCTIONAL TIME LOST TO BEHAVIOR DISRUPTIONS:



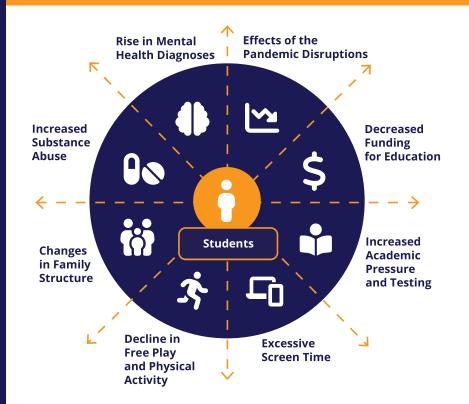
144 MINUTES PER WEEK

14.5 SCHOOL DAYS PER YEAR

¹EAB Global Inc. (2019). Breaking Bad Behavior; The Rise of Classroom Disruptions in Early Grades and How Districts Are Responding. Retrieved from http://pages.eab. com/rs/732-GKV-655/images/ BreakingBadBehaviorStudy.pdf CATAPULT LEARNING PROFESSIONAL DEVELOPMENT



External Factors Leading to Increased Classroom Disruption



Our Approach

We believe that a school's climate and culture should not be yet another check-box item rather, we offer students daily immersive experiences that promote student's social-emotional development as they move through the school day. Our comprehensive professional learning program for Transforming Climate and Culture explores the tenets of our proven-effective school-design model and support schools in determining which of our tools and strategies are best suited to their unique needs and local context.

At the heart of our approach is an essential set of theories, practices, and tools. Catapult Learning's unique school design framework reflects scientific research and represents practical, real-world implementation. These core elements represent a replicable, scalable, and flexible model that helps districts strengthen their schools. By creating a strong, student-centered culture of engagement and belonging on campus, partners are able to foster deeper relationships and improved academic achievements.

Courses Include:

- Beliefs and Posture
- Roadblocks to Student Learning
- Hidden Forces of Group Dynamics
- High-impact Structures and Tools
- Action Plan for a Positive Peer Culture

Single Engagement



PHASE 1

Baseline Assessment, Goal Setting, Professional Learning Experience



PHASE 2

Ongoing Coaching by Expert Practitioners

PHASE 3

Analysis and Postimplementation Planning

Whole-child Approach

Identify and address student needs with a caring, nurturing posture

Immersive Social-emotional Skill Building

Develop meaningful relationships and engagement while developing self-awareness, self-management, pro-social skills, and responsible decision making

Student Voice and Student Agency

Develop goals and purpose along with communication and self-advocacy skills to help achieve them; contribute to and help re-enforce pro-social norms in and outside of school

• Trauma-informed Practices

Move students from a survival mindset (i.e., fight, flight, freeze) to a learning mindset

Evidence-based Pedagogy

Universal instructional strategies to improve student engagement



Real-World Implementation

Here are model implementations of our PD offerings. Based on real-world success, each implementation offers effective courses across our three learning tracks, with key goals associated with each implementation.

Coaching Difference:

Each one of our course implementations below pairs perfectly with our job-embedded coaching to promote deeper learning and more opportunities to develop your educators.

Developing New Teachers

Developing new teachers is essential to limiting burnout and turnover. Catapult Learning's PD provides a wide range of instructional support to kick-start the development of your district's newest teachers and paraprofessionals. Our holistic approach will provide your teachers with the tools they need for a lifetime of classroom success.



Sample Courses Include:

- Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments
- Webb's Depth of Knowledge
- Creating Learning Objectives
- Effective Classroom Management
- Marzano's High-Yield Instructional Strategies
- Formative Assessment and Adjusting Instruction
- Differentiation to Enhance Learning
- Fostering a Growth Mindset

2 Addressing Behavior and Supporting the Whole Child

Today's classrooms face an increase in behavioral challenges that disrupt and disengage learners. Catapult Learning believes tackling these issues and empowering teachers to manage their classrooms are essential to unlocking learning. By empowering your teachers to better understand their students and their needs, you can create a more focused, learning-ready environment. Below is a sample implementation of Catapult Learning's PD that addresses behavior, supports the whole child, and creates optimal learning environments for all students:



Sample Courses Include:

- Effective Classroom Management
- Introduction to Social-Emotional Learning
- Modeling and Teaching Social-Emotional Skill Building
- Supporting Executive Function and Self-Regulation
- Helping Students Cope with Anxiety
- Advancing Equity in the Classroom
- Tiered Behavioral Interventions
- Intensive Behavioral Interventions

To promote system-level growth:

- Introduction to Positive Behavioral Interventions and Supports (PBIS)
- Introduction to MTSS: A Framework for
 Instruction

3 Improving Instruction – A Focus on Literacy and Math

LITERACY

With a renewed emphasis on the **Science of Reading** as a lever for literacy success, Catapult Learning provides a full range of research-based literacy solutions, scalable to the school, district, and state level. Our holistic professional learning approach can prompt long-term success by engaging learners in high-quality literacy instruction while maximizing existing curriculum.

Literacy Courses:

Teachers engage in workshops based on defined grade bands targeting relevant needs and strategies for their students. Courses are three hours each and can be delivered over multiple in-person and virtual sessions.

MATH

Student math scores are in a consistent state of decline, but Catapult Learning's professional development can help reverse that trend and accelerate math performance. Our math-focused, job-embedded coaching and instructional math courses—aligned to the NCTM Principles and Standards and the eight mathematical practices—create a holistic professional learning solution designed to improve math implementation in the classroom and unlock mathematical learning.

Our math offerings include more than 25 curriculum-focused courses across three main topics.

4 Executive Function and Resilience:

Executive Function and Resilience is an important component of education, especially in schools today. The challenge many leaders and teachers face is effectively implementing executive function and resilience into day-to-day instruction. This implementation equips leaders, teachers, and other staff with skills to address the social-emotional needs of students through culturally responsive teaching and trauma-informed practices. This pathway can empower your staff members to cultivate their own competencies that promote self-care and improve student support.

Sample Courses Include:

- Introduction to the Science of Reading
- Comprehension and Complex Text
- Introduction to the Writing Process
- Introduction to the Core Instructional Model (CIM)
- Phonological Awareness
- Phonics
- Word Study
- Reading Comprehension
- Reading Intervention

Sample Topics Include:

- Instructional Practices
- Deep Understanding
- Problem Solving and Numeracy

Sample Courses Include:

- Introduction to Social-Emotional Learning
- Modeling and Teaching Social-Emotional Skill-Building
- Promoting a Safe and Positive School Climate
- Supporting Executive Function and Self-Regulation
- Helping Students Cope with Anxiety
- Introduction to Trauma-Informed Practices
- Additional Support in Modeling and Teaching Social-Emotional Skill Building

5 Inclusive Practices:

With a growing number of special education students spending the majority of their time in general education, creating inclusive classrooms is more important than ever. Along our inclusive practice-based implementation, your staff will explore a full range of instructional strategies that promote learning environments that support all students.



Sample Courses Include:

- Foundations of IDEA and 504 and Your Role as a General Educator
- Identifying and Understanding the Needs of Students with Learning Differences
- Keys to Successful Inclusion: Co-Planning and Co-Teaching
- Universal Design for Learning
- The Differentiated Classroom
- Specially Designed Instruction in Reading
- Specially Designed Instruction in Math

6 MTSS:

Organizing a school around a model of tiered intervention can ensure that all children have access to high-quality instruction and behavioral support, and that struggling learners are effectively identified, supported, and served. With Catapult Learning PD, your leaders and teachers will learn the essential components of effective multi-tiered support, the steps necessary for successful MTSS implementation, and strategies to design and deliver tiered academic and behavior interventions.

Sample Courses Include:

- Introduction to MTSS
- Refining Our MTSS Systems and Practices
- Introduction to Positive Behavioral Interventions and Supports
- Tiered Academic Interventions
- Tiered Behavioral Interventions
- Intensive Academic Interventions
- Intensive Behavioral Interventions

2 Equitable Practices:

All students deserve an equal opportunity to succeed in a positive, inclusive learning environment. That's why it is incumbent upon schools to strive for equity in all aspects of education and school relationships. Catapult Learning offers instructional support at all levels – for students, educators, administrators, and all staff. Our engaging course content paired with job-embedded coaching supports continual professional growth in equity, cultural proficiency, and social-emotional learning.



Sample Courses Include:

- Introduction to Social-Emotional Learning
- Advancing Equity in the Classroom
- Cultural Competence
- Promoting Engagement and Achievement in a Community of Learners
- Promoting a Safe and Positive School Climate
- Recognizing Implicit Bias and Striving for Cultural Competency
- Trauma-Informed Educational Practices

24



Model Implementation Plan

Below is an example of a full year PD partnership between Catapult Learning and your school.

CONNECTION	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
Goal Setting and Relationship Building	\bigcirc								
Collaborative Quality Analysis	\bigcirc	\bigcirc							
Quarterly Plan Reviews	\bigcirc			\bigcirc			\bigcirc		
Leadership and Teacher Job-Embedded Coaching	♀ 2 days/ school	⊘ 2 days/ school							
Teacher Professional Development (delivered initially and/or during early release days)	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc			



Courses

Catapult Learning courses cover over 160 key topics that help districts unlock learning, develop instructional excellence, and build leadership capacity.

Courses with a PDNow logo are available 24/7 as part of a PDNow package

Our courses are available via in-person, virtual, and always online PDNow delivery options. Below contains sample timing for courses based on your desired delivery.

SERVICE

In-Person Professional Development Offerings

Full-Day Professional Development (up to 6 hours)

Half-Day Professional Development (up to 3 hours)

Full-Day Leadership/Teacher Coaching

Virtual Professional Development Offerings

60 Minute Virtual Professional Development Session

120 Minute Virtual Professional Development Session

180 Minute Virtual Professional Development Session

Coaching Bundle Virtual coaching bundle of 10 sessions at 60 minutes/session

PDNow

Anytime, Anywhere Professional Development, Community, and Resources Leader/Teacher License – Full Library Access or Package-Specific Access for a subscription term

CLASSROOM MANAGEMENT TO UNLOCK LEARNING

PROMOTE FAVORABLE LEARNING ENVIRONMENTS

Spaces Organized for Learning

Learning spaces extend far beyond the walls of the classroom. A well-developed school environment supports learning and student motivation in all spaces of the school and is the responsibility of all school community members. In this session, participants will identify key elements of effective physical environments and discuss how to create an environment that is conducive to a variety of learning needs and pedagogical approaches. Participants will also:

- · Identify key elements of effective physical environment and displays
- Explore strategies for creating walls that teach, manage, and celebrate
- Discuss displays that communicate school values and the shared mission and vision of all stakeholders
- Analyze gaps in current environment and craft next steps for both quick wins and long-term projects

Effective Classroom Management 🖳

Creating a safe and positive classroom environment is critical for students' social, emotional, and academic success. Proactively and explicitly building a culture of high expectations, respect, and shared values sets the tone for a collaborative classroom and protects both teachers' and students' rights. This course will help teachers create an effective plan for classroom management that will set the stage for a successful year for all stakeholders. Participants will:

- · Understand the factors that contribute to effective classroom management
- Explore the relationships among philosophies, beliefs, values, and behavior
- Learn strategies for establishing a positive classroom environment and preventing behavior problems

Developing Learner Voice 🖳

Research has shown that students who engage in conversations about their own learning and who have a voice throughout the school day are more engaged in the content and have better learning outcomes. Promoting student voice in the learning process also increases students' academic vocabulary, deepens understanding, and supports higher-order thinking. Engaging in reflective learning conversations is also a key part of the cycle of instruction, fostering intrinsic motivation while striving toward personal learning goals. Participants will:

- Explore opportunities for increasing learner voice at the classroom and school level
- Define the teacher's role in facilitating a classroom where learner voice is valued and encouraged
- Discuss a range of intentional practices that require students to demonstrate high levels of engagement and motivation
- Create an action plan for students to take ownership of their learning and act as change agents within the classroom and school community

Developing Core Values 🖳

Core values permeate all aspects of the learning community and need to be clearly articulated in a community code. It is imperative that the whole school community can articulate a set of shared values, as well as explain and provide examples of how these values enable their school to function well for everyone. In this course, participants will:

- Understand the need for a schoolwide community code that explicitly connects to a set of shared values
- Explore intentional strategies that create a culture of high expectations that expressly articulate college and career readiness
- Discuss ways to ensure that all students receive the necessary support and have a voice in fostering a culture of learning and mutual respect
- Develop a core values implementation plan that intentionally underpins positive language, attitudes, and behavior within the school

Cooperative Learning and Teamwork 🛄

Cooperative learning is more than a classroom strategy used to support academic achievement and social development; working cooperatively is a college- and career-readiness skill. Learning together and working toward a common goal can promote discussion, inquiry, and positive social interactions. In this course, participants will explore the symbiotic relationship between learning environment and teamwork and create a plan of action for implementing cooperative learning and team-building activities in the classroom. By the conclusion, participants will:

- · Understand the classroom structures needed for successful cooperative learning
- Identify tools and strategies to create high-functioning teams
- Discuss the teacher's role in facilitating and managing cooperative learning in the classroom
- Create a plan for incorporating more opportunities for collaboration in the classroom

Optimizing Learning: Effective Small Group Instruction Strategies

Small Group Instruction (SGI) is a highly effective teaching strategy, particularly in the realms of math and reading, showcasing significant advancements in students' learning outcomes. This method involves delivering personalized instruction, offering timely feedback, implementing preteaching and reteaching techniques, and fostering collaboration among students. This workshop highlights the profound impact of the SGI approach by emphasizing four key advantages that contribute to remarkable enhancements in student achievement. Participants will:

- Evaluate and explore various student grouping options, employing tools like formative assessments, interest surveys, and skill-level assessments to determine the most impactful approach for each group
- Develop an understanding of various strategies and activities crucial for managing a classroom, with a specific focus on timing, spatial considerations, and overall management when students are not engaged in small groups
- Reflect on, engage in discussions about, and prepare for potential challenges that may arise during the implementation of SGI

Interactive and Engaging Teaching Strategies 🖳

Research shows that increased student engagement promotes overall retention of the target subject matter and leads to higher levels of motivation and student ownership of the learning process. To prepare for college and career, students must not be passive learners; they must manipulate content, ask questions, discuss with peers, and solve problems. This course introduces a variety of strategies for teachers to use as they move into a facilitator role in the classroom while engaging students in the cycle of learning. Participants will:

- Discuss guidelines for establishing and maintaining an "active" classroom
- Identify instructional strategies that will reinforce the higher levels of thinking required for college and career readiness
- Understand the teacher's role in creating learning opportunities that promote inquiry, collaboration, and lively discussion
- Design easy-to-implement yet effective activities to use with students

Interactive and Engaging Teaching Strategies in Virtual Learning 🖳

Research shows that increased student engagement promotes overall retention of the target subject matter and leads to higher levels of motivation and student ownership of the learning process. Teachers can support active virtual learning by providing opportunities to manipulate content, ask questions, discuss with peers, and solve problems, even from a distance. This session introduces a variety of strategies for teachers to use as they move into a facilitator role in the virtual classroom. Participants will:

- Describe the characteristics of effective teaching and the benefits of interactive strategies
- Identify strategies for supporting purposeful student interaction and techniques to increase student engagement and higher levels of thinking
- Apply methods of scaffolding and opportunities for differentiation
- Design activities for interactive and engaging virtual learning

Promoting Teacher Self-Care and Wellness 🛄

This session is designed to support teachers in recognizing signs and symptoms of stress and anxiety, offer key strategies for creating a healthy work-life balance, and help educators improve their outlook and inspiration both inside and outside of the classroom. By the end of the session, participants will be better prepared to manage the stressors inherent to life as a teacher in order to create a path to wellness. Participants will:

- Identify the source of burnout in their lives and learn to recognize the signs and symptoms
- Integrate sustainable self-care approaches into their personal and professional lives to prevent or reverse burnout
- Apply self-care strategies that involve students and colleagues in facilitating productivity, balance, and the creation of peaceful and cooperative learning environments
- Design action plans for stress management and self-care in their personal and professional lives

EXECUTIVE FUNCTION AND RESILIENCE

Introduction to Social-Emotional Learning 🛄

Educators who understand and develop instructional practices that support students' social-emotional competencies create conditions for academic success. In this session, educators explore strategies to help students acquire and effectively apply the knowledge, behaviors, and skills necessary to manage emotions, set and achieve goals, demonstrate empathy, establish and maintain positive relationships, and make responsible decisions to set the stage for success in school, careers, and life. Participants will:

- Demonstrate understanding of the five overarching social-emotional competencies
- Identify social-emotional learning needs in the classroom and/or school
- Design and deliver explicit instruction that supports social-emotional competencies in students

Supporting Executive Function and Self-Regulation 🛄

Students with executive function and self-regulation deficits require thoughtful instruction and behavior shaping to improve their performance of these critical skills. In this session, participants will learn to identify executive function deficits and implement interventions to address executive dysfunction. Factors associated with ADHD will also be explored. Participants will:

- Identify and develop executive function skills within the school and home environment
- Explore interventions that will help students who exhibit executive dysfunction
- Examine ADHD and its relationship with executive dysfunction

Helping Students Cope with Anxiety 🛄

In the current educational landscape, change is sometimes the only constant. Uncertainty and a lack of a sense of control, among other factors, can lead to anxiety in students and educators alike, undermining efforts at creating nurturing and stable learning environments. Anxiety can also hamper social-emotional development and even lead to long-term negative life outcomes, also affecting families and communities. In this session, participants will learn how to support students and families in coping with anxiety in school and at home. Participants will:

- Distinguish between different types of anxiety and examine the impact of anxiety on student development, behaviors, health, and learning
- Explore evidence-based strategies for helping students and teachers manage anxiety related to change, uncertainty, and life stressors
- Select and apply relevant strategies to specific students based on their needs and challenges

Modeling and Teaching Social-Emotional Skill Building 🛄

Upon completion of all three sections, participants will:

- · Define five core competencies of social-emotional learning
- · Examine how teaching social-emotional skill building impacts student learning
- · Explore classroom practices that effectively incorporate social-emotional skill building
- · Develop strategies to help students acquire and apply social-emotional knowledge
- Identify next steps for implementation

Modeling and Teaching Social-Emotional Skill Building: Part 1 | Length: 2-Hour Webinar

Effective social-emotional learning requires teachers to model the five core competencies and deliberately teach skills within those competencies throughout the day, every day. In this session, participants will review the research on the five core competencies and reflect on how to model and teach self-awareness and self-management. Participants will also explore classroom practices and strategies that effectively incorporate social-emotional skill building into academic instruction both in-person and virtually. Participants will also develop a plan that will work with their specific students to effectively apply the knowledge, behaviors, and skills necessary to identify, regulate, and manage emotions, and set and achieve goals.

Modeling and Teaching Social-Emotional Skill Building: Part 2

This session should follow Part 1 of this webinar series. In this session, participants will reflect on how to model and teach social awareness and relationship management. Participants will also explore classroom practices and strategies that effectively incorporate social-emotional skill building into academic instruction both in-person and virtually. Participants will also develop a plan that will work with their specific students to effectively apply the knowledge, behaviors, and skills necessary to understand how and what others may be thinking or doing in a variety of settings, demonstrate empathy, and establish and maintain appropriate and positive relationships.

Modeling and Teaching Social-Emotional Skill Building: Part 3

This session should follow Part 2 of this webinar series. In this session, participants will reflect on how to model and teach responsible decision making. Participants will also explore classroom practices and strategies that effectively incorporate social-emotional skill building into academic instruction both in-person and virtually. Participants will also develop a plan that will work with their specific students to effectively apply the knowledge, behaviors, and skills necessary to problem solve social situations and make responsible decisions to set the stage for success in school, careers, and life.

Advancing Equity in the Classroom 🛄

One of the big goals of 21st-century education is to close the engagement and achievement gaps for students from historically marginalized groups. To do this, educators must make the shift from instructional strategies that treat all students as if they were the same to responsive practices designed to advance equity in the classroom. In this session, participants will learn how to foster meaningful teaching and learning that promotes equity by acknowledging, responding to, and celebrating students' experiences so that student voice and agency within the learning community are recognized and amplified. Participants will:

- Describe a vision of equity in the classroom that acknowledges and celebrates diversity, presents content from multiple perspectives, and allows students to see their own experiences honored in learning
- Incorporate an analysis of the dynamics of power and privilege in the classroom and its influence on the design of meaningful teaching and learning
- · Identify and apply instructional approaches that amplify student voice and agency in teaching and learning
- Integrate responsive teaching practices that promote equity in the classroom based on students' experiences

Recognizing Implicit Bias and Striving for Cultural Competency 🛄

In recent years, the term bias has become synonymous with racism; thus, people tend to avoid considering how it may impact the ways in which they interact with others both personally and professionally. However, as human beings, we are all subject to having biases that can consciously and unconsciously affect our relationships. In this session, participants will learn that biases are just internalized associations that we depend on quickly to fill in gaps when we lack information. Unfortunately, these associations can be skewed, distorted, and inaccurate, and may negatively impact the way we see or treat others. Within the context of the classroom, bias can affect a teacher's expectations of students, assessments, and relationship building. At the institutional level, bias can affect the policies and practices that drive school culture. Participants will have an opportunity to reflect on their own biases and engage in strategies to recognize them, with the goal of building more meaningful, positive relationships with their students and their families. Participants will:

- Distinguish between explicit and implicit bias
- Identify ways our implicit biases create assumptions that impact the way we see and respond to our students and our colleagues
- Apply strategies to recognize implicit bias, build cultural competence and humility, and promote anti-bias approaches in our schools, classrooms, and districts

Promoting a Safe and Positive School Climate 🛄

Studies have found that schools can address the root causes of bullying and related forms of school violence by prioritizing the development of a positive school climate. In this session, participants will explore ways to increase trust, accountability, inclusivity, and a stronger sense of community within their school. Participants will also examine practices that promote student voice and leadership when creating a school climate in which they feel safe and supported.

- Define a safe and positive school climate (SPSC) and identify barriers and factors that contribute to its development
- Determine ways to promote a SPSC that builds on existing school strengths and addresses areas for growth
- Develop a sustainable action plan to promote a SPSC that begins with staff and includes concrete steps to engage students and families

Cultural Competence 🛄

Educators can more effectively meet the needs of each student and family they serve when they possess the ability to understand, communicate with, and effectively interact with people across cultures. In this course, participants will:

- Define what cultural competence is and what it is not
- Examine how cultural views, attitudes, and beliefs impact the way educators interact with and respond to their students
- Identify the stages of cultural awareness and reflect on where they are in the process
- Apply strategies and approaches to become a more culturally competent educator

Promoting Engagement and Achievement in a Community of Learners 🛄

One of the primary goals of 21st-century education is to close the engagement and achievement gaps for all students. To do this, educators must make the shift from generalized instructional strategies to responsive practices that embrace different backgrounds and experiences to advance opportunity and ensure fairness in the classroom. In this session, participants will learn strategies to foster a community of learning that centers students' experiences and amplifies their voice and agency. Participants will:

- Describe a learning environment that acknowledges and celebrates differences, presents content from multiple perspectives, and allows students to see themselves and their own experiences honored in learning
- Analyze how one's own culture and beliefs influence instructional design, pedagogy, teaching, and learning
- Identify and apply instructional approaches that amplify student voice and agency
- Integrate responsive teaching practices that are engaging, personally challenging, and affirming for each student

Fostering a Growth Mindset in the Classroom 🛄

In this era of high-stakes testing and increased teacher accountability, correct answers are too often valued as the measure of success over the learning journey. As a result, classrooms become risk-averse, where learning by discovery is overshadowed by speed and accuracy. This session explores strategies for fostering classroom environments permeated by a growth mindset, where risk-taking, mistakes, challenges, and persistence are not only valued but expected. Participants will:

- Describe the tenets of growth mindset and differentiate between a growth mindset and a fixed mindset
- Compare and contrast the learning and performance zone, and discuss how to make those differences clear to students
- Examine strategies to slowly build opportunities for risk-taking, exploration, and challenges for students

INCLUSIVE PRACTICES

Introduction to Trauma-Informed Practices

All schools and educators work with children who have experienced trauma, but they may not know who these students are. Childhood trauma can have direct, immediate, and potentially overwhelming effects on a child's development and ability to learn. Trauma affects not only individuals, but also their families and the communities in which they live and learn. Yet, this issue has largely been ignored by our education system. Participants will:

- Describe the impact of trauma on students' development, their learning experiences, and their classroom behaviors
- Identify the types of trauma students typically face and how best to support them and their families
- Apply effective strategies and approaches to mitigate the impact of trauma on students and improve their educational outcomes
- Incorporate self-care techniques for students and educators

Trauma-Informed Educational Practices 🖳

All schools and educators work with children who have experienced trauma, but they may not know who these students are. Childhood trauma can have direct, immediate, and potentially overwhelming effects on a child's development and ability to learn. Trauma affects not only individuals, but also their families and the communities in which they live and learn. Yet, this issue has largely been ignored by our education system. Participants will:

- Describe the impact of trauma on students' development, their learning experiences, and their classroom behaviors
- Identify the types of trauma students typically face and how best to support them and their families
- Apply effective strategies and approaches to mitigate the impact of trauma on students and improve their educational outcomes
- Incorporate self-care techniques for students and educators

Caregivers as Partners: Supporting In-Home Learning

Teachers can partner with caregivers to support instruction at home. In this session, participants will learn strategies and tips to promote partnerships with caregivers and better equip them in motivating students to engage in learning outside the classroom. Participants will create a plan that helps caregivers with goal setting, organization of the learning environment, time management, and socialization. Participants will:

- Examine the role of caregivers as partners in learning at home
- Explore ways to create a fun and supportive learning environment at home
- Engage with caregivers and students in ongoing communication that builds relationships and extends learning

Powerful Teams: Teachers Working with Paraprofessionals

When teachers and paraprofessionals engage as instructional partners, opportunities to support student success increase. Working as a team is particularly important when working in a blended or virtual learning environment. In this session, designed for teachers and paraprofessionals to learn together, participants will develop a plan to guide team communication, instructional roles and responsibilities, and managing behaviors in both in-person and virtual learning environments. Participants will:

- Examine the role of the paraprofessional and role of the teacher
- Explore methods of communication between teacher and paraprofessional in person and virtual settings for instructional planning and classroom structure
- Develop instructional and behavioral strategies for paraprofessionals to support student learning in an inperson or virtual setting

Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs 🛄

In this session, teachers serving students with the most significant behavior support needs will explore a set of strategies for building appropriate rapport, maintaining boundaries, and establishing positive classroom norms. Participants will examine the value of empathy in daily interactions with students with the most significant behavior support needs. Participants will review importance of classroom structure, avoiding power struggles, maintaining consistency, setting limits, reinforcing appropriate choices, and motivating behavioral change. Participants also will:

- Identify the connections between intensive interventions and Tier I supports for creating and maintaining a safe learning environment
- Describe how preventative interventions can be used to increase the likelihood of pro-social behavior and establish positive relationships with students
- Apply the antecedent-behavior-consequence (ABC) framework for behavior change to support students with challenging behaviors in the classroom

Supporting Students with Intensive Social-Emotional and Behavioral Challenges 🖳

Participants will gain strategies for creating and maintaining a classroom supportive of all students by learning the crisis cycle and understanding its impact on students. Tools for identifying students' triggers and escalation patterns will be reviewed. The course will review strategies for intervening and promoting pro-social student behavior. Participants will:

- · Identify proactive and positive behavioral management strategies to prevent the escalation of problem behavior
- Describe the acting-out cycle and identify when and how to respond in each stage
- Plan interventions that reinforce pro-social student behavior

Introduction to Positive Behavioral Interventions and Supports (PBIS) 🛄

Schools can take a systematic approach to promoting pro-social and pro-academic behaviors by implementing Positive Behavioral Interventions and Supports in a systematic and schoolwide way. School teams will examine their existing structures and systems and explore various strategies to strengthen their schoolwide approach to behavioral management and intervention, with a particular emphasis on putting in place supports and structures to organize intervention and respond to misbehavior at the Tier I or primary level. Participants will:

- Assess their school's current level of behavioral intervention support
- Identify Tier I intervention and reinforcement strategies and organize supports and structures to implement interventions at Tier I
- Develop schoolwide behavioral expectations and measure whether the PBIS system is meeting the needs of most students

Tiered Behavioral Interventions 🖳

To meet the needs of all students, a school's core instructional program must incorporate a high-quality curriculum and evidence-based interventions. An important goal of a tiered intervention system is to create an instructional model for all students. Educators will be introduced to a framework for constructing a tiered intervention system and will work cooperatively to develop this type of system for their schools. Participants will:

- Assess school's current level of RTI implementation
- Understand how a strong core curriculum is a prerequisite to a tiered intervention system
- Learn a framework for constructing a tiered intervention system
- Differentiate the core instruction at the school to meet the needs of students in all three tiers
- Develop a tiered intervention system

Intensive Behavioral Interventions 🛄

The FBA-BIP (Functional Behavioral Assessment and Behavioral Intervention Planning) process is a helpful tool when supporting students in need of Tier II or Tier III behavioral interventions. In this course, participants explore this valuable two-phase process, first by gaining an understanding of maladaptive behavior, defining it, and identifying the function behind it through careful analysis. Participants then learn about antecedent and consequence strategies to decrease problem behavior. Participants also will:

- Identify intensive behavioral interventions in a tiered system of antecedent-based management strategies
- Examine and select diagnostic assessment protocols to validate behavioral interventions' effectiveness
- Apply classroom management interventions

MENTAL HEALTH

Mental Health Literacy 🖳

Mental health literacy includes the introductory knowledge and skills in brain function as it relates to maintaining positive mental health, as well as identify mental health challenges in ourselves and others, seek help, and reduce stigma. In this session, educators define, understand and address mental wellness and the brain within their classrooms and apply strategies to their instructional practice. Participants will:

- Define and understand Mental Health and Mental Wellness
- Address the stigmas of mental health and trauma in the classroom
- Design a safe and supportive classroom environment

Mental Health and Social Emotional Learning 🛄

Educators who understand and develop instructional practices that support students' mental health create conditions for social, emotional, and academic success. In this session, educators explore how supporting mental health with SEL strategies helps students acquire and effectively apply the knowledge, behaviors, and skills necessary to manage emotions, demonstrate empathy, establish, and maintain positive relationships to create conditions for optimal learning. Participants will:

- Explain the connection between mental health and SEL
- Name and define the CASEL competencies
- Integrate SEL strategies into daily instruction to support mental health of students

Mental Health and Mental Illness in Young People 🛄

Students who have more intensive needs require more intensive support. At this level of support, educators and other providers require more specialized knowledge on mental health when a student has a diagnosed mental illness. In this session, participants will obtain more in-depth knowledge on brain development, common forms of mental illness and impact on learning, and strategies to apply as a team to support the mental health of their students. Participants will:

- Explain and promote healthy child and adolescent development
- Describe common forms of mental illness and how it presents in the classroom
- · Identify strategies to support the mental health of students



INSTRUCTIONAL EXCELLENCE FOR ACADEMIC ACHIEVEMENT

PROMOTE GENERAL PEDAGOGY AND CURRICULUM

Introduction to a Core Instructional Model Concept-Based Teaching 🚇

Academic learning time is evident when all students are actively manipulating content in a variety of modalities. It is imperative that teachers create opportunities for students to discuss their thinking, practice new skills, and reflect on their learning. This course explores the notion of "time on task" and the kinds of active learning strategies teachers can incorporate to ensure that classroom time is used productively. Participants will:

- Define academic learning time
- Understand the components of the "anatomy of a lesson"
- · Learn a framework for planning instruction
- Explore ways to engage students with the content and reflect on their own learning

Concept-Based Teaching

When teachers teach content in multiple modalities and students apply knowledge to a variety of contexts, conceptual understanding and transfer are increased. Teaching to the concept and providing flexibility and "play" in the active manipulation of content aids memory building and retention, along with ease of access in a variety of different contexts outside the classroom. In this session, participants will learn the foundations of conceptual learning and practice the process for concept-based planning and instruction that will help students build schema to enhance learning and apply and transfer knowledge and understanding. Participants will:

- Understand how concept-based teaching can lead to higher levels of understanding and transfer of knowledge
- Explore the relationship among key concepts, essential questions, skills, and understanding in curriculum development
- Design a unit that leads to conceptual understanding across multiple disciplines



Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments 🛄

In order to effectively engage students, teachers should be crafting objectives, questions, and assessments at each level of cognitive demand throughout their units of instruction. Educators will practice writing objectives, questions, and assessments that are aligned to the intended level of thinking and be prepared to design learning experiences that engage students at each level of Bloom's Taxonomy. Participants in the course will:

- Understand the levels of cognitive demand presented in Bloom's Taxonomy
- Recognize the level of taxonomy in objectives, questions, and assessments
- Align questions and tasks to various levels of cognitive demand
- Identify instructional strategies that will develop and reinforce the levels of thinking targeted in objectives and assessments

Webb's Depth of Knowledge

Creating a classroom environment in which all students can learn at high levels and can demonstrate depth of understanding is an essential part of rigorous, standards-based instruction. Webb's Depth of Knowledge (DOK) is a system educators can use to analyze the complexity intended by standards, learning activities, and assessment tasks. Participants in this session will explore the difference between difficulty and complexity and learn to use Webb's DOK as they design rich, complex lessons. Participants will also:

- Distinguish between Webb's Depth of Knowledge and Bloom's Taxonomy
- Examine the difference between difficulty and complexity
- Categorize questions and tasks by complexity of thinking required to successfully complete them
- Craft questions at each level of the DOK framework

Marzano's High-Yield Instructional Strategies 🛄

Research-based instructional strategies maximize a teacher's ability to enhance student achievement in all grades and subject areas. Used strategically and in conjunction with a high-quality curriculum and effective management techniques, the nine high-yield strategies imparted in this session can have a powerful effect on student learning. Educators will learn how to systematically and intentionally incorporate the strategies into planning and instruction. Participants will also:

- Learn the nine high-yield strategies
- Understand how and why the strategies are organized into a framework for instructional planning
- Recognize how the use of high-yield strategies can support the development of college- and career-readiness skills
- Plan to incorporate the strategies into classroom instruction

Crafting Learning Objectives 🛄

Learning is most efficient when students know the objectives of a lesson or activity. When teachers set clear objectives, they give students a target for their learning. The process of setting objectives begins with knowing both the standards and the knowledge and skills that teachers aim to develop in their students. In this session, participants will learn how to write measurable objectives and engage students in the learning process. Participants will also:

- · Explore the purpose of learning objectives and the research supporting their use
- · Practice crafting strong learning objectives
- Unpack curriculum standards into learning objectives
- Plan to assess and provide feedback on learning objectives
- Design a rubric that clarifies what proficiency looks like for setting learning objectives

Introduction to Curriculum Mapping

Curriculum mapping is at the core of planning for teaching and learning. It is a powerful tool for recording and examining a school's operational curriculum and can be used to focus school improvement and as a process for the ongoing review of curriculum, instructional strategies, and assessments. In this course, participants will:

- · Understand the benefits of curriculum mapping
- Examine the curriculum mapping process
- Prepare to adopt the curriculum mapping process

Enhancing Oral Language and Vocabulary Development

Teachers will explore early childhood research and instructional strategies for the development of oral language and vocabulary. In this session, teachers will examine their current teaching practices and study intentional strategies for developing students' oral language and vocabulary throughout the entire school day. Participants will also explore how reading aloud can enhance oral language and vocabulary development. Participants will:

- Analyze the research and concepts of oral language and vocabulary
- Analyze intentional strategies to enhance oral language and vocabulary development
- Analyze the importance of reading aloud as a viable and effective strategy to enhance oral language and vocabulary development on a daily basis

Differentiated Instruction in the Early Childhood Classroom

Teachers will explore the assessment of early literacy skills, the implementation of literacy centers, and the use of assessment data for differentiating classroom instruction. Participants will use their available resources to plan for effective literacy centers that meet the needs of their early learners. Teachers will use their assessment data to plan for differentiated instruction in small groups and literacy centers. Participants will:

- Analyze the Emergent Literacy Checklist and its classroom application for literacy instruction
- Analyze the planning, organization, and management of literacy centers to reinforce literacy skills
- Analyze data and match assessment results with instruction by choosing appropriate instructional activities from available resources

READING

Close Reading

Close reading is a thoughtful, critical analysis of text that leads to a deeper understanding of the text's form, academic vocabulary, author's purpose, and overall meaning. Research has shown that close reading helps increase the reading proficiency of all students and is critical for college and career readiness. This course will explore the use of close reading at all grade levels as a way to build the knowledge that is essential for comprehension of complex texts. Participants will:

- Review the process for creating text-dependent questions
- Practice note-taking and text annotations
- Explore how discussion and writing support a deeper understanding of the text
- Create a close reading lesson

Exploring Text Complexity

A variety of resources can be used to enhance rigorous and relevant instruction and learning. In this session, participants will use text samples and complexity rubrics to explore various texts based on language, structure, purpose, and meaning. Participants also will:

- Explore the purpose of text complexity and the research supporting its use
- · Identify the criteria used to select complex grade-level text
- Investigate how the measures of text complexity affect the classroom
- Examine a variety of strategies to help students grapple with increasingly complex texts
- Design a "Reading for Meaning" strategy lesson to help students engage with and comprehend complex texts

How to Incorporate Text-Dependent Questions

Asking text-dependent questions builds student knowledge and the ability to think in complex ways. These questions guide students back into the text to look for evidence and can spur classroom discussion wherein students are both asking and answering high-level questions. In this session, participants will analyze the purpose for questioning and its connection to the close reading process. Participants also:

- Explore the purpose of asking text-dependent questions
- Learn how asking complex text-dependent questions supports the close reading process
- Identify key indicators of complexity
- Practice writing high-level text-dependent questions
- Learn a process for creating a coherent sequence of questions that scaffolds toward a culminating task

Guided Reading

Asking text-dependent questions builds student knowledge and the ability to think in complex ways. These questions guide students back into the text to look for evidence and can spur classroom discussion wherein students are both asking and answering high-level questions. In this session, participants will analyze the purpose for questioning and its connection to the close reading process. Participants also:

- Explore the purpose of asking text-dependent questions
- · Learn how asking complex text-dependent questions supports the close reading process
- · Identify key indicators of complexity
- Practice writing high-level text-dependent questions
- Learn a process for creating a coherent sequence of questions that scaffolds toward a culminating task

Developing Academic Vocabulary

Complex literary and informational text often contains specialized vocabulary. In this session, participants will practice intentionally selecting vocabulary to explicitly teach and develop students' ability to access and use words that appear in everyday text, especially those that may be slightly out of reach. Participants also will:

- Understand the connection between vocabulary knowledge and comprehension
- · Identify a model that describes three tiers or categories of words
- Examine the criteria for identifying Tier II words
- Describe criteria for selecting which words to teach
- Explore specific vocabulary strategies to teach essential terms and increase student engagement with words
- Apply a six-step process for vocabulary instruction

Introduction to the Science of Reading K-8 🚇

The Introduction to The Science of Reading session is based on a meta-analysis of the research related to systematic explicit instruction and each of the components of the reading process, as identified by the National Reading Panel and the Knowledge and Practice Standards for teachers from the International Association of Dyslexia. In this session, participants will look at how making the shift to instruction based in the Science of Reading can close the gap between research and equitable practices for all learners. Participants will:

- Define the Science of Reading and identify the core elements of evidence-based literacy instruction
- Analyze and describe the impact of research for providing equitable reading instruction for all learners
- Design goals for making the shift to instruction based in the Science of Reading

Phonological Awareness K-5 🖳

In this session, teachers will understand the difference between phonological awareness and phonemic awareness and will unpack how explicit instruction in phonemic awareness builds skilled readers. Teachers will use the Phonological Skill Sequence to understand where students need additional support with phonemes prior to formal phonics instruction. By unpacking universal screening data, participants will identify next steps for data-informed, systematic, and explicit phonological awareness instruction. Participants will:

- Define phonological awareness
- Understand the phonological awareness skills sequence and its impact on the reading process
- Analyze a phonological awareness lesson that meets students' needs

Phonics K-5 🛄

In this session, teachers will apply their understanding of the relationship between Phonological Awareness and Phonics. Teachers will engage in new learning to highlight how systematic and explicit instruction on the phonics developmental continuum ensures that students will receive instruction needed to become a skilled reader. Participants will:

- Describe the relationship between phonological awareness and phonics
- Understand the phonics continuum and its impact on the reading process
- · Analyze how the data can influence instruction to meet students' needs
- Evaluate key phonics lesson strategies

Word Study K-8 🖳

In this session, teachers will come to understand that the primary goal of word study is to support students' development of a working knowledge of the orthography — knowledge that students can apply as they are reading and writing. Because it is closely tied to reading instruction, it also develops students' abilities in phonics, word recognition, encoding and vocabulary. Having a deep understanding of word study increases teacher capacity to provide structured reading instruction for all learners. Participants will:

- · Describe the role of word study in a general education classroom
- Analyze the structure of English orthography
- · Identify patterns and rules that inform single and multisyllabic word reading
- Create instructional goals for word study '



Reading Comprehension K-8 🖳

In this session, teachers will explore how reading comprehension provides students with the tools to access complex text. Reading comprehension is not automatic. Research has demonstrated that reading comprehension should include close reading and foundations skills such as text structures and features. The connections between explicit and systematic instruction in comprehension provide equitable access to all learners in literacy. Participants will:

- Understand key research findings that support reading comprehension
- Explore the purpose of text complexity
- Explain how close reading provides access to complex text
- Design close reading experiences that address grade- specific expectations

Reading Intervention K-8

In this session, teachers consider how to apply effective instruction and support for striving readers as they embrace a sense of urgency in planning for intervention instruction that closes the reading gap. By using an Intervention Flow Chart in conjunction with student data, teachers unpack phoneme manipulation, syllable types, high-frequency words, and comprehension strategies to intervene with striving readers. Participants will:

- Describe the lifelong impact of low literacy proficiency
- Explain the role a 3-5 teacher plays in intervention
- Use data to determine who needs intervention
- Apply intervention strategies that will enhance student growth in literacy

WRITING

Developing Rubrics for Writing

Good writing rubrics help students both understand what good writing looks like and identify ways to improve the quality of their writing through self-assessment and feedback from teachers and peers. In this session, participants will develop a standards-aligned writing rubric they can use in the classroom with students. Participants also will:

- Explore norming with rubrics using sample student papers
- · Identify the characteristics of effective writing rubrics
- Design a standards-aligned writing rubric to use in the classroom
- Develop next steps for sharing rubrics with students and norming with rubrics using student writing samples

Supporting Informative Writing

To be college- and career-ready, students at the secondary level must be able to produce informative, or explanatory, writing that examines and conveys complex ideas and information clearly and accurately. In this session, participants will examine how teachers across all content areas can support the development of writing skills in this genre. Participants also will:

- Explore provisional and readable writing strategies to support informative writing in the classroom
- Describe the informative/explanatory texts students are expected to write in your content area
- Identify provisional and readable writing strategies that support informative writing in the classroom
- Develop mini-lessons and tasks that integrate provisional and readable writing strategies for informative writing

Using the Writing Process to Support Argumentative Writing

To be college- and career-ready, students at the secondary level must be able to write arguments that support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. In this session, participants will explore strategies that support students in each step of the writing process: pre-writing, drafting, revising, editing, and publishing. Participants will also:

- · Develop standards-based writing prompts to use in their classroom
- Describe what college and career readiness standards for argumentative writing expect students to be able to produce
- Identify strategies at each step of the writing process that help students develop strong argumentative texts
- Create standards-based writing prompts to use in the classroom

Writing from Sources

Real-world writing demands require the ability to write in response to written texts. To do so, writers must have the fundamental skills to read analytically, summarize texts, and synthesize information from multiple sources into an original document. Participants in this session will explore strategies for annotating and summarizing texts and will learn to develop well-crafted writing assignments. Participants also will:

- Understand the components of an effective writing assignment
- Use close reading and text annotations as a strategy to engage with complex texts and prepare to write from sources
- Build opportunities for students to analyze and synthesize ideas across texts
- Design a writing assignment to support writing from sources

Teaching Strategies: Opinion Writing

Writing and speaking to topics or texts and supporting a point of view with relevant and sufficient evidence are critical skills required for college and career readiness. In this course, participants will develop an understanding of the expectations for opinion writing based upon evidence from the text and learn specific strategies for teaching opinion writing. Participants also will:

- Explore the skills necessary for opinion writing
- Determine qualities of effective writing
- Learn strategies for teaching students to support a point of view with relevant and sufficient evidence
- Create real-world prompts for opinion writing
- Develop a rubric to assess student writing

Teaching Strategies: Argumentative Writing

Rigorous writing expectations include argumentative and research writing that requires clear reasoning and sufficient evidence. Educators will learn a process for writing in which students defend claims by gathering and evaluating information and presenting it in a structure and format that addresses task, purpose, and audience. Participants will:

- · Understand the essential components of argumentative writing
- Identify the purpose of argumentation in the teacher's discipline
- Craft effective argumentative prompts
- Use graphic organizers as a tool for scaffolding argumentative writing
- · Annotate and evaluate student argumentative writing

Supporting Emergent Writers

Practicing different types of writing is essential to student success in writing—even at the earliest stages. K-3 educators will explore the process of early writing and strategies, tools, and techniques to use in the classroom to support emergent writers. Participants will:

- Understand the developmental stages of early writers
- Determine the qualities of good writing
- · Create a classroom environment that supports the development of young writers
- Learn to teach the craft of writing as a process
- Design a writing unit of study

Supporting Developing Writers

As students in grades 4–8 continue to develop their craft as writers, they are expected to use writing to convey knowledge and to effectively communicate ideas. Educators will explore techniques for teaching the craft of writing to developing writers and learn how to build a writing-rich classroom. Participants also will:

- Understand the developmental stages of developing writers
- Determine the qualities of good writing
- Create a classroom environment that supports the development of writers
- Learn to teach the craft of writing as a process
- Design a writing unit of study

Writing Across the Curriculum

Writing is a powerful tool for communication and one that must be developed and honed across the curriculum. Students benefit from writing in all content areas—it enhances critical thinking, allows students to take greater responsibility for their learning, promotes reflective thinking and questioning, and helps them to make connections. Participants will explore content-area writing strategies that will enhance learning and help prepare students for the writing demands of college, careers, and beyond. Participants also will:

- · Incorporate opportunities for writing into every lesson
- Explore strategies for using writing as a tool for learning
- Learn how to design effective and purposeful writing assignments

ELA AND LITERACY

Teaching the Art of Speaking and Listening

The ability to communicate effectively is necessary for success in college, careers, and beyond. Participants in this session will learn techniques to teach the art of speaking and listening in the classroom. Strategies for incorporating these skills into authentic learning activities across content areas will be explored. Participants also will:

- Determine the role that the development of oral communication plays across grade levels and content areas
- Learn a strategy that will ensure the use of a consistent language when teaching students to be effective speakers
- Explore techniques for structuring meaningful classroom conversations
- Design lessons that incorporate purposeful speaking and listening components

Disciplinary Literacy in the Science Classroom

To ensure student success in the 21st century, teachers of all disciplines—including science—must become skilled at teaching literacy. In this session, participants will gain an understanding of the application of reading and literacy strategies to a variety of fiction and nonfiction texts through the unique perspective of a scientist. Participants will:

- Understand the difference between content-area reading and disciplinary literacy
- Analyze literacy demands of the discipline
- Identify rich, complex texts to use in instruction
- Practice high-leverage instructional strategies, such as close reading, as a means to interpret scientific text
- Explore various scientific lenses scientists use to ask and answer questions about complex texts

Disciplinary Literacy in the Social Studies Classroom

To ensure student success in the 21st century, teachers of all disciplines—including social studies—must become skilled at teaching literacy. In this session, participants will gain an understanding of the application of reading and literacy strategies to a variety of fiction and nonfiction texts through the unique perspective of a historian. Participants will:

- Understand the difference between content-area reading and disciplinary literacy
- Analyze literacy demands of the discipline
- · Identify rich, complex texts to use in instruction
- Practice high-leverage instructional strategies, such as close reading, as a means to interpret historical text
- Explore various questioning themes that frame historical thinking

MATH: INSTRUCTIONAL PRACTICES

Developing Lifelong Mathematicians: The Mathematical Practices

Math standards have increasingly emphasized that students need to not only learn math topics, but also develop the core critical thinking skills that come with being a young mathematician. In this course, participants will:

- Distinguish eight "Math Practices" that describe the skills of mathematicians at all age levels
- · Learn how to embed these skills in problem solving
- Identify techniques for questioning and teaching that develop these skills on a day-to-day basis
- Self-assess teachers' own strengths and weaknesses as mathematicians and critical thinkers in everyday life to establish a baseline for helping their students improve as well
- Create tasks with varying levels of cognitive demands and differentiate tasks so that all students can grow

Strengthening Math Instruction: The Math Teaching Practices

In 2014, NCTM (the National Council of Teaching Mathematics) articulated the essential practices of strong math instruction. This course provides educators a broad but valuable opportunity to reflect on these areas. Participants will:

- Distinguish eight teaching practices that describe what effective math teachers do
- Clarify them with examples and non-examples
- Analyze a classroom video using these practices as lenses
- Reflect on current math instructional strengths and set goals for growth

Facilitating Meaningful Mathematical Discourse

Meaningful discourse can greatly enhance student learning of mathematics, but math teachers often cite facilitation of discourse as a growth area. In this course, participants will:

- Articulate what a "culture of discourse" looks like in the math classroom
- Experience several classroom discourse strategies and think about how to make them work
- Examine a well-known list of 5 steps for "orchestrating" discourse in the math classroom
- Analyze video to evaluate the quality of mathematical discourse in a classroom



MATH: DEEP UNDERSTANDING

Teaching Math for Deep Understanding

Today's math standards emphasize conceptual understanding as the foundation for procedural fluency and application. To address this important component of math teaching, participants in this course, participants will:

- · Break down what "deep understanding of math" really means and why it matters
- Structure math learning as a sequence of stages
- Represent math using concrete, representational, and symbolic forms for a range of topics
- Build fluency out of conceptual understanding instead of in spite of it
- Self-assess and plan to improve the depth to which they teach each grade-level topic/standard

Supporting Productive Struggle

The phrase "productive struggle" has become a buzzword in education, but what is productive struggle? Why is it a good thing? And what are some good ways to support it? In this course, participants will:

- Articulate multiple levels of both struggle and support
- Defend the value of productive struggle with a little brain research and draw conclusions about its implications
- Identify common teacher actions that impede productive struggle and strategize to support it instead.

Digging into Key Math Topics

Strong math instruction must be rooted in deep understanding of both the mathematics itself and pedagogy. Each of the courses of this series focuses on a specific set of topics, giving participants the opportunity to:

- Attend to precision with key vocabulary and notation
- Connect and use multiple representations of the math
- Examine common problem types and compare multiple ways to solve these problems
- Scrutinize the standards associated with the topic
- Identify new teaching strategies—or refine existing techniques—to help students build deeper understanding and computational fluency

Courses Include:

- A Fresh Look at Numbers and Operations in Base 10
- Foundations of Addition and Subtraction
- Measurement vs. the Properties of Operations
- Addition and Subtraction
- Comparing, Adding, and Subtracting Fractions
- The Properties of Operations and Base10 Computation
- Rates, Ratios, Percentages, and Proportions
- Solving Linear Equations and Linear Systems of Equations
- Statistics, Probability, and Simulation
- Transformations: A New Emphasis in Geometry Learning
- The Algebra of Polynomials
- Coordinate Geometry
- (Re)building Computational Fluency on Deep Understanding of the Operations

MATH: PROBLEM SOLVING AND NUMERACY

Guiding the Process of Problem Solving

- This introductory course seeks answers to two key questions: What do good problem solvers think about? How can we teach students to be better problem solvers? In this course, participants will:
- Break down the process of problem solving into a protocol of questions
- Help students gradually develop independence as problem solvers
- Become more conscious of a wider range of problem-solving strategies
- Detect and address student errors using purposeful questions and evidence of their thinking

Representing Math Problems with Pictures, Tables, and Actions

One step of problem solving commonly skipped by both students and teachers is the representation of problems. Reformulating a problem as a picture, table, or actions not only can clarify the problem itself but also lead to better strategizing. To improve this practice, participants will:

- · Justify representation as a key step in problem solving
- Represent a variety of word problems using pictures, tables, and actions
- · Pose purposeful questions to help students represent problems independently
- Use representations to choose solution strategies
- Commit to connecting representations in day-to-day problem solving



Leading Problem Solving Workshops

When students know how to manage the process of problem solving, a teacher can leverage these skills in many ways. Yet most textbooks water down problem solving for students, leading teachers astray. In this course, participants will:

- Define an effective lesson flow for rich problem solving experiences
- Choose problems that address both topical goals and mathematical practice
- Do fewer problems, making them more engaging and digging deeper into them
- Guide students as they compare and contrast multiple solutions to the same problem
- Leverage problem "remixes" to efficiently extend learning from problems

Math Vocabulary

Learning vocabulary is a challenge in all academic areas, but teachers of math face additional challenges. In this course, participants will:

- Identify and address the major variables in vocabulary acquisition: exposure, time, and a variety of contexts
- Use root words and cognates to help students learn and remember vocabulary terms
- Try out a range of other fun, structured vocabulary instructional strategies

SAT Math

To increase students' readiness for the SAT Math, participants in this course will:

- Detail the SAT's increased emphasis in four areas: the "heart" of algebra, problem solving, data analysis, and "passport" to advanced math
- Assess the school's curriculum to ensure that students will be prepared for the challenges of the SAT
- Devise a test-readiness plan

STEAM

Introduction to STEAM and Inquiry-Based Learning

Twenty-first century careers demand that students develop STEAM (science, technology, engineering, art, and math) habits of mind. STEAM topics are addressed together not only because these fields are deeply intertwined in the real world, but because that is how students learn these content areas most effectively. In this course, teachers will explore ways to use inquiry-based methods to engage students in investigating the world around them. Participants will:

- Articulate the importance and goals of STEAM education in the 21st century
- · Identify the principles and practices of inquiry-based learning
- Define criteria for a strong inquiry-based learning experience
- Use those criteria to evaluate activities and revise them to make them more inquiry-based
- Explore online resources for collaborative learning
- Use a 5E model for lesson planning to promote inquiry and problem solving

Making Inquiry the Focus of Instruction

STEAM education paves the way for students to become the next generation of innovators, educators, researchers, and leaders who can tackle our most pressing challenges. This course is designed for schools that have begun to implement inquiry-based learning and are moving forward with their STEAM initiatives. Teachers will learn how to incorporate project-based learning strategies and challenge students to apply scientific principles to real-world problems. In the course, participants will:

- Explore the power of questions to spark inquiry in all learners
- Investigate the engineering and mathematical practice standards
- Examine the role of inquiry-based learning in both STEAM and non-STEAM disciplines
- Make connections between STEAM and the school's curriculum and other programs
- Generate a plan for implementation and transfer to the classroom

Creating Inquiry-Based Labs

Inquiry-based labs use real-world problems to help students build the skills essential for the 21st-century workforce. In this session, educators will review the components and guidelines for inquiry-based learning and examine the role of learning and innovation skills in inquiry-based labs. Participants will:

- · Identify and use prompts to support inquiry in the classroom
- Explore the steps to create an inquiry-based lab
- Generate a plan for implementation and transfer to classroom

Fostering Critical Thinking with Inquiry-Based Labs

Understanding the interconnected nature of science as it is practiced in the real world is central to the mission of the Next Generation Science Standards (NGSS). These essential science skills are critical not only for college and career readiness, but for all citizens who must make daily decisions based on research and data. In this course, participants will explore the standards and experience teaching the content through inquiry, investigation, and discovery. Participants will:

- Explore the NGSS
- Understand how inquiry is incorporated into the NGSS
- Discuss and experience the difference between hands-on and inquiry-based instruction
- · Investigate the levels of inquiry in an inquiry-based lab
- · Modify inquiry-based labs to reflect differentiated levels of inquiry required for the NGSS

Project-Based Learning

Project-based learning is a dynamic, inquiry-based classroom approach in which students gain important knowledge, skills, and understandings by investigating open-ended questions. Project-based learning requires critical thinking, collaboration, and creativity and helps to develop the skills required for success in college, careers, and beyond. In this session, participants will learn the fundamentals of project-based learning and work to develop engaging classroom projects. Participants will also:

- · Explore the components of project-based learning
- Understand how project-based learning helps to develop 21st-century skills
- Examine sample projects
- Design an interdisciplinary project

Transforming Assessments into Authentic Performance Tasks

How do we develop authentic assessments for STEM and inquiry-based learning? In this session, participants will explore examples of performance tasks from inquiry-based learning and STEM lessons to measure them against the criteria for an authentic assessment. Participants will also use the GRASPS framework to start designing a performance task.

- · Identify formative and summative assessment techniques appropriate for authentic learning
- Examine performance tasks that integrate technology and the arts to help students show mastery of content
- Begin creating an assessment tool for an inquiry-based learning lesson or project that involves an authentic performance task

Building STEM Lessons to Align with NGSS Principles

The Next Generation Science Standards (NGSS) encourages teachers to introduce students to a phenomenon and use that experience to build their knowledge around a concept. This is a more constructivist approach, and one that better emulates the processes scientists and engineers follow in their careers as they work in collaboration to ask questions, test hypotheses, and make discoveries. Participants will:

- Use the Science and Engineering Practice standards as an anchor to lesson development
- Analyze an NGSS-aligned lesson based on observable phenomena
- Apply NGSS elements to cross-curricular lessons
- Explore the critical role of collaborative learning in support

Designing STEM Unit Plans for 21st-Century Learning Environments

STEM learning requires an innovative, collaborative, and interdisciplinary approach to problem solving. For students to cultivate these skills, they need access to learning environments that engage them in authentic, real-world exploration. In this session, participants will learn to plan inquiry-based units designed for 21st-century learning environments that support the development of STEM skills students need to succeed beyond the classroom. Participants also will:

- Describe the characteristics of 21st-century learning environments
- Identify the stages of backward design and how they align with the steps involved in planning inquiry-based STEM instruction
- Apply backwards design to plan a grade-appropriate STEM unit that aligns with the academic and developmental needs of students

MTSS

Specially Designed Instruction in Reading 🖳

Specially designed instruction means adapting as appropriate the content, methodology, or delivery of instruction to the needs of an eligible child. In this session, participants will explore the steps and strategies for designing and delivering explicit instruction in reading for students with an individualized education plan (IEP). Participants will also examine progress-monitoring practices at their school to determine ways to improve the process of monitoring and adjusting instruction so that all students can learn. Participants will:

- Identify the similarities and differences between specially designed instruction (SDI), core instruction, supplemental intervention, and intensive intervention
- Design learning opportunities for students with disabilities that incorporate adapted content, suitable methodology, and delivery of SDI
- Apply a variety of high-leverage practices designed to help students with disabilities achieve learning goals
- Determine whether interventions are producing the desired results through progress monitoring

Specially Designed Instruction in Math 🚇

Specially designed instruction means adapting as appropriate the content, methodology, or delivery of instruction to the needs of an eligible child. In this session, participants will explore the steps and strategies for designing and delivering explicit instruction in math for students with an individualized education plan (IEP). Participants will also examine progress-monitoring practices at their school to determine ways to improve the process of monitoring and adjusting instruction so that all students can learn. Participants will:

- Identify the similarities and differences between specially designed instruction (SDI), core instruction, supplemental intervention, and intensive intervention
- Design learning opportunities for students with disabilities that incorporate adapted content, suitable methodology, and delivery of SDI
- Apply a variety of high-leverage practices designed to help students with disabilities achieve learning goals
- · Determine whether interventions are producing the desired results through progress monitoring

Introduction to MTSS: A Framework for Instruction 🛄

Multi-tiered Systems of Support (MTSS) is a resource allocation framework that focuses on success for all learners by ensuring access to high quality instruction, intervention, and social-emotional support. It is a systematic process of connecting assessment, resources, and research-based practices to support the needs of every type of learner. In this session, educators will explore the why, what, and how of multi-tiered intervention and plan to implement MTSS within their own school community or district. Participants will:

- Understand the components of a tiered intervention system
- Explore various assessments and the role they play in an MTSS framework
- · Coordinate support and resources to prepare for tiered interventions
- Implement a problem-solving process

Refining Our MTSS Systems and Practices 🚇

Once schools have laid the foundation for an MTSS framework, they can work toward refining their systems and practices to better support the growth and success of all students. Participants in this session will take a deeper dive into the components of MTSS, including potential assessments, a process for analyzing various sources of data to inform instruction, and a framework for designing effective Tier I and Tier II instruction. Participants will:

- Understand how mindset can affect the success of a school's MTSS efforts
- Describe various types of assessments used to inform decision making
- Design effective Tier 1 and Tier 2 instruction
- · Implement a process for data-based decision making

TIERED ACADEMIC INTERVENTIONS

Intensive Academic Interventions 🛄

The National Center for Intensive Intervention (NCII) identified Four Categories of Practice essential in planning and implementing effective instructional practices. These practices have a great impact on student outcomes. Instruction needs to be intentional and explicit. This session explores overarching concepts of high-leverage practices (HLPs) and the Core Practices for Intensive Intervention. These include: Selecting Critical Content; Verifying Students Have Prerequisite Skills and Background Knowledge; Providing Students a Clear Statement of Goals and Expectations; Sequencing Skills Logically; Presenting a Wide Range of Examples and Non-examples. Participants will:

- Define and understand the core practices and principles of intensive academic interventions
- · Identify the impact of core practices and high-leverage practices on student outcomes
- Utilize core practices and high-leverage practices to determine what, why, and how to deliver intensive academic interventions

Advanced Exploration of Intensive Academic Interventions

This is a follow-up to Introduction to Intensive Academic Interventions. The session explores additional high-leverage practices and more specific strategies for designing and delivering intensive intervention. These include: segmenting complex skills; drawing attention to important features of the content through modeling/think alouds; promoting successful engagement using systematically faded supports/prompts; presenting information in ways that help students organize knowledge; creating purposeful practice opportunities; and providing opportunities for students to respond and receive feedback. Participants will:

- Demonstrate an understanding of intensive academic interventions
- Determine specific strategies to use when designing and delivering intensive academic instruction
- Design and implement high-leverage practices that support students' academic learning



Exploring Models for Accelerating Learning

This session highlights the importance of designing data-informed accelerated learning opportunities to advance student learning that aligns with grade-level standards. Participants will explore strategies that move students rapidly in the right direction by addressing skill and knowledge gaps within the context of new learning. Participants will:

- Apply accelerated learning strategies to get students moving in the right direction
- Describe the benefits of making standards and learning goals explicit to students
- Develop solutions for addressing skill gaps in the context of new learning

Prioritizing Standards to Accelerate Learning

Accelerated learning models can be a valuable strategy for reinforcing pre-requisite skills that ensure student success during core instruction. In this session, participants will be introduced to Catapult Learning Acceleration Maps, a valuable tool to guide lesson planning and set the foundation for accelerated learning. In an accelerated learning model, teachers preview new learning before the main lesson takes place and then utilize data they collect to inform the need for remediation. To do this well, teachers must be able to identify what standards to prioritize in crafting learning objectives and planning for learning. These prioritized standards help determine what scaffolds should be provided to promote successful learning in the core instruction. Participants will examine exemplars of accelerated learning and plan to accelerate learning in their classrooms.

Catapult Learning Acceleration Maps are organized based on the prioritized standards for each grade level. Each prioritized standard is paired with the prerequisite skills needed to access grade-level content and growth standards to provide context to the next grade level. Understanding the prerequisite skills needed to access grade-level content is essential to planning proactive support and deploying a variety of strategies to accelerate learning. Acceleration Maps are introduced during this introductory course – Prioritizing Standards to Accelerate Learning – and then may be used during follow-up coaching opportunities to provide teachers with direct support to plan instruction. Participants will learn to:

- Define prioritized standards and describe how Catapult's Acceleration Maps help unpack these standards
- Analyze the use of prioritized standards in grade-level exemplars of accelerated learning
- Develop and implement an action plan using accelerated models for learning that are informed by the prioritized standards from Catapult's Acceleration Maps

DIFFERENTIATED INSTRUCTION

Differentiation to Enhance Learning 🖳

Differentiation is a flexible, responsive, and proactive approach to meeting the needs of every learner in the classroom. Differentiating instruction ensures that all students are able to access, understand, and apply new skills and concepts. Educators will learn how to provide different paths to learning and consider ways to differentiate instruction based on content, process, product, and learning environment to ensure appropriate levels of challenge for all students. During this course, participants will:

- Understand the principles of effective differentiation
- Determine the teacher's role and responsibilities in a differentiated classroom
- Learn strategies for differentiating content, process, product, and environment according to readiness, interest, and/or learning preference
- Practice differentiating a lesson

The Differentiated Classroom: Planning for Learning

Planning for instruction in a mixed-ability setting takes special consideration. Educators in this session will explore tools and strategies for planning to address the needs of mixed-ability learners within the classroom. During this course, participants will:

- Understand how pre-assessments support growth, motivation to learn, and efficiency of learning in mixed-ability classrooms
- Explore strategies for assessing and differentiating according to readiness, interest, and/or learning preference
- Create a tool that assesses readiness, interests, and/or learning profile
- · Learn how and why to use flexible groups
- Plan opportunities for the use of flexible groups throughout a lesson

The Differentiated Classroom: Instructional Strategies

A mixed-ability classroom can present unique challenges for instruction and management. Educators in this session will learn instructional strategies for monitoring, delivering, and adjusting instruction according to the readiness and learning styles of the students within their mixed-ability classes. Participants will also:

- Understand how differentiation of content, process, and product maximizes student growth and ensures that the needs of individual students are met
- Explore strategies for differentiating content, process, and product
- · Create possible product assignments to address various learning preferences
- Plan to differentiate content, process, and products in the mixed-ability classroom

The Differentiated Classroom: Learning Environment

Addressing individual student needs within a mixed-ability classroom is essential to student success. Educators will focus on creating learning environments that honor and support the needs of students within mixed-ability classes and explore strategies for building successful partnerships with parents. During this course, participants will also:

- · Learn strategies for building classroom community
- Design the physical classroom space to maximize opportunities for teaching and learning
- Develop a plan to increase parental involvement

Using Technology to Differentiate Instruction

Twenty-first century classrooms must embrace technology as a tool for learning and use it to optimize instruction for digital learners, who receive and process information in fundamentally different ways. Educators will explore how to use technology to cultivate authentic learning experiences and to motivate and support students in the classroom with different learning styles, interests, and levels of readiness. Participants will learn to:

- Explore the transformative effects of technology on teaching and learning
- Understand how to use technology to foster 21st-century skills and engage students in the process of learning
- Design authentic learning opportunities for students with different learning styles, interests, and levels of readiness

LEVERAGING TECHNOLOGY FOR IMPACT AND ENGAGEMENT

Education and AI: Transformative Approaches to Teaching and Learning

The field of education is undergoing a significant transformation due to the rise of artificial intelligence (AI), which is expected to change the way we teach and learn. To help teachers prepare for this shift, it is essential for them to familiarize themselves with the various tools and applications of AI. This will enable them to proactively integrate these innovations into their classrooms, making their teaching more effective and engaging for students. The workshop introduces teachers to the new world of learning, where they will not only be active learners themselves but also gain hands-on experience with tools that will enhance their teaching and save time. By doing so, they can immediately incorporate these tools into their lessons to better engage students in their learning process. Participants will:

- Utilize a variety of AI tools to uphold academic integrity, deter cheating, and address ethical considerations
- Navigate through diverse AI databases to streamline lesson planning, enhance parent communication, and facilitate assignment differentiation
- Develop a robust set of guidelines for seamlessly integrating AI into their classrooms, taking proactive measures to prevent any potential misuse by students
- Explore multiple strategies for empowering students to effectively leverage AI, enabling them to express their knowledge more meaningfully

Introduction to Blended Learning

Blended learning brings face-to-face and online learning together in an integrated learning experience that enables personalization, mastery-based progression, and use of real-time data to monitor and adjust instruction. During this course, educators will learn to distinguish blended learning from technology integration. They will also examine the different models of blended learning that can be implemented in the classroom and the roles of the student and teacher in a blended learning environment. Participants will:

- Assess their current practices as they relate to blended learning
- Transform a traditional lesson into a blended learning one
- Develop solutions to challenges they face in integrating blended learning in their classroom

Making a Successful Transition to Blended Learning

One of the challenges of transitioning to blended learning is ensuring students can be successful in both the in-person and virtual learning environments. Flipped learning is a type of blended learning that focuses on organizing asynchronous remote instruction intentionally linked to active in-class learning to support application of learning. In this session, participants will learn ways to differentiate instruction within the flipped classroom design and plan a flipped learning lesson that models gradual release of responsibility. Participants will:

- Examine blended learning and flipped classroom design
- Identify and design key practices for planning and implementing successful flipped learning
- Evaluate and develop assessment and feedback components needed to determine student success in a flipped classroom

Ed Tech: Developing Skills to Support Virtual Learning

In this session, participants will explore the use of a web browser and learn basic computer skills like how to manage Zoom meetings, window tabs, how to create a personal Google Account, how to manage bookmarks, how to use Google Drive, and how to use the copy and paste function when using links. Participants will:

- Manage Zoom as a host
- Establish and organize bookmarks and shortcuts to frequently used Google and work-related sites
- Create a Google Account and be able to utilize personal and work profiles
- Manage Google Apps using multiple methods
- Identify and integrate copy and paste functionality into Google Apps using links

Supercharge Blended Lesson Design

Participants will explore best practices inherent in models such as TPACK, SAMR, and PEERS to supercharge your remote lessons. We will also provide a curated list of free technology-enhanced resources for elementary, middle, and high school students. Participants will:

- Make informed decisions regarding inclusion of technology to support effective learning
- · Create learning experiences that consider constraints and possibilities of in-home learning

Supercharge K-2 Blended Lesson Design

Continuous learning in a virtual environment is challenging for any age, but these challenges can seem magnified when working with K-2 students. In this session, we will explore best practices inherent in models such as TPACK, SAMR, and PEERS to supercharge your remote lessons for young students. We will also provide a curated list of free technology-enhanced resources specifically designed to engage early elementary school students. Participants will:

- · Make informed decisions regarding inclusion of technology to support effective learning
- Create learning experiences that consider constraints and possibilities of in-home learning
- Create learning experiences that target the foundational skills of the K-2 classroom



Planning and Teaching in a Multi-Access Learning Environment – 2 part series

Multi-Access Learning is an environment where a teacher engages in traditional and digital learning simultaneously. The multi-access learning environment can be either/or both synchronous and asynchronous. The series focuses on the planning, implementation, and refining of a Multi-Access Learning environment. Participants will:

- Explore learning frameworks
- Understand the impact of Multi-Access Learning
- Evaluate planning needs for implementation
- Align teaching strategies for both online and traditional learning
- Evaluate assessment strategies to impact learning in traditional and digital classes
- Build an effective Multi-Access lesson
- Evaluate planning implementation and refine strategies

Planning and Teaching in a Multi-Access Learning Environment – Part One

This session should be offered first. In this session, participants will explore what is Multi-Access Learning, how it impacts the learning environment from the teacher's and student's perspective, discuss implications and considerations of teaching dual modalities, and begin planning for multi-access instruction.

Planning and Teaching in a Multi-Access Learning Environment – Part Two

This session should follow Part One. In this session, participants explore best teaching strategies in both traditional and digital classes, evaluate assessment tools that can be used successfully online and in the classroom, and finalize the multi-access learning plan.

Guiding the Close Reading Process in a Distance Learning Environment

Close reading is a thoughtful, critical analysis of text that leads to a deeper understanding of the text's form, academic vocabulary, author's purpose, and overall meaning. Research has shown that close reading helps increase the reading proficiency of all students and is critical for college and career readiness. This course will explore how we can leverage digital tools to set students up for success as they close reading in a distance learning environment and build the knowledge that is essential for comprehension of complex texts. Participants will:

- Review the steps of a close reading
- Explore tools to do a digital close reading
- Begin developing a digital close reading
- Determine next steps for doing a digital close reading

Differentiating Instruction in the Virtual Learning Environment

A mixed-ability classroom can present unique challenges for instruction and management, which can be even further compounded in a virtual learning environment. In this session, participants will learn instructional strategies to maximize student achievement and ensure the needs of individual students are met in a virtual learning setting. Participants will:

- Identify ways to develop a virtual learning community that embraces a differentiated approach
- · Apply strategies for differentiating instruction in a virtual learning environment
- Create virtual learning opportunities that address students' needs

Workshop 1: Asynchronous Learning for High School

Can educators keep expectations high and craft engaging, rigorous lessons that encourage continuous learning outside of the physical classroom? Can this be done asynchronously to ensure access for students who are unable to meet with teachers in a live session? This series of content-based 2-hour webinars allows for concrete ideas and tangible next steps to guide teachers as they shift to a distance learning model with a focus on asynchronous learning. Throughout the session, teachers will actively manipulate various platforms and engage in examples of standards-based asynchronous learning opportunities. Participants will:

- Set up distance learning expectations
- Delineate between asynchronous versus synchronous
- Use the SAMR model to explore instructional strategies within a distance learning environment
- Explore feedback options suited for the distance learning environment

Workshop 2: Leveraging a Core Instructional Model to Design Synchronous Distance Learning Engagements

Synchronous engagements provide teachers and students the opportunities to connect and allow for continuous interactive and engaging learning from a distance. However, the time allowed for this type of engagement is limited and must be planned with thoughtfulness and intentionality. This series of content-based 2-hour webinars provides examples of synchronous distance learning that follows the progression of a Core Instructional Model. Participants will be exposed to options of virtual tools and strategies that can be utilized as they activate and assess relevant knowledge, provide teacher input, plan for student active participant, and identify student success. Throughout the session, teachers will engage in reflection opportunities and discussion to help equip them with the tools and understanding as they design standards-based, synchronous learning opportunities. Participants will:

- Describe best practices for synchronous engagements
- Apply synchronous distance learning in practice aligning to the Core Instructional Model
- · Connect asynchronous and synchronous learning
- Utilize exploring assessment/feedback within the distance learning environment
- Evaluate options of models for synchronous engagements

Workshop 3: Assessment in the Secondary Virtual Learning Environment

Gauging student understanding and providing timely feedback are vital components of the cycle of instruction. However, doing so from a distance while ensuring integrity and reliability can be challenging. In this session, participants will explore opportunities to embed assessments in the middle and high school virtual learning environment. During this interactive virtual session, auto-scored assessments as well as digitally enhanced traditional and authentic assessments will be covered along with the use of digital portfolios and rubrics. Finally, using effective practices and digital tools, participants will explore will explore various ways to support student growth through appropriate feedback methods. Participants will:

- · Apply best practices of assessment in the virtual learning environment
- Discuss ways technology-enhanced tools can be used to develop formative and summative assessments for middle and high school students
- Explore various forms of authentic tasks and how these can provide evidence for learning
- Provide effective feedback using technology-enhanced tools

Workshop 1: Working with Google: Google Classroom Introduction

In this session, new Google Classroom users will participate in creating their own Google Classroom, inviting students to the classroom space. Participants will use digital tools to create and post two assignments for their students. Participants will review student work, providing feedback to improve student learning. Participants will also:

- Understand Google Classroom and how it supports learning
- Create and build a Classroom
- · Develop assignments with digital tools
- Review student work and grades

Workshop 2: Working with Google: G-Suite and Google Apps Introduction

In this session, participants will explore and use G-Suite applications to build documents, incorporate presentations, and explore data in spreadsheets to support learning. Activities will incorporate advanced search techniques with Google Search, Google Books, and Google Scholar for instructional delivery. Participants will learn the tools to support teaching as well as enhance student learning. Participants will also:

- Explore G-suite applications (Docs, Slides, Sheets)
- Search with Books or Scholar

Workshop 3: Working with Google: Instructional Tools

In this session, participants will explore and use digital tools to enhance instructional practices and explore flipped learning opportunities. Activities will incorporate using Google Maps and Google Earth to conduct virtual field trips and explore knowledge of the world. Additionally, participants will integrate videos and digital tools such as video conferencing, YouTube, and Chrome extensions to extend learning opportunities. Participants will:

- Explore virtual fields trips with Google Maps and Google Earth
- Extend learning opportunities with digital tools such as YouTube
- Integrate video conferencing with digital tools
- Explore Chrome extensions

Workshop 4: Working with Google: Assessment and Feedback

In this session, participants will engage in tools to provide appropriate feedback and use assessments for learning. Participants will use Google Forms to create custom formative and summative assessments. Using effective practices and digital tools, participants will explore various ways to support student growth through appropriate feedback methods. In addition, participants will use Google Sites to examine options for student portfolios. Participants will:

- Use Google Forms to develop formative and summative assessments
- Extend learning experiences by building student portfolios with Google Sites
- Provide effective feedback using Google comment features

ENGLISH LEARNERS

Understanding the Needs of English Learners

Understanding how English Learners acquire language is critical in responding to language and learning needs so that students can access content successfully. To guide this growth, educators must organize quality instructional experiences that meet the needs of students while increasing academic language proficiency. In this course, participants will identify the characteristics of English Learners, learn how they acquire language, and begin to determine the best instructional context for their academic growth. Participants will:

- Identify the characteristics of English Learners and how they use language
- Describe how language is acquired
- Organize instructional experiences for English Learners in a general education setting
- Execute a well-informed action plan

Language Objectives and Oral Language Strategies

Language acquisition is most effective when teachers integrate language objectives with content objectives to enhance students' access to content. When students understand the What (content) and the How (language) of each lesson, they become more engaged, and productive output increases. In this course, educators will learn how to write language objectives based on the content objects, as well as develop both listening and oral language strategies to enhance students' language proficiency. Participants will:

- · Apply language acquisition principles
- Develop language objectives
- Design experiences to promote active listening and oral language
- Execute a well-informed action plan



Effective Strategies for Engaging English Learners

Engaging English Learners in a general education setting requires a language-rich and culturally responsive classroom. To be successful, educators need to be able to build language bridges and design English Language development lessons for active student participation. In this course, participants will identify strategies to create a welcoming environment for English Learners and develop regular content-area lessons that provide language clarification and acquisition support. Participants will:

- Develop strategies to enhance cultural relevance for students
- Reflect on strategies that build a language-rich community
- Analyze an English Language development lesson
- Create engaging experiences that build student active participation

Vocabulary Development for English Learners

How do we move English Learners' language proficiency by building academic vocabulary in the general education setting? During this session, participants will examine the similarities and differences between tiered vocabulary models presented by Beck and McKeown (2013) and Calderón, et. al. (2005), the latter focusing on vocabulary development for English Learners. Participants will practice identifying and classifying vocabulary words to teach English Learners in their classroom and learn a six-step process for vocabulary instruction. Participants will also plan a vocabulary mini-lesson that incorporates instructional strategies they have encountered throughout the session and set some SMART goals for teaching vocabulary to English Learners in their classroom. Participants will:

- Describe various tiers of vocabulary and key principles of vocabulary development for English Learners based on research
- · Identify key vocabulary to incorporate into instruction
- Employ strategies that promote academic language usage by English Learners in the classroom

Reading for English Learners

How does Reader's Workshop develop English Language proficiency in the general education setting? In this session, participants will learn the elements of teaching reading to English Learners with a focus on phonics, phonemic awareness, and reading comprehension. Participants will examine the reading workshop approach as a method for delivering instruction to diverse learners and explore strategies for small-group learning. By the end of the session, participants will develop a reading lesson aligned to college- and career-readiness standards that addresses the needs of English Learners in their classroom. Participants will:

- Describe a readers' workshop approach to support differentiated instruction for diverse learners
- · Identify a repertoire of instructional strategies that enhance language proficiency through reading
- Develop reading lessons that incorporate language objectives and collaborative conversations that meet college- and career-readiness standards

Writing for English Learners

How does Writer's Workshop develop English Language proficiency across content areas in the general education setting? In this session, participants will examine how a writers' workshop approach can move English Learners toward fluency by teaching authentic writing and writing from sources. Participants will explore what it means to create a learning environment that supports English Learners in writing and learn and practice strategies for more effective conferences with English Learners. Participants will:

- · Identify the components of a writers' workshop
- Describe the writing process for authentic writing and writing from sources with English Learners
- · Create a learning environment that supports English Learners in writing
- Develop strategies for effective conferring with English Learners

Co-Teaching English Learners

How can we foster collaborative partnerships between general education and the English Learner teachers to support language proficiency growth? When teachers collaborate and form high-functioning teams, their collective efficacy is greatly increased. Participants will explore how to build professional partnerships that maintain the shared belief that together they can achieve success with English Learners. Participants will:

- Define the framework for co-teaching English Learners
- Develop strategies that build relationships between general education and English Learner teachers in the classroom
- · Set expectations between school and co-teaching partners
- Reflect on the importance of planning

Designing English Development Lessons

How can we design English Language Development (ELD) lessons that serve as a bridge between learning content and language? In this session, participants will examine standards-aligned ELD lessons and explore interactive strategies that support the building of content knowledge and language development for all students. Participants will:

- Analyze designated and integrated ELD lessons and determine how these might apply to their schools/context
- Develop ideas for ELD lessons around grammar, vocabulary, reading, and writing
- Design a designated or integrated ELD lesson for an upcoming unit

Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading

How do we support grade 4–12 English Learners in a general education setting? In this session, participants will learn about the different types of English Learners and strategies for teaching background knowledge, close reading, and text-dependent questions. Participants will:

- Describe how to maintain rigor when students need to learn the basics in reading and vocabulary
- Develop strategies for social-emotional support and honoring language and experiences of students
- Identify and address how they will support grade 4–12 English Learners in their classrooms and schools

Teaching Content-Specific Literacy to English Learners

How do we help English Learners become successful in learning content and English language skills at the same time? During this session, participants will review what effective instruction for English Learners looks like in math, science, and social studies classrooms and practice identifying what language is needed for content learning. Participants will also learn how to select and teach a complex, content-area text to English Learners. Participants will:

- · Identify ways to increase language production in various content areas
- · Describe the importance of teaching academic vocabulary
- Apply strategies for teaching content while supporting English language skills

Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners

How can our assessments be central to linguistically responsive instruction that recognizes individual students' backgrounds, abilities, and needs? In this session, participants will learn how to develop a linguistically responsive approach to improve and enrich instruction delivered to English Learners. Using the WIDA assessment data and the WIDA tools will provide students opportunities to grow linguistically in all four language domains: listening, speaking, reading, and writing. Participants will:

- · Evaluate assessments that drive instruction and promote language proficiency growth
- Analyze language demands inherent in academic tasks as aligned to the WIDA standards
- Describe and apply WIDA tools that inform and support classroom instructional practices with ELs.
- Create portraits to collaborate with colleagues, students, and families that analyze assessment results and goalsetting opportunities

ASSESSMENT

Assessment Techniques

At its core, assessment is the art of collecting evidence to determine a student's depth of knowledge. However, choosing the right assessment technique depends on many factors. In this course, participants will learn to:

- Choose assessment formats based on the type of learning to be assessed
- Evaluate assessment tasks by considering four key criteria: learning goals, depth of knowledge (DOK) to be assessed, ampleness of evidence, and clarity
- Use a wider range of assessment strategies to break the monotony and better access student thinking
- · Assess whole classes more efficiently

Assessment Techniques — A Closer Look

This course is a follow-up to the Assessment Techniques course, diving deeper into three key assessment formats: the ever-popular test format as well as performance tasks and self-assessment, two underused formats that research shows to be flexible and effective. To improve their usage of these formats, participants will learn to:

- Identify and avoid common issues with tests, applying these principles to one of their own tests
- Design performance tasks as an alternative to testing
- · Develop students' ability in self-assessment

Formative Assessment and Adjusting Instruction 🛄

Formative assessment is valuable only when teachers use it to adjust instruction and provide feedback to students. To get more out of their assessment practice, participants in this course will:

- Distinguish summative and formative assessment, while acknowledging the gray area in between
- Identify types of errors, break down errors into their root causes, and strategically address them
- Respond to formative assessment with a variety of timely adjustments to instruction—immediate, near-term, last-chance—and monitor for effectiveness
- Make other instructional adjustments to students' learning tactics and classroom climate

Giving Effective Feedback 🖳

Research shows that feedback is one of the most significant strategies teachers can engage in to promote student learning. To reflect on and expand their practice of providing effective feedback, participants will:

- Identify several modes and formats for giving students feedback
- Understand key research about feedback and distinguish grading from giving feedback
- Learn techniques for providing effective, actionable feedback to help students meet learning goals

Introduction to Data Analysis

Effective schools use data to continuously improve. Participants in this session will learn how to gather and analyze data that will help to understand where their schools are, why they are getting the results they are, and how to focus improvement strategies. They will examine the roles and responsibilities of data teams and develop a shared sense of responsibility for student success. Additionally, in this course, participants will:

- Practice a four-step process for analyzing data
- Establish teams to use data to make instructional and curricular decisions for the purpose of increasing student achievement
- •Take a solution-oriented approach to focusing instructional improvement
- Use data to set goals to improve teaching and learning schoolwide

Data-Driven Instruction and Data Walls

Continue to practice the data analysis cycle with a focus on using the data to plan and adjust instruction. Participants will use assessment data to target skills and will explore the use of data walls to facilitate collaboration and focus instructional improvement. During this course, participants will also:

- Create a SMART goal to improve performance on targeted skills
- Choose from a variety of instructional strategies to reach their SMART goal
- Understand the learning environment guidelines for "walls that talk" related to data walls
- Visualize and plan a meaningful and inspiring data wall for their own learning space

SPECIAL EDUCATION

Identifying and Understanding the Needs of Students with Learning Differences 🛄

Students receiving special education services have needs that differ from the general student population and among themselves. With an increased number of students with special needs in general education settings, teachers must be equipped with the tools to support their individual needs. In this session, educators will explore the common attributes of various disabilities and learn how to provide instructional support in general education classrooms. Participants will:

- Understand common attributes of various disabilities
- Identify specific learning needs of individual students
- Explore strategies for a multitiered process of providing instructional support in the general education setting
- Create and use tools to support the continuous progress monitoring of students

Exploring Modifications and Accommodations for Students with Learning Differences

For many students with learning differences, the key to success lies in having appropriate accommodations for instruction and other classroom activities. These changes help a student access the general education curriculum in a way that makes the most sense for his or her individual needs. During this session, educators will learn practical instructional and assessment strategies to create an inclusive classroom setting. Participants will:

- Understand the difference between modifications and accommodations
- Explore accommodation strategies to support students with various needs
- Learn how to create a classroom environment that is conducive to teaching students with special needs
- Implement strategies in the general education setting

Universal Design for Learning

Universal Design for Learning (UDL) is a research-based educational framework that can guide the development of flexible learning environments designed to accommodate individual learning differences. UDL supports an approach to teaching aimed at meeting the needs of every student in a classroom. In this course, participants explore three principles of UDL: providing learners various ways of acquiring information and knowledge, encouraging multiple alternatives for demonstrating what students know, and tapping into learners' interests, offering appropriate challenges, and increasing motivation by varying methods of engagement. These principles of UDL can be leveraged to support the unique needs of students with special needs, while at the same time motivating and engaging all students within the classroom. Participants will:

- Demonstrate an understanding of the principles of Universal Design for Learning (UDL), including multiple means of representation, action and expression, and engagement
- Examine examples of the UDL principles in practice
- Plan learning experiences that integrate UDL principles

Foundations of IDEA and Section 504 🛄

The provision of educational services for students with disabilities is mandated by two central pieces of federal law: The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. During this course, participants explore the foundational elements of each, including how they ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE). The notion of "Least Restrictive Environment" as a function of the continuum of services will also be explored. Participants will:

- Describe the federal laws that affect the provision of special education services and the delivery of a Free Appropriate Public Education (FAPE)
- Identify the roles of general and special educators in providing FAPE for students with disabilities
- Examine the notion of "Least Restrictive Environment" as it relates to the continuum of services.

The IEP: Your Role as a General Educator 🛄

IDEA, the federal law that guides special education, requires that a general education teacher familiar with the child be involved as a member of the individualized education plan (IEP) team. The general education classroom teacher plays an important role in the development of the IEP and is the curriculum expert on the multidisciplinary team. In this course, we define and discuss the IEP and its components, focusing on the role of the general education classroom teacher as it relates to each element. We also explore what to do before, during, and after an IEP meeting. Participants will:

- Describe what the individualized education plan (IEP) is and its components as an instructional road map
- Identify the important contributions general educators make in the development and implementation of the IEP
- Apply processes general educators can engage in before, during, and after IEP development

The IEP: Develop, Implement, and Monitor Individualized Education Plans

For students to receive a high-quality, specialized education and learning experience as mandated by the provision of FAPE in IDEA, special educators must know how to develop, implement, and monitor an individualized education plan (IEP). In this session, participants will learn how to determine students' present level of academic achievement and functional performance and set IEP goals and objectives aligned to present levels. Participants will also explore tools and resources for implementing and monitoring progress on the IEP, as well as:

- Describe the essential components of an IEP and why they are important
- Develop supports and strategies to implement the IEP
- Use techniques and strategies to monitor teaching and learning based on the goals and objectives of the IEP

Keys to Successful Inclusion: Co-Planning and Co-Teaching 🛄

There is remarkable power in partnerships. To best support the needs of students most at-risk in general education settings, both regular education and special education teachers need to be armed with tools and strategies to improve the quality of instruction to meet the needs of diverse populations. Co-planning and co-teaching refers to the practice of two teachers planning lessons, delivering instruction, and sharing the responsibility for student learning. Participants will:

- Understand the rationale for co-planning and co-teaching
- Identify key principles of co-planning and co-teaching
- Utilize the planning pyramid as a framework for designing differentiated instruction
- Apply the models of co-teaching strategically in various instructional contexts

Data-Based Individualization (DBI) 🖳

Data-based individualization procedures can maximize student learning and social-behavioral development in a multitiered system. In this session, participants will explore data-based interventions for Tier III learners who require personalized instructional experiences to achieve functional performance levels. Participants will examine the DBI process and acquire strategies and resources for progress monitoring, diagnostic assessments, and intervention adaptations. Participants will learn to:

- Describe data-based procedures to create individualized academic and social-behavioral programming within a tiered system of interventions
- Identify reliable, multi-phase, and proactive data-based interventions targeting identified IEP goals and outcomes
- Create an action plan to address specific students' learning profile requirements

PROVIDE RESPONSIVE SUPPORT TO STUDENTS WITH AUTISM

Identifying and Understanding the Needs of Students with Autism

This course will lead the audience to explore the quality indicators for autism spectrum disorder (ASD) in a school setting. Participants will have an opportunity to explore common ASD areas of need (e.g., Academic, Social, Adaptive, Executive Functioning, Communication, Academic, and Sensory), and an awareness of one's own capacities to work closely with students with Autism. Lastly, participants will be given time to understand their own students programming needs and identify practical tools and strategies to be pro-active, confident, and equipped in their efforts. Participants will:

- Explore the LEA's quality indicators to determine if a student is qualified for ASD
- Learn common areas of need and strengths with ASD students
- Identify high leverage evidence-based strategies and supports for communication and non-preferred tasks
- Examine "real time" students with autism programming and accommodations

Instructional Design to Meet the Unique Learning Needs of Students with Autism

In this course, participants will explore the unique learning styles of children and adolescents with Autism and examine structured teaching strategies to facilitate the development of skills in the areas of academics (literacy and numeracy), communication, independence, social and leisure, vocational, and daily living skills. Key concepts include reinforcement, prompting and fading, discreet trial training (DTT), and self-regulation. Strategies for small group instruction and rotational models will also be explored. Participants will:

- Explore instructional strategies to support skill development across various areas of academic and behavioral need
- Utilize strategies to promote reinforcement, prompting and fading, and Discreet Trial Training (DTT)

Effective Data Collection, Tracking, and Monitoring to Support Student Growth

At its core, assessment is the art of collecting evidence to determine a student's mastery and growth and to design impactful programming and instruction aligned to a student's needs. In this course, participants will explore and reflect their current data collection methods, and practice administering tools that track and monitor student progress, including factors such as duration, intensity, and frequency of behaviors and academic progress. Participants will:

- · Define various strategies for collecting evidence to determine mastery and growth
- Identify the key factors for tracking and monitoring student progress, including duration, intensity, and frequency
- Begin to design a process for regular progress monitoring and data collection

Creating a Positive Classroom Culture and Spaces Organized for Learning to Support Students with Autism

Learning spaces can have a profound impact for students with Autism. A well-developed classroom space, climate, and student schedule supports learning, motivation, and engagement. In this course, participants will identify key elements of effective physical environments and discuss how to create an environment that is conducive to support communication, sensory, emotional regulation, and executive functioning needs. Participants will:

- Make connections between the characteristics of Autism and supporting features of the learning environment
- · Identify key features of a learning environment designed to support students with Autism
- Begin to design a plan for adjusting learning environments that best support students with Autism

LEADERSHIP FOR POSITIVE IMPACT

Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, and Assessments

In order to effectively engage students, teachers should be crafting objectives, questions, and assessments at each level of cognitive demand throughout their units of instruction. School leaders will learn to recognize the level of demand required of students and develop a plan of action to support the application of Bloom's Taxonomy to classroom instruction and assessment. Participants will:

- Understand the levels of cognitive demand presented in Bloom's Taxonomy
- Recognize the levels of taxonomy in objectives, questions, and assessments
- · Align questions and tasks to various levels of cognitive demand
- Identify instructional strategies that will develop and reinforce the levels of thinking targeted in objectives and assessments
- Support teachers as they develop opportunities for students to think, discuss, and demonstrate learning at all levels of Bloom's Taxonomy

Marzano's High-Yield Strategies for Instructional Leaders 🛄

Research-based instructional strategies maximize a teacher's ability to enhance student achievement. Used strategically and in conjunction with a high-quality curriculum and effective management techniques, the nine highyield strategies imparted in this session can have a powerful effect on student learning. School leaders will learn to identify the nine strategies in instruction and be able to support teachers' and students' use of the strategies in the classroom. Additionally, participants will:

- Understand how and why the strategies are organized into a framework for instructional planning
- Recognize how the use of high-yield strategies can support the development of college- and career-readiness skills
- Identify use of the strategies using real classroom examples
- Determine how to support teachers' and students' use of high-yield strategies in the classroom

Differentiation to Enhance Learning for Instructional Leaders

Differentiation is a flexible, responsive, and proactive approach to meeting the needs of every learner in the classroom. Differentiating instruction ensures that all students are able to access, understand, and apply new skills and concepts. School leaders will learn how to identify evidence of differentiation in the classroom and will develop a plan for leading a differentiated school. In the course, participants will:

- Understand the principles of effective differentiation
- Explore strategies for differentiating content, process, product, and environment according to readiness, interest, and/or learning preference
- Learn how to identify evidence of differentiation in the classroom
- Generate a plan for leading a differentiated school

Building a Professional Learning Community

For schoolwide change to take hold, teachers must be actively involved in the process, communicating and collaborating to achieve results. Professional Learning Communities (PLCs) are a way to achieve this. Educators in this session will learn the what, why, and how of establishing a successful, goals-oriented PLC. Participants will:

- Understand the essential components of effective PLCs
- · Generate shared mission and vision statements
- Create norms for effective collaboration
- Draft an action plan for establishing PLCs with a focus on learning

Developing Effective Teams

Teamwork involves collaboration, and creating a productive, results-oriented team is a process. Educators in this session will learn the skills necessary for successful collaboration and how to ensure that teamwork is sustained and resources are leveraged to contribute to the continuous improvement of teaching and learning in schools. Participants will:

- Explore the characteristics of an effective team
- · Determine what is needed for successful collaboration
- · Develop a rubric to chart the team's progress
- Draft a template to structure the team meetings

Setting the Stage: Developing Your Leadership Team

The most effective organizations have leaders at all levels who are clear about their roles and know how their effectiveness contributes to the organization as a whole. In this session, participants will be introduced to a range of processes, skills, and tools that will help build capacity within the leadership team. Participants will:

- Shape and share a school vision
- Set clear, common goals
- · Create a community code to guide student behavior
- Establish and communicate non-negotiable expectations
- · Learn strategies for building a positive school culture and climate with a focus on learning

Building a Culture of Achievement

Having a culture of achievement requires an intentional effort by school leaders to put achievement at the focus of everything their school does. Educators in this course will examine the four domains for building a culture of achievement—climate, time, celebrations, and communication—and explore and adapt ideas and strategies to grow within each domain. Participants will:

- Analyze their current practices within the four domains for building a culture of achievement
- Assess their school's strengths and areas for improvement within each of the four domains
- · Create an action plan for enhancing their school's culture of achievement

Change Management and the Data Analysis Cycle

School leaders seeking to establish a data-driven culture in their learning community must be prepared to manage complex change and lead their staff through the data analysis cycle. In this session, participants will examine the developmental stages of change and how to guide their school through that process. Participants also will analyze benchmark data from their school and practice drafting SMART goals for students and classrooms that align to school and district targets. In addition, participants will:

- Describe the change management process, including implementation dips and the difference between first- and second-order change
- Use the data analysis cycle to analyze benchmark data and identify strengths and growth opportunities
- Develop SMART goals to improve performance on targeted skills

Effective Achievement Teams

In this session, participants learn how to design and establish high-impact achievement teams. Participants will examine the importance of distributive leadership and ways to deal with resistance and get team members on board. Participants will also explore protocols for facilitating data team meetings and continue to analyze benchmark data from their school as well as practice drafting SMART goals for students and classrooms that align to school and district targets. This course is designed as a follow-up to Change Management and the Data Analysis Cycle.

- Apply operational and facilitation factors necessary for high-impact achievement team meetings
- · Implement processes for achievement team follow-through and quality assurance
- · Identify strengths and growth opportunities by analyzing benchmark data
- · Develop SMART goals to improve performance on targeted skills

Designing Data Displays and Instructional Interventions

Participants will continue to analyze benchmark data and set SMART goals, but with a specific focus on examining and selecting instructional interventions to respond to the skill gaps they observe. Participants also will learn how to visualize and plan "walls that talk" so that data displays become an integral part of the school's learning environment. This course is designed as a follow-up to Effective Achievement Teams.

- Identify strengths and growth opportunities by analyzing benchmark data
- Develop SMART goals to improve performance on targeted skills
- Implement instructional interventions to respond to observed skill gaps
- Create compelling data displays that support progress toward SMART goals

Data-Driven Observations and Coaching Conversations

In this session, participants will learn how to conduct non-evaluative classroom observations that focus on collecting evidence of quality teaching and learning. Participants will practice facilitating data-focused coaching conversations using the MEET framework and identify concrete next steps to ensure teachers receive the instructional support they need to use data effectively to drive instruction. This course is designed as a follow-up to Designing Data Displays and Instructional Interventions.

- Identify ways to collect data-focused classroom evidence during observations
- Examine observation note exemplars and identify quality indicators
- Apply components of high-leverage, data-driven coaching conversations
- Create an action plan to observe classrooms and provide teachers with effective feedback on their utilization of data in the classroom

Assessment for School Leaders

At the start of this session, participants will reflect on recent observations and how to support teachers in more effectively collecting and using data to drive instruction. Participants will then examine the types of assessments currently in use within the classrooms they observed and explore what constitutes a high-quality assessment task. Based on the trends they see, participants will determine next steps for improving the quality of assessments in their school. This session is designed as a follow-up to Data-Driven Observations and Coaching Conversations.

- Assess the strengths and growth opportunities of teachers' data use in the classroom from recent observations
- Identify trends of assessment types currently in use
- Examine instructional planning approaches for designing high-quality performance tasks

Analyzing Student and Teacher Growth

During this session, participants will conduct a deep analysis of multiple years of end-of-year benchmark assessment data using the data analysis cycle. Participants will also reflect on their teacher observation data and the work of their achievement team(s) to determine what supports will be needed to continue fostering a data-driven culture in their school. By the end of the session, participants will develop an achievement team meeting agenda focused on using end-of-year benchmark assessment data to drive improvement in the upcoming school year. This session is designed as a follow-up to Assessment for Leaders.

- Examine benchmark assessment and teacher observation data to highlight priority areas and inform professional learning
- · Identify areas of growth for data team effectiveness
- Create and execute an action plan to use end-of-year benchmark assessment and observation data to drive improvement

Using Data to Tell Your Story 🖳

School leaders can improve the support for and resourcing of their learning community by communicating its value using data and the tenets of branding. Participants in this session will examine their data sources and identify what data can help tell the story of their school. They also will explore how to develop a school brand that uses authentic stories, promotes the mission of the school through positive and purposeful messaging, and consistently shares tangible, measurable results. Participants will:

- Align available data to the school's vision, mission, and beliefs to create a compelling data story
- Craft a narrative that uses data to "tell" the school's story
- Effectively utilize branding and storytelling, using both print and social media tools, to share school stories

Assessment and Feedback in a Virtual Learning Environment

Assessment and feedback can seem overwhelming in traditional learning environments. Translating these practices into the digital space while ensuring integrity and reliability while assessing your students requires a new set of strategies. In this session, participants will explore assessments for learning in the virtual learning environment. During this interactive virtual session, auto-scored assessments as well as digitally enhanced traditional and authentic assessments will be covered along with the use of digital portfolios and rubrics. Finally, using effective practices and digital tools, participants will explore various ways to support student growth through appropriate feedback methods. Participants will:

- Apply best practices of assessment in the virtual learning environment
- Use technology-enhanced tools to develop formative and summative assessments
- Provide effective feedback using technology-enhanced tools

Google Classroom for School Leaders

This course will provide an overview of how leadership can utilize technology in order to hold staff meetings, make announcements, check to see that instruction is being held to high standards, and use benchmark assessments to track academic growth. Specifically, this course will explore the tools of Google Classroom and how it relates to creating open communication with staff members as well as an introduction to Zoom/Google Meet to get better insights of the learning experiences in your virtual school. Participants will:

- Articulate ways cloud-based applications can increase efficiency for teacher communication
- Integrate Google Suite applications into current and new school practices
- Utilize Google Classroom to be able to track teacher work, post benchmark assessments, and identify teachers in need of additional assistance



Course List



Indicates course is available as part of a PD*Now* package (accessible online asynchronously, 24/7)

CLASSROOM MANAGEMENT TO UNLOCK LEARNING

PROMOTE FAVORABLE LEARNING ENVIRONMENTS

- □ Spaces Organized for Learning
- 🗌 Effective Classroom Management 🛄
- Developing Learner Voice
- Developing Core Values
- Cooperative Learning and Teamwork
- Optimizing Learning: Effective Small Group Instruction Strategies
- Interactive and Engaging Teaching Strategies
- □ Interactive and Engaging Teaching Strategies in Virtual Learning
- Promoting Teacher Self-Care and Wellness

EXECUTIVE FUNCTION AND RESILIENCE

- Introduction to Social-Emotional Learning I
- □ Supporting Executive Function and Self-Regulation 🖳
- Helping Students Cope with Anxiety
- Modeling and Teaching Social-Emotional Skill Building
- Advancing Equity in the Classroom 🛄
- Recognizing Implicit Bias and Striving for Cultural Competency
- Promoting a Safe and Positive School Climate
- 🗌 Cultural Competence 🛄
- Promoting Engagement and Achievement in a Community of Learners
- □ Fostering a Growth Mindset in the Classroom 🛄

INCLUSIVE PRACTICES

- □ Introduction to Trauma-Informed Practices
- Trauma-Informed Educational Practices
- Caregivers as Partners: Supporting In-Home Learning
- Powerful Teams: Teachers Working with Paraprofessionals
- Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs
- Supporting Students with Intensive Social-Emotional and Behavioral Challenges
- Introduction to Positive Behavioral Interventions and Supports (PBIS)

- Tiered Behavioral Interventions
- Intensive Behavioral Interventions

MENTAL HEALTH

- 🗌 Mental Health Literacy 🛄
- Mental Health and Social Emotional Learning
- Mental Health and Mental Illness in Young People

INSTRUCTIONAL EXCELLENCE FOR ACADEMIC ACHIEVEMENT

PROMOTE GENERAL PEDAGOGY AND CURRICULUM

- Introduction to a Core Instructional Model
- Concept-Based Teaching
- Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments
- □ Webb's Depth of Knowledge
- 🗌 Marzano's High-Yield Instructional Strategies 🛄
- 🗌 Crafting Learning Objectives 🖳
- □ Introduction to Curriculum Mapping
- Enhancing Oral Language and Vocabulary Development
- Differentiated Instruction in the Early Childhood Classroom

READING

- Close Reading
- Exploring Text Complexity
- How to Incorporate Text-Dependent Questions
- Guided Reading
- Developing Academic Vocabulary
- Introduction to the Science of Reading K-8
- 🗌 Phonological Awareness K-5 🛄
- 🗌 Phonics K-5 🛄
- 🗌 Word Study K-8 🖳
- Reading Comprehension K-8 []
- Reading Intervention K-8

IMPLEMENTATION GUIDE

WRITING

- Developing Rubrics for Writing
- Supporting Informative Writing
- Using the Writing Process to Support Argumentative Writing
- □ Writing from Sources
- □ Teaching Strategies: Opinion Writing
- □ Teaching Strategies: Argumentative Writing
- □ Supporting Emergent Writers
- Supporting Developing Writers
- □ Writing Across the Curriculum

ELA AND LITERACY

- Teaching the Art of Speaking and Listening
- Disciplinary Literacy in the Science Classroom
- Disciplinary Literacy in the Social Studies Classroom

MATH: INSTRUCTIONAL PRACTICES

- Developing Lifelong Mathematicians: The Mathematical Practices
- Strengthening Math Instruction: The Math Teaching Practices
- □ Facilitating Meaningful Mathematical Discourse

MATH: DEEP UNDERSTANDING

- Teaching Math for Deep Understanding
- □ Supporting Productive Struggle
- A Fresh Look at Numbers and Operations in Base 10
- □ Foundations of Addition and Subtraction
- □ Measurement vs. the Properties of Operations
- Addition and Subtraction
- Comparing, Adding, and Subtracting Fractions
- □ The Properties of Operations and Base10 Computation
- Rates, Ratios, Percentages, and Proportions
- Solving Linear Equations and Linear Systems of Equations
- Statistics, Probability, and Simulation
- □ Transformations: A New Emphasis in Geometry Learning
- □ The Algebra of Polynomials
- Coordinate Geometry
- (Re)building Computational Fluency on Deep Understanding of the Operations

MATH: PROBLEM SOLVING AND NUMERACY

- □ Guiding the Process of Problem Solving
- Representing Math Problems with Pictures, Tables, and Actions

- Leading Problem Solving Workshops
- Math Vocabulary
- 🗌 SAT Math

STEAM

- □ Introduction to STEAM and Inquiry-Based Learning
- □ Making Inquiry the Focus of Instruction
- Creating Inquiry-Based Labs
- □ Fostering Critical Thinking with Inquiry-Based Labs
- □ Project-Based Learning
- Transforming Assessments into Authentic Performance Tasks
- Building STEM Lessons to Align with NGSS Principles
- Designing STEM Unit Plans for 21st-Century Learning Environments

MTSS

- Specially Designed Instruction in Reading
- Specially Designed Instruction in Math III
- □ Introduction to MTSS: A Framework for Instruction 🛄
- Refining Our MTSS Systems and Practices
- Tiered Academic Interventions
- Intensive Academic Interventions
- Advanced Exploration of Intensive Academic Interventions
- Exploring Models for Accelerating Learning
- Prioritizing Standards to Accelerate Learning

DIFFERENTIATED INSTRUCTION

- Differentiation to Enhance Learning 🛄
- The Differentiated Classroom: Planning for Learning
- The Differentiated Classroom: Instructional Strategies
- □ The Differentiated Classroom: Learning Environment
- Using Technology to Differentiate Instruction

LEVERAGING TECHNOLOGY FOR IMPACT AND ENGAGEMENT

- Education and AI: Transformative Approaches to Teaching and Learning
- □ Introduction to Blended Learning
- Making a Successful Transition to Blended Learning
- Ed Tech: Developing Skills to Support Virtual Learning
- Supercharge Blended Lesson Design
- Supercharge K-2 Blended Lesson Design
- Planning and Teaching in a Multi-Access Learning Environment – 2 part series
- Planning and Teaching in a Multi-Access Learning Environment – Part One

- Planning and Teaching in a Multi-Access Learning Environment – Part Two
- Guiding the Close Reading Process in a Distance Learning Environment
- Differentiating Instruction in the Virtual Learning Environment
- Workshop 1: Asynchronous Learning for High School
- □ Workshop 2: Leveraging a Core Instructional Model to Design Synchronous Distance Learning Engagements
- Workshop 3: Assessment in the Secondary Virtual Learning Environment
- □ Workshop 1: Working with Google: Google Classroom Introduction
- Workshop 2: Working with Google: G-Suite and Google Apps Introduction
- □ Workshop 3: Working with Google: Instructional Tools
- Workshop 4: Working with Google: Assessment and Feedback

ENGLISH LEARNERS

- Understanding the Needs of English Learners
- Language Objectives and Oral Language Strategies
- Effective Strategies for Engaging English Learners
- □ Vocabulary Development for English Learners
- Reading for English Learners
- □ Writing for English Learners
- Co-Teaching English Learners
- Designing English Development Lessons
- □ Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading
- □ Teaching Content-Specific Literacy to English Learners
- Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners

ASSESSMENT

- Assessment Techniques
- Assessment Techniques A Closer Look
- Formative Assessment and Adjusting Instruction
- 🗌 Giving Effective Feedback 🛄
- □ Introduction to Data Analysis
- Data-Driven Instruction and Data Walls

SPECIAL EDUCATION

- Identifying and Understanding the Needs of Students with Learning Differences
- Exploring Modifications and Accommodations for Students with Learning Differences
- Universal Design for Learning
- □ Foundations of IDEA and Section 504 🛄
- 🗌 The IEP: Your Role as a General Educator 🛄
- The IEP: Develop, Implement, and Monitor Individualized Education Plans
- 🗌 Keys to Successful Inclusion: Co-Planning and Co-Teaching 🖳
- 🗌 Data-Based Individualization (DBI) 🛄

PROVIDE RESPONSIVE SUPPORT TO STUDENTS WITH AUTISM

- Identifying and Understanding the Needs of Students with Autism
- Instructional Design to Meet the Unique Learning Needs of Students with Autism
- Effective Data Collection, Tracking, and Monitoring to Support Student Growth
- Creating a Positive Classroom Culture and Spaces Organized for Learning to Support Students with Autism

LEADERSHIP FOR POSITIVE IMPACT

- Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, and Assessments
- Marzano's High-Yield Strategies for Instructional Leaders
- Differentiation to Enhance Learning for Instructional Leaders
- Building a Professional Learning Community
- Developing Effective Teams
- Setting the Stage: Developing Your Leadership Team
- Building a Culture of Achievement
- Change Management and the Data Analysis Cycle
- Effective Achievement Teams
- Designing Data Displays and Instructional Interventions
- Data-Driven Observations and Coaching Conversations
- Assessment for School Leaders
- Analyzing Student and Teacher Growth
- 🗌 Using Data to Tell Your Story 🛄
- Assessment and Feedback in a Virtual Learning Environment
- Google Classroom for School Leaders

NOTES			

NOTES	

NOTES		



With over 45 years of experience delivering difference-making professional development solutions, Catapult Learning is ready to work with your district or school to identify your needs and create a customized plan that addresses school challenges holistically. Whether the challenges lie in classroom management, academic achievement, or school leadership, Catapult's solutions make a meaningful impact. To learn more, visit **catapultlearning.com/professional-development** today.





A+ = Proposal for Coaching Services for Elementary Schools Teachers to Henrico County Public Schools RFP No. 24-2626-1JL



Due February 1, 2024, at 11:00 AM

Response to:

Jianchong Luo Assistant Division Director8600 Staples Mill Road P.O. Box 90775 Henrico, VA 23273-0775 (804) 501-5660 Iuo001@henrico.us

Prepared by Catapult Learning:

Maxwell Levine Director of School Partnerships 609-922-4172 maxwell.levine@catapultlearning.com



Table of Contents

Table of Contents	1
Tab 1 – Introduction and Signed Forms	2
Cover Letter	2
Additional Required Forms	3
Tab 2 – Statement of the Scope	12
A. General Requirements	12
B. Specific Requirements	13
C. HCPS Staffing Rights	16
D. Reporting and Evaluation	16
E. Invoicing	16
Tab 3 – Default, Termination and Barred Certification Statement	17
Tab 4 – Offeror Qualifications, Experience & Resumes	
a. Years in Business	18
b. Years in Business Under Present Name	8
c. Staff Resumes	8
Tab 5 – References	10
Tab 6 – Service Approach and Implementation	11
Statement of Work	11
Our Approach	
Proposed Solutions for Henrico County Public Schools	
Subconsultants	
Required Information	
Tab 7 – Pricing/Cost Proposal	27
Additional Supplemental Professional Development & Coaching Services	27
Tab 8 – Exceptions	29
Tab 9 – Assumptions	31
Tab 10 – Appendices	32



Tab 1 – Introduction and Signed Forms

In this tab, we include the following:

- Cover Letter On company letterhead, signed by a person with the corporate authority to enter into contracts in the amount of the proposal.
- Proposal Signature Sheet Attachment A
- Business Classification Form Attachment B
- Virginia State Corporation Commission Registration Information Attachment C
- Proprietary/Confidential Information Attachment D
- Direct Contact with Students Attachment F
- Anti-Lobbying Certification

Cover Letter

February 1, 2024

Jianchong Luo Assistant Division Director Henrico County Public Schools

RE: RFP No. 24-2626-1JL, Coaching Services for Elementary School Teachers

Mr. Luo:

Catapult Learning is pleased to provide our response for Henrico County Public Schools' RFP for "Coaching Services for Elementary School Teachers." We are the leader in providing educational services, accelerating achievement nationwide for 48 years. We have partnered with education institutions, government agencies, and community groups to provide outcomes-based professional learning and coaching supports tailored to school needs, ultimately producing positive academic results.

We are the largest, most experienced provider of contracted educational services nationwide; we currently provide professional development in 28 states, supporting over 25,000 educators annually, and globally through our professional development partnership with the Department of Defense Education Activity.

Our services address specific educational challenges in public and nonpublic schools as we work to improve academic achievement of students by building the capacity of the adults who serve them. We offer opportunities for professional development and coaching, student intervention and counseling, and parent involvement – all of which we now offer both in-person and virtually.





Catapult Learning brings a variety of educational experiences and background to our proposed programming for Henrico County Public Schools and we have been a trusted partner with Henrico County Public Schools since 2016. We believe that all students can learn and meet or exceed challenging standards with the right support. We welcome the opportunity to support your leaders and teachers as they meet the needs of every learner. We design our programs to produce measurable gains in student achievement, to motivate learners, and to incorporate best practices to design and deliver instructional excellence.

We welcome further discussion and are open to negotiate any aspect of our proposal. Should you have any questions or desire additional information, please reach out to the individual listed on the cover of our proposal. Catapult Learning shares your educational goals in delivering professional development programs of remarkable value in Henrico County.

Sincerely,

Tim Hickey Chief Marketing Officer

Additional Required Forms

On the following pages, we include attachments A through F and a completed Anti-Lobbying Certification.





ATTACHMENT A PROPOSAL SIGNATURE SHEET

My signature certifies that the proposal as submitted complies with all requirements specified in this Request for Proposal ("RFP") No. 24-2626-1JL – Coaching Services for Elementary Schools Teachers.

My signature also certifies that by submitting a proposal in response to this RFP, the Offeror represents that in the preparation and submission of this proposal, the Offeror did not, either directly or indirectly, enter into any combination or arrangement with any person or business entity, or enter into any agreement, participate in any collusion, or otherwise take any action in the restraining of free, competitive bidding in violation of the Sherman Act (15 U.S.C. Section 1) or Sections 59.1-9.1 through 59.1-9.17 or Sections 59.1-68.6 through 59.1-68.8 of the Code of Virginia.

I hereby certify that I am authorized to sign as a legal representative for the business entity submitting this proposal.

LEGAL NAME OF OFFEROR (DO NOT USE TRADE NAME): Catap	oult Learning, LLC
ADDRESS: 150 Rouse Blvd, Suite 210	
Philadelphia, PA 19112	
FEDERAL ID NO: 73-7685121	
SIGNATURE: Tin Hand	
NAME OF PERSON SIGNING (PRINT): Tim Hickey	
TITLE: Chief Marketing Officer	
TELEPHONE: 215-592-7000	
FAX: N/A	
EMAIL ADDRESS: proposals@catapultlearning.com	
DATE: 1/31/2024	



ATTACHMENT B BUSINESS CATEGORY CLASSIFI	
Company Legal Name: Catapult Learning, LLC	
Company Legar Ivanie:	
This form completed by: Signature: The Hard Tim Hickey	Title: Chief Marketing Officer
Date: 01/31/2024	
PLEASE SPECIFY YOUR <u>BUSINESS CATEGORY</u> BY CHECK BELOW.	ING THE APPROPRIATE BOX(ES)
(Check all that apply.)	SUPPLIER REGISTRATION - The County of
SMALL BUSINESS	Henrico encourages all suppliers interested in
WOMEN-OWNED BUSINESS	doing business with the County to register with eVA, the Commonwealth of Virginia's electronic
MINORITY-OWNED BUSINESS	procurement portal, http://eva.virginia.gov.
SERVICE-DISABLED VETERAN	eVA Registered? X Yes No
EMPLOYMENT SERVICES ORGANIZATION	Contragonica: Miles 110
NON-SWaM (Not Small, Women-owned or Minority-owned)	
NUMBERDATE DEFINITIONS For the purpose of determining the appropriate business cat	
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual	s who are U.S. citizens or legal resident aliens, and together wi
DEFINITIONS For the purpose of determining the appropriate business cat	s who are U.S. citizens or legal resident aliens, and together wi
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goos receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more woo	s who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall contr aen who are U.S. citizens or legal resident aliens, or in the case
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goos receipts of \$10 million or less averaged over the previou management and daily business operations of the small business.	s who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall comm an who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goss receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more unit "Minority-owned business "means a business that is at least 51 percent owned by one or more unit	s who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall com an who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are l or more women. worty individuals who are U.S. citizens or legal resident aliens,
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and duly business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and duly business operations are controlled by one	s who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall com an who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. usity individuals who are U.S. citizens or legal resident aliens, juity ownership interest in the corporation, partnership, or limit
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more min of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equi- company or other entity is owned by oue or more minority individuals who are U.S. citizens or legal controlled by one or more minority individuals. "Minority individual" means an individual who is a citizen of the United States or a legal resident of a company of the entity individual" means an individual who is a citizen of the United States or a legal resident state of the set of the se	a who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall contr nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. sority individuals who are U.S. citizens or legal resident aliens, juity ownership interest in the corporation, partnership, or limi- resident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more min of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the ec- company or other entity is owned by one or more minority individuals who are U.S. citizens or legal controlled by one or more minority individuals.	a who are U.S. citizens or legal resident aliens, and together wi s three years. One or more of the individual owners shall contr nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. sority individuals who are U.S. citizens or legal resident aliens, juity ownership interest in the corporation, partnership, or limi- resident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more unit of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the ex- company or other entity is owned by one or more minority individuals who are U.S. citizens or legal re- controlled by one or more minority individuals. "Minority individual" means an individual who is a citizen of the United States or a legal resi 1. "African American" means a person having origins in any of the original peoples of Africa a	s who are U.S. citizens or legal resident aliens, and together wis s three years. One or more of the individual owners shall contr nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. noity individuals who are U.S. citizens or legal resident aliens, just ownership interest in the corporation, partnership, or limit resident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin al who is regarded as such by the community of which this pe left, Southeast Asia, the Indian subcontinent, or the Pacific Islan. Maniana Islands, the Fhilippines, a U.S. territory of the Pacific
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one "Mimority-owned business" means a business that is at least 51 percent owned by one or more wor of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity controlled by one or more mimority individuals. "Mimority individual" means an individual who is a citizen of the United States or a legal resi 1. "African American" means a person having origins in any of the original peoples of Africa a to be a part. 2. "Asian American" means a person having origins in any of the original peoples of the Far Er- including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodin, Taiwan, Norther	s who are U.S. citizens or legal resident aliens, and together wis s three years. One or more of the individual owners shall contr nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. sodry individuals who are U.S. citizens or legal resident aliens, just ownership interest in the corporation, partnership, or limit resident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin ad who is regarded as such by the community of which this pe st, Southeast Asia, the Indian subcontinent, or the Pacific Islan Mariana Islands, the Philippines, a U.S. territory of the Pacific s person claims to be a part. of Mexico, South or Central America, or the Caribbean Island
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goots receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more unit of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity out legal resident aliens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more unit of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the ex- company or other entity is owned by one or more minority individuals. "Minority individual" means an individual who is a citizen of the United States or a legal resi 1. "African American" means a person having origins in any of the original peoples of Africa a to be a part. 2. "Axian American" means a person having origins in any of the original peoples of the Far Er- including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northen Palistan, Bangladesh, or Si Lanka and who is regarded as such by the community of which thi 3. "Hispanic American" means a person having origins in any of the Spanish-speaking peoples	a who are U.S. citizens or legal resident aliens, and together wis strate years. One or more of the individual owners shall comm nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. sority individuals who are U.S. citizens or legal resident aliens, juity ownership interest in the corporation, partnership, or limi resident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin ad who is regarded as such by the community of which this pe- ter, Southeast Asia, the Indian subcontinent, or the Pacific Islan Mationan Islands, the Fhilippines, a U.S. territory of the Pacific s person claims to be a part.
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previou management and daily business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident allens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more wor or legal resident allens, and both the management and daily business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more mi- of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the ec- company or other entity is owned by one or more minority individuals who are U.S. eitzens or legal recombined by one or more minority individual. "Minority individual" means an individual who is a citizen of the United States or a legal resi- including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Thiwan, Northen Fakista, Bangladeth, or Sri Lanka and who is regarded as such by the community of which thi 3. "Hispanic American" means a person having origins in any of the original peoples of Minca has panish or Portuguese cultures and who is regarded as such by the community of which this panish or Portuguese cultures and who is regarded as such by the community of which this panish or Portuguese cultures and who is regarded as such by the community of which this panish or Portuguese cultures and who is regarded as such by the community of which this panes.	a who are U.S. citizens or legal resident aliens, and together wis stace years. One or more of the individual owners shall comm nen who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are l or more women. Sority individuals who are U.S. citizens or legal resident aliens, uity ownership interest in the corporation, partnership, or limi exident aliens, and both the management and daily business of dent alien and who satisfies one or more of the following defi- ad who is regarded as such by the community of which this pe- est, Southeast Asia, the Indian subcontinent, or the Pacific Isla Maniana Islands, the Philippines, a U.S. territory of the Pacific s person claims to be a part. of Mexico, South or Central America, or the Caribbean Island sroon claims to be a part. merica and who is regarded as such by the community of which more service disabled veterans or, in the case of a corporation, corporation, partnership, or limited liability company or other
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goos receipts of \$10 million or less averaged over the previou management and duly business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more woo cooporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and duly business operations are controlled by one "Mimority-owned business" means a business that is at least 51 percent owned by one or more win of a cooporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident aliens, and both the management and duly business operations are controlled by one of a cooporation, partnership, or limited liability company or other entity, at least 51 percent of the ec- company or other entity is owned by one or more minority individuals who are U.S. critizens or legal re- controlled by one or more minority individual. "Minority individual" means an individual who is a citizen of the United States or a legal re- si-actional generation means a person having origins in any of the original peoples of Africa a to be a part. 2. "Asian American" means a person having origins in any of the original peoples of the Far Er- inscluding but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Thiwan, Norther Pakistan, Bangladesh, or Si Lanka and who is regarded as such by the community of which this 9. "Native American" means a person having origins in any of the original peoples of North Ai claims to be a part or who is recognized by a tubal organization. "Zervice disabled veteran business" means a business that is at least 51 percent owned by one or or limited liability company or other entity, at least 51 percent of the equity orwareship interest in	s who are U.S. citizens or legal resident aliens, and together wis s three years. One or more of the individual owners shall contr any who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. noity individuals who are U.S. citizens or legal resident aliens, up of which interest in the corporation, partnership, or limit esident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin ad who is regarded as such by the community of which this pe ist, Southeast Asia, the Indian subcontinent, or the Pacific Islan Manian Islands, the Fhilippines, a U.S. territory of the Pacific s person claims to be a part. of Mexico, South or Central America, or the Caribbean Island rison claims to be a part. merica and who is regarded as such by the community of which more service disabled veterans or, in the case of a corporation, corporation, partnership, or limited liability company or other ally business operations are controlled by one or more individ
DEFINITIONS For the purpose of determining the appropriate business cat "Small business" means a business, independently owned and controlled by one or more individual has 250 or fewer employees, or annual goots receipts of \$10 million or less averaged over the previou management and duly business operations of the small business. "Women-owned business" means a business that is at least 51 percent owned by one or more wor corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident alieus, and both the management and duly business operations are controlled by one "Minority-owned business" means a business that is at least 51 percent owned by one or more mi- of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity or legal resident alieus, and both the management and duly business operations are controlled by one "Afinority-owned business" means a business that is at least 51 percent owned by one or more mi- of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the ec- company or other entity is owned by one or more mimority individuals who are U.S. eitzens or legal re- controlled by one or more innority individual. "Minority individual" means an individual who is a citizen of the United States or a legal resi- t. "African American" means a person having origins in any of the original peoples of Africa at to be a part. 2. "Asian American" means a person having origins in any of the original peoples of the Far Er- including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Thiwan, Northere Fakista, Bargladeth, or Si Lanka and who is regarded as such by the community of which this 9. "Hispanic American" means a person having origins in any of the original peoples of North Ai claims to be a part or who is recognized by a tubal organization. "Service disabled veteran business" means a business that is at least 51 percent owned by one or or l	s who are U.S. citizens or legal resident aliens, and together wis s three years. One or more of the individual owners shall contr ann who are U.S. citizens or legal resident aliens, or in the case ownership interest is owned by one or more women who are 1 or more women. nontry individuals who are U.S. citizens or legal resident aliens, putty ownership interest in the corporation, partnership, or limit evident aliens, and both the management and daily business op dent alien and who satisfies one or more of the following defin ad who is regarded as such by the community of which this pe ust, Southeast Asia, the Indian subcontinent, or the Pacific Islau Manian Islands, the Fhilippines, a U.S. territory of the Pacific s person claims to be a part. of Mexico, South or Central America, or the Caribbean Island rison claims to be a part. merica and who is regarded as such by the community of which more service disabled veterans or, in the case of a corporation, corporation, partnership, or limited liability company or other ally business operations are controlled by one or more individ s military ground, naval, or air service, (ii) was discharged or re





ATTACHMENT C Virginia State Corporation Commission (SCC) Registration Information

The Offeror:

★ is a corporation or other business entity with the following SCC identification number: 072623113 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid/proposal an opinion of legal counsel which accurately and completely discloses the undersigned Bidder's current contracts with Virginia and describes why those contracts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

Please check the following box if you have not checked any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids:



ATTACHMENT D PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION

NAME OF OFFEROR: Catapult Learning, LLC

Trade secrets or proprietary information submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Va. Code § 2.2-4342(F) in writing, either before or at the time the data or other materials are submitted. The Offeror must specifically identify the data or materials to be protected including the section(s) of the proposal in which it is contained and the pages numbers, and state the reasons why protection is necessary. A summary of trade secrets and proprietary information submitted shall be submitted on this form. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. Va. Code § 2.2-4342(F) prohibits an Offeror from classifying an entire proposal, any portion of a proposal that does not contain trade secrets or proprietary information, line item prices, or total proposal prices as proprietary or trade secrets. If, after being given reasonable time, the Offeror refuses to withdraw such classification(s), the proposal will be rejected.

SECTION/TITLE	PAGE NUMBER(S)	REASON(S) FOR WITHHOLDING FROM DISCLOSURE



ATTACHMENT F DIRECT CONTACT WITH STUDENTS

Name of Offeror: Catapult Learning, LLC

Pursuant to Va. Code § 22.1-296.1(E), as a condition of awarding a contract for the provision of services that require the contractor or employees of the contractor to have direct contact with students on school property during regular school hours or during school-sponsored activities, the contractor shall provide certification of whether any individual who will provide such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02; any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense; or any crime of moral turpitude.

Any individual making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor and, upon conviction, the fact of such conviction is grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services. School boards shall not be liable for materially false statements regarding the certifications required by Va. Code § 22.1-296.1(E),.

Va. Code § 22.1-296.1(E), shall not apply to a contractor or his employees providing services to a school division in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed on an urgent basis to ensure that school facilities are safe and habitable, when it is reasonably anticipated that the contractor or his employees will have no direct contact with students.

For purposes of this certification, "services" means any work performed by an independent contractor wherein the service rendered does not consist primarily of acquisition of equipment or materials, or the rental of equipment, materials and supplies.

The contractor is responsible for affirming certification information for his subcontractors.

Pursuant to Va. Code § 22.1-296.1(F), no school board shall award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of § 19.2-392.02 or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense.

Pursuant to Va. Code § 22.1-296.1(G), any school board may award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in subsection A of § 19.2-392.02 and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense, provided that in the case of a felony conviction, such individual has had his civil rights restored by the Governor.

As part of this submission, the contractor certifies the following:

None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of a violent felony set forth in the definition of "barrier



crime" in Va. Code § 19.2-392.02(A) or an offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense;

And (select one of the following)

None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.

01

○ One or more individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities has been convicted of a felony or crime of moral turpitude that is not set forth in the definition of "barrier crime" in Va. Code § 19.2-392.02(A) and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense. (In the case of a felony conviction meeting these criteria, the contractor must submit evidence that the Governor has restored the individual's civil rights.).

Signature of Authorized Representative

Tim Hickéy, Chief Marketing Officer Printed Name of Authorized Representative

Catapult Learning, LLC

Printed Name of Vendor (if different than Representative)





ANTI-LOBBYING CERTIFICATION Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))

Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.

Required Certification. If applicable, contractors must sign and submit to the agency the following certification.

The undersigned certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.



The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.

Tim Hand

Signature of Contractor's Authorized Official

Tim Hickey, Chief Marketing Officer Name and Title of Contractor's Authorized Official

Catapult Learning, LLC

Printed Name of Offeror (if different than Representative)





Tab 2 – Statement of the Scope

In this tab, Offerors, in concise terms, shall state their understanding of the Scope of Services requested by this RFP in Section II.

As requested, we address the requirements outlined in the Scope of Services in the RFP. This includes:

- A. General Requirements
- B. Specific Requirements
- C. HCPS Staffing Reservation of Rights
- D. Reporting and Evaluation
- E. Invoicing

A. General Requirements

The Successful Offeror shall:

1. Provide staff coaching, modeling, and co-teaching support to improve instructional delivery, student engagement, instructional alignment and student outcomes in reading and math.

Catapult Learning understands, acknowledges, and will comply with this requirement. We describe our coaching model in detail in *Tab 6 – Service Approach and Implementation*, under "Statement of Work."

2. Facilitate the development of a sustainable specialist and peer coaching model for reading and math instruction that includes feedback, follow up, and monitoring of peer and specialist coaching impact on teacher growth, instructional delivery, and student outcomes.

We understand, acknowledge, and will comply with this requirement. We describe our coaching model in detail in Tab 6 – Service Approach and Implementation, under "Statement of Work."

3. Provide coaching support that is currently relevant and reflective of a diverse student population.

As schools become increasingly diverse and the demands of the 21st century shift, it is imperative that educators take a "whole-child" approach to addressing the complex needs of every student. Our proposed coaching support will reflect serving diverse populations and involve relevant best practices.

4. Provide coaching services during regular school hours from 8:00 a.m. to 4:00 p.m.

Catapult Learning understands, acknowledges, and will comply with this requirement.





5. Follow the HCPS school calendar, which will be provided to Successful Offeror. In the event of a school closing due to inclement weather or other extenuating circumstances, the coach will observe the school closing guidelines for HCPS as reported by the local media.

We understand, acknowledge, and will comply with this requirement.

6. Provide coaching service days/hours as determined by the needs of HCPS.

Catapult Learning understands, acknowledges, and will comply with this requirement.

7. Provide weekly updates, electronically, to the principal at each receiving school as well as to the Specialist for Title I program if applicable. The principal will use the data from the reports in their monthly or quarterly comprehensive School Quality Plan minutes and reports.

We understand, acknowledge, and will comply with this requirement.

8. Provide daily submission of coaching log entries as a record of teacher interactions within the schools they serve.

Catapult Learning understands, acknowledges, and will comply with this requirement.

9. The Successful Offeror shall be responsible for all travel arrangements and expenses.

We understand, acknowledge, and will comply with this requirement.

B. Specific Requirements.

The Successful Offeror shall:

1. Provide services that are scheduled and conducted in a professional, cooperative manner.

Catapult Learning's professional development services are characterized by a commitment to professionalism and collaboration. We ensure that all scheduled services are delivered in a manner that upholds high standards of professionalism, fostering a cooperative environment. With a focus on effective communication and engagement, Catapult Learning strives to create a positive and productive learning experience for participants, promoting the growth and development of individuals within a supportive and professional framework.

- 2. Provide services that are performed by trained persons with the following qualifications:
- a. expertise in mathematics or reading coaching;
- b. five (5) or more years of teaching experience;



- c. at least three (3) years' experience training teachers in the aforementioned professional learning focus areas and demonstrated leadership experience;
- d. experience working with teachers in high needs schools;
- e. ability to work within the HCPS instructional model and willingness to adapt instruction and;
- f. basic understanding of school quality process.

Our assigned professional development specialists will meet or exceed the requirements outlined above. Our local and national network of PD specialists bring a wealth of teaching and leadership experience to this work. These experiences provide critical background knowledge and expertise to pull from as they strengthen the capacity of the educators they serve. Our PD specialists bring real-life application to the skills and concepts presented in professional development events and through their coaching relationships. Typically our Specialist's background includes a master's degree in their area of expertise, as well as school or district leadership experience.

We make certain to select and assign staff with relevant practitioner experience. Our regional team will ensure internal training and support to work within HCPS instructional model and understand the school quality process we're engaging in as your partner.

We take great pride in providing the highest-quality staff with extensive experience in critical areas, such as math, reading or other content area specialties, site analysis, in-depth assessment of needs, and the provision of high-quality coaching and consultation.

Catapult Learning has a rigorous process for recruiting, hiring, and on-boarding new PD specialists who serve as facilitators in proposed professional learning partnerships. We solicit for new candidates through a variety of mechanisms including referrals from current specialists, referrals from clients, advertising in high-quality industry outlets, such as ASCD and EdWeek, and use of professional recruiters.

Once we identify prospective PD specialists, we set up an initial phone screening to evaluate the individual's qualifications for the position. If the screening team agrees that next steps are warranted, we schedule a formal interview with members of the education team, usually comprised of a senior professional development team representative and various regional professional learning program operators. In that interview, we present specific questions and scenarios to explore the candidate's academic and professional background, skills, and problem-solving capabilities. To analyze their interpersonal skills and the depth of knowledge of relevant academic content, candidates also are required to make a short presentation for the group on a topic related to Catapult Learning's professional development goals or objectives.

We check references with past supervisors to verify previous employment and quality of work in the field. We also require candidates to complete the E-Verify I-9 process to confirm their identity and

employment authorization to work in the United States, and conduct background checks, including any international/federal/state/local requirements for FBI/DOJ/fingerprinting.

Developing Team Members

Catapult Learning's Center for PD Excellence ensures that new PD Specialists participate in both virtual and face-to-face training in our content and coaching model or the coaching model supported by your district. We align to district expectations. We maintain an LMS, PDHub, that hosts a series of asynchronous PD modules designed to support orientation and ongoing learning for our PD Specialist network. This continuous professional learning and development ensures our PD Specialists are equipped with the skills and knowledge necessary to deliver critical adult learning opportunities to leaders and teachers throughout the United States.

Evaluating and Coaching Staff Members

Catapult Learning conducts regular needs assessment of its PD Specialists to set priorities for internal professional development opportunities in differentiated formats to foster a culture of learning within the organization. Follow-up, ongoing training is assigned through our online platform, electronic resources, and annual face-to-face and remote conferences. Ongoing training, both in-person and online, are offered as a means to further ongoing professional learning and ensure our PD Specialists stay up to date on the latest research and best practices.

We also collect feedback on every professional learning session our PD Specialists deliver, whether a workshop, a coaching day, or consultation day. We use this feedback to measure the quality of our services and have a wealth of evidence documenting evaluative feedback of our PD Specialists' work. We hire recognized experts in the field. By continually collecting feedback on their performance and using it to further their professional learning, our coaches continue to develop as distinguished, experienced educational leaders who excel in providing thoughtful, highly effective professional learning opportunities and job-embedded support for adult learners. Additionally, quality assurance data are also reported back to clients in the form of end-of-program reports.

3. Provide resumes of any new coaches that will be assigned to this contract for interview and approval prior to them being assigned to this contract.

Catapult Learning understands, acknowledges, and will comply with this requirement.

4. Provide follow-up information on teacher progress. Coaches will work under the instructional direction of a school designee.

We understand, acknowledge, and will comply with this requirement.





5. Provide background checks on all employees who will be providing services to HCPS. The Successful Offeror must agree to and sign HCPS Direct Contact with Students.

Catapult Learning understands, acknowledges, and will comply with this requirement.

C. HCPS Staffing Rights

C. HCPS reserves the right to request a new staff member if the coach is not able to fulfill the expectations of supporting school staff members. If a staff member must be replaced, HCPS will not pay for hours unfulfilled if the Successful Offeror is unable to supply a new coach that meets the requirements of the RFP.

We understand, acknowledge, and will comply with this requirement.

D. Reporting and Evaluation

The Successful Offeror shall:

1. Provide weekly attendance reports to the principal of the school location where the services were provided as well as to the Specialist for Title I programs.

Catapult Learning understands, acknowledges, and will comply with this requirement.

2. Submit an annual end-of-year program report to the principal at the school location where the services were provided and a consolidated report to the Specialist of Title I by the end of each contract year to include an overview of how services provided improved achievement, test scores and programmatic recommendations for the next contract year.

We understand, acknowledge, and will comply with this requirement.

E. Invoicing

1. Invoices must be submitted monthly to Henrico County Public Schools, PO Box 23120, Henrico, VA 23223. Invoices must reference the purchase order number, date of services, and number of hours that the service was provided.

Catapult Learning understands, acknowledges, and will comply with this requirement.





Tab 3 – Default, Termination and Barred Certification Statement

Pursuant to Section VI, Items L(3), L(4) and L(5), in this tab, Offerors shall certify (i) that it has not defaulted on any government contract in the last five years, (ii) that no government has terminated a contract with the Offeror for cause in the last five years, and (iii) that neither it nor any of its officers, directors, partners, or owners is currently barred from participating in any procurements by any federal, state, or local government body. If any of the aforementioned certifications cannot be made, Offerors must explain in reasonable detail.

We are able to confirm and certify that Catapult Learning, LLC has not defaulted on any government contracts in the last five years, that no government has terminated a contract with Catapult Learning, LLC for cause in the last five years and that neither it nor any of its officers, directors, partners or owners is currently barred from participating in any procurements by an federal, state or local government body.





Tab 4 – Offeror Qualifications, Experience & Resumes

In this tab, Offerors should demonstrate the Offeror's and their staff's qualifications and experience in providing the services as requested in this Request for Proposal (RFP). Offerors should provide, at a minimum, documentation demonstrating that their firm is a firm regularly engaged in providing services solicitated in this RFP. Discuss the firm's current workload. If subconsultants are to be utilized provide similar documentation to what has been requested of the offeror in this section. Provide appropriate documentation to support:

a. Years in Business

a. Years in business;

Catapult Learning was originally founded in 1976 as READS. In 1995, we were purchased by Sylvan Learning/Educate, Inc. Catapult Learning (and our predecessor companies) have partnered with state departments of education, school districts, government agencies, and community groups for more than 48 years, providing outcomes-based programs that are tailored to meeting adult and student needs and produce positive academic results. We are a privately owned, limited liability company, and the leading provider of contracted educational services to schools and districts nationwide.

Last year, we provided professional learning services in approximately 350 partnerships. Our services and people motivate the educators we serve to ensure the students in their charge achieve great success in school and beyond.

Our programs employ over 12,500 full and part-time staff and have served more than 25,000 educators and 170,000 students annually. Our streamlined administrative structure is designed to ensure that we meet planned, agreed-upon goals in a highly cost-efficient manner. Our managerial expertise enables us to seamlessly integrate our programs into schools, thus alleviating—and even eliminating—complex administrative responsibilities from the districts and schools we serve.

In addition to our expansive professional learning solutions, we provide a wide variety of additional services. These include:

- Our signature reading and math instructional programs
- Counseling
- EL programs
- Speech/language assessment and intervention services
- IDEA services





- STEM, STEAM, and other enrichment programs
- Family engagement programs
- School nursing and social work
- Program evaluation
- Various consultative services

National Experience

Since 1985, we have been meeting specific educational challenges with our unparalleled, research-based professional development services to assist districts and schools in achieving their educational objectives. Catapult Learning currently provides professional development in 28 states, supporting over 25,000 educators annually.

The following table lists the districts in which we currently provide or have recently provided professional development in public and nonpublic schools.

Catapult Learning's Professional Development Programs
Arizona
Sunnyside SD, Tucson SD, AZ Department of Corrections, Maricopa County PS
California
Los Angeles USD, Antelope Valley High School District, Newport Mesa USD, Ontario Montclair USD, Orange USD, Santa Ana USD, San Bernardino USD, San Francisco USD, Westminster USD, Windsor SD
Colorado
Denver Public Schools, Montrose School District
Connecticut
Wethersfield Public Schools
Delaware
Brandywine School District
District of Columbia
U.S. Department of Defense
Florida
Broward County Public Schools, Columbia County PS, Flagler County PS, Glade County PS, Hillsborough County PS, Miami-Dade County PS, Orange County PS, Pinellas County PS, Polk County PS, Brevard County PS, Okeechobee County PS, Osceola County PS, Seminole County PS, Marion County PS, Hernando County PS, Sarasota County PS
Hawai`i
Hawai`i Department of Education
Illinois
Chicago Public Schools, Rich Township High School District 221
Indiana
Indiana Non-Public School Association, Perry Meridian SD
Kentucky



DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

Proposal for RFP No. 24-2626-1JL Coaching Services for Elementary Schools Teachers to Henrico County Public Schools



Jefferson County Public Schools

Louisiana

East Baton Rouge, Jefferson Parish Public School System, Orleans Parish School Board

Maryland

Baltimore City PS, Baltimore County PS, Harford County PS, Montgomery County PS, Prince Georges County PS, Charles County PS

Michigan

Detroit Public Schools, Michigan Online Charter School

Minnesota

Minneapolis Public Schools, Saint Paul PS, South St. Paul PS

Mississippi

Marshall County SD, East Tallahatchie SD, Greenville Public SD, Greenwood-LeFlore Consolidated SD, Yazoo City Municipal SD, Jackson Public SD, Hazlehurst City SD, Kemper County SD, Meridian Public SD, Laurel SD, Amite County SD, Natchez-Adams SD, South Pike SD, Wilkinson County SD

Nevada

Clark County SD

New Jersey

East Orange SD, Jersey City Public Schools, Newark PS, Paterson PS

New York

Buffalo Public Schools, New York City Department of Education, Jewish Education Project

Oklahoma

Altus Public, Bartlesville, Blanchard Public, Bishop Lawton Public Schools Edmond PS, Harrah Public, Holland Hall, Lawton PS, Locust Grove PS, Muskogee Public, Mid Del PS, Oklahoma City PS, Ponca City Schools, Tahlequah Public, Tulsa PS, Union Public, Verdigris PS, Welch PS

Oregon

Portland Public Schools, David Douglas PS, Winston Dillard PS

Pennsylvania

Allentown SD, Midwestern Intermediate Unit 4, SD of Philadelphia, Allegheny Intermediate Unit

Rhode Island

Providence Public Schools

Tennessee

Metro Nashville Public Schools, Arlington Community Schools, Cumberland County Schools, Fayette County Schools

Texas

Houston ISD, Region 10 ESC, Region 11 ESC

Utah

San Juan SD, Athenian eAcademy, Davis School District, Granite School District, Murray School District, Roots Charter HS

Virginia

Danville Public Schools, Greensville PS, Henrico County School District, Richmond PS, VDOE EANS Washington



Seattle Public Schools, Tacoma PS
Wisconsin
Milwaukee Public Schools

Highlighted Partnerships

Henrico County Public Schools

In the 2022-23 school year we provided comprehensive school improvement support to two Priority schools. Prior to these two schools, we provided support to a priority middle school. Our team of teacher coaches (in mathematics and literacy) provide coaching and professional development. Coaching and professional learning community facilitation included support for classroom management, lesson planning and development. modeling for teachers and providing ongoing feedback.

Other Virginia Experience

Catapult Learning has a long history of successful experience delivering transformation solutions with public school administrators in Virginia.

Since 2010, Alliance has provided comprehensive transformation services to more than 27 schools in a variety of communities in Virginia. In previous years, transformation schools in the Virginia partnership schools have included Armstrong High School, Boushall Middle School and Thompson Middle School in Richmond; Kiptopeke Elementary School, Occohannock Elementary and Northampton High School in Northampton; A.P. Hill Elementary School and J.E.B. Stuart Elementary School in Petersburg; J.P. King Middle School and S.P. Morton Elementary School in Franklin and Wilder Middle Schools and Fairfield Middle School and Glen Lea Elementary in Henrico County Schools.

Earlier School Transformation Successes

From Spring 2017 to Spring 2018, proficiency rates outpaced the state, district and comparison schools in Reading, Math and Science. Reading proficiency rates in the Catapult supported schools grew by 4% as demonstrated below.

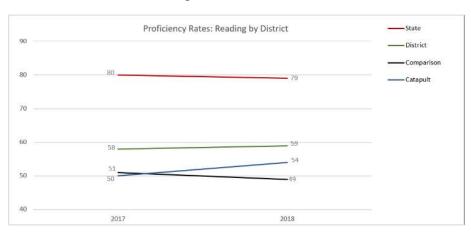
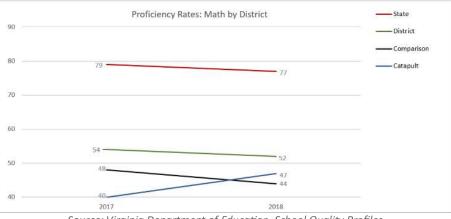


Figure 1 VA success data









Source: Virginia Department of Education, School Quality Profiles

Elkhardt-Thompson Middle School: English and Math Academic Achievement: English Learners

We supported leaders and teachers at Elkhardt-Thompson Middle School from 2017 – 2018. Student academic performance increased year-over-year in English and Math. Catapult Learning provided coaching to teachers focused on strategies to work with English Learners and are able to demonstrate growth in this subgroup. Coaching activities included model lessons, student intervention support, and professional development.

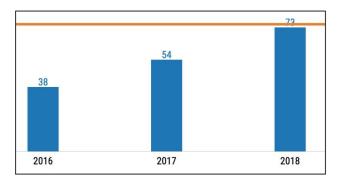
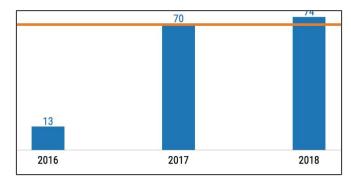


Figure 3 Elkhardt-Thompson Middle School success data







Results in Richmond Public Schools

Academic results for students in Richmond Public Schools are notable. The following charts compare the pass rates of comparable "priority" schools, the district schools and the schools partnered with Catapult Learning. Between SY16-17 and SY17-18, the average pass rates for schools receiving Catapult Learning services increased in Math and Reading. Between SY16/17 and SY17/18, the average pass rates for the state and for comparison schools decreased in Math and Reading

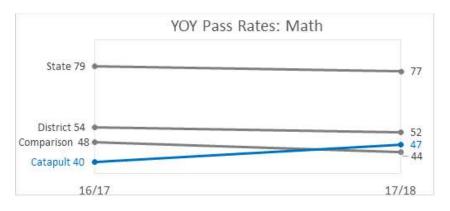
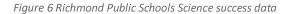
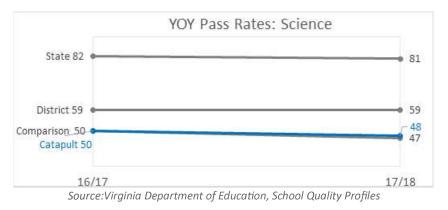


Figure 5 Richmond Public Schools School Math success data









Swansboro Elementary School: English and Math Academic Achievement: All Students

At Swansboro Elementary, student academic performance increased year-over-year (YOY) in English and Math as demonstrated in the data that follows. The school was accredited with conditions

Figure 7: Swansboro Elementary School success data

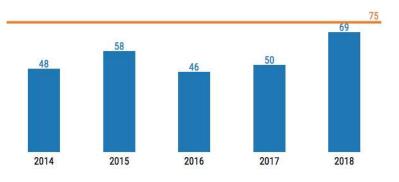
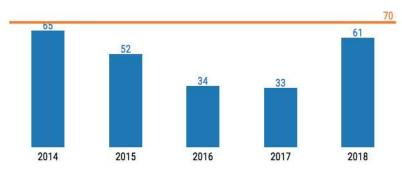


Figure 8: Swansboro Elementary School success data - Math Academic Achievement: All Students



Source: Virginia Department of Education, School Quality Profiles

John Marshall High School

Catapult Learning partnered with JMHS for five years. During this time, the school received full state accreditation for two consecutive years and earned the U. S. News and World Report Bronze Medal. The state on-time graduation rate also increased from 82.4% in 2013-2014 to 89.2% in 2015-2016. The 2014-2015 school year was remarkable for John Marshall High School. The school received full state accreditation and SOL scores increased in most academic areas. Catapult Learning was a collaborative partner in raising students' academic scores and a partner in supporting the school's progress toward meeting its goals during the 2014-2015 school year.





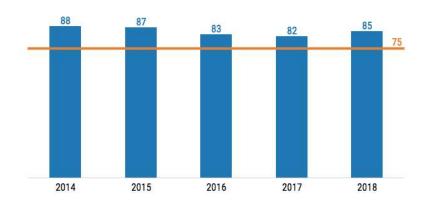
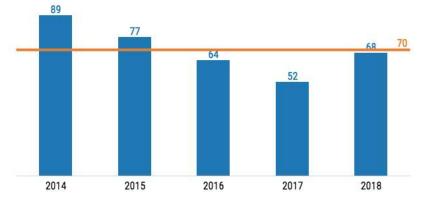


Figure 9: John Marshall High School success data - English Academic Achievement: All Students

Figure 10: John Marshall High School success data - Math Academic Achievement: All Students



Source: Virginia Department of Education, School Quality Profiles

Franklin City – J.P. King Middle School

The 2014-2015 school year at J.P. King Middle School was a "banner year." Because of the tremendous gains in student SOL test scores, the school is no longer in Priority status. Catapult Learning, as King's Lead Turnaround Partner, significantly impacted the school's academic and social progress. Catapult Learning was a collaborative partner in raising academic scores and in supporting the school organization in meeting its Priority School Goals during the 2014-2015 school year. The partnership work had a lasting impact; the Assistant Superintendent recently reported that the school achieved full accreditation following the 2016-2017 school year.





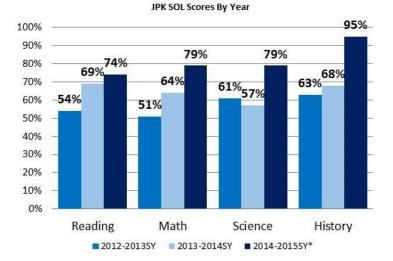


Figure 11: J. P. King Middle School success data

Henrico County Public Schools

Catapult Learning was selected as a transformation partner for the district in 2019-20 and we have successfully supported schools over the five-year agreement. Our first engagement under our current partnership was with the school improvement teams at Wilder Middle School, Fairfield Middle School and Glen Lea Elementary School. Our support has been targeted: math or ELA.

Glen Lea Elementary:

Our math PD Specialist supported teachers through a targeted math lens. Gains at the school exceeded 25% in the two years of support.

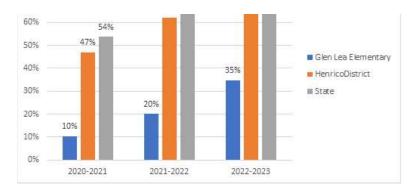


Figure 12: Glen Lea Elementary School success data - Math – Pct Passing (Grades 3-5)





Fairfield Middle School

Our ELA PD Specialist supported teachers through a targeted ELA lens with an emphasis on writing. Student achievement gains of 6% are making a impact on teaching practices, resulting in improved outcomes.

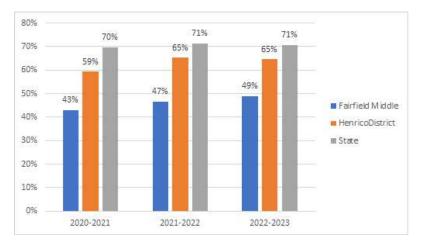


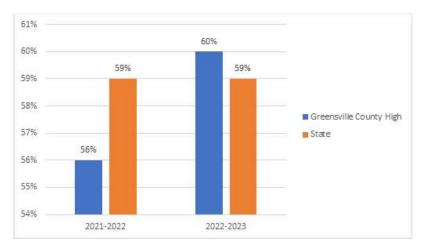
Figure 13: Fairfield Middle School success data -iEnglish/Language Arts- Pct Passing (Grades 6-8)

Greensville Public Schools

We began a partnership with Greensville Public Schools in December of 2022. Our PD Specialist supported the writing teachers at the high school through the spring 22-23 testing window. The 11th graders scoring proficient on the End of Course English/Reading grew by 4%.

Greensville High School

Figure 14: Greensville High School success data - End of Course English/Reading – Pct Proficient (Grade 11)







Measuring Impact through Survey Data

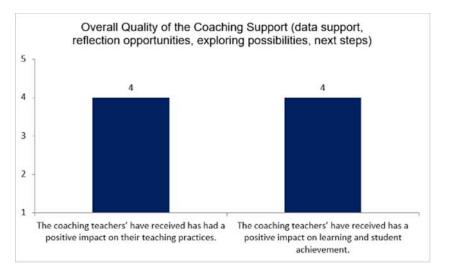
As a responsive partner, we measure the effect of all professional learning experiences. Catapult Learning promotes quality assurance by utilizing the professional learning evaluative frameworks of Kirkpatrick (1993) and Guskey (2000), two preeminent thinkers in the field of professional development evaluation in educational settings. Catapult Learning administers end of year surveys to partner schools utilizing an online survey tool. Surveys are intentionally designed, using the Guskey Framework, to address the learning of new knowledge and skills, the application of new knowledge and skills, the impact on the organization and the impact on student learning across the year. In addition, the impact of coaching on both leader and teacher behaviors is assessed.

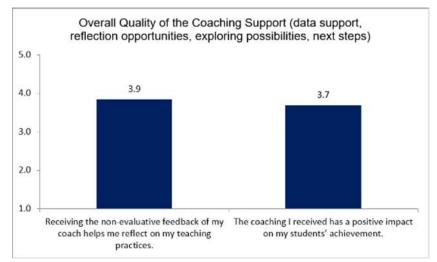
Principal End of Year Survey Results

Principal leaders were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Disagree and 4 = Strongly Agree. Survey feedback from the school leaders is impressive, having received an overall score of 4 out of a 4-point rating scale on both the coaching and the professional learning of the instructional staff. School leaders clearly see a positive impact on teacher practices and student learning opportunities.

Teacher End of Year Surveys Results

In addition to school leaders, teachers were asked to evaluate the coaching service provided by their Catapult Learning Transformation coach. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Disagree and 4 = Strongly Agree. Overwhelmingly, teachers responded to the support of their coach and view the coaching as having had a positive impact on student achievement.







Montgomery County Public Schools, Maryland

Montgomery County Public School (MCPS) was planning to provide literacy coaching starting in the fall of 2023 to strengthen K-5 teachers' understanding of how to apply the Science of Reading through structured literacy in 9 targeted schools. MCPS engaged with Catapult Learning to provide jobembedded coaching.

Working with Catapult Learning's team of PD experts, MCPS enhanced their coaching plans and added in specially designed 2-day (summer) workshops for all their 5,000 staff members to jump start elementary staff's understanding of critical concepts related to structured literacy and vocabulary development, especially for Multi-lingual Learners (MLLs). The PD modules chosen from Catapult Learning's robust PD offering included Intro to the Science of Reading, Literacy infused with Core Instructional Practices, Phonics, and Vocabulary.

Statewide New Jersey RAPID Initiative

In the winter of 2023, the New Jersey Department of Education sought to launch the Reading Acceleration Professional Integrated Development (RAPID) Initiative to support and bolster foundational literacy. The RAPID Initiative is intended to support school districts in addressing that need by offering educators high-quality professional learning resources that explore appropriate systematic and explicit teaching of reading and literacy development across grade levels K-3, the tools to support effective instruction, and the design of school and classroom structures to support that system of instruction. Catapult Learning was selected to provide professional development opportunities and professional development resources for New Jersey educators in three counties targeting learning acceleration in early literacy.

The project included three major deliverables: seven educator modules, one school leader webinar and complementary resources for each:

- Deliverable 1: Development of a synchronous virtual professional development series for educators, aligned to developing foundational literacy skills. The focus of this research-based seven (7) module-series will be to explore how emergent literacy develops, and how educators can create rich language learning experiences through specific research-based instructional practices in the following areas: Orthography, Orthographic Processing and Print Concepts; Phonological Awareness and Processing; Phonemic Awareness; Phonics; Fluency; Vocabulary; and Comprehension.
- Deliverable 2: Development of one live webinar for district and school leaders providing guidance on designing a system that supports effective literacy instruction.
- Deliverable 3: Development and release of recorded modules, materials, resources and evaluation materials aligned with each series.



In addition, Catapult Learning's marketing division was responsible for creating a comprehensive marketing plan intended to attract educators to each county's dedicated professional learning events. At the present time, this work is ongoing. In all, we delivered 31 distinct webinars to NJ leaders and teachers before December 31, 2023. As part of this partnership, we will evaluate measures of participants learning and confidence and commitment to the use of new knowledge and skills, along with reactions to the professional learning experience.

b. Years in Business Under Present Name

b. Years in business under present name and;

In 2008, Catapult Learning LLC became a standalone company. Since then, we have purchased 21st Century Learning (2008), Literacy First (2011), NESI (2012), Newton Alliance (2013), and Drop Back In (2014). A section of our corporation also contracts and operates under the name Catapult Learning West, LLC.

c. Staff Resumes

c. Resumes of any staff that would be assigned to this project. Resumes and other information regarding the professionals (licenses, certifications, background check, etc.) to be assigned to the project may be separated into its own section for confidentiality.

At Catapult Learning, our most valuable resource is our people. That's why we take great care to hire staff who are effective, empathetic communicators, who are knowledgeable in their subject areas, and who have previous teaching and leadership experience in high-needs schools. We commit to providing PD Specialists who meet the minimum expectations described in this RFP and who can work within the HCPS instructional model. The team we assign will understand the school quality process we are partnership with you on.

Beginning on the next page, we include resumes for our key personnel members responsible for the management and supervision of our proposed program for HCPS. These individuals include:

- Diane Rymer, Territory Vice President
- Rochelle Schneickert, Vice President, Virginia Services
- Brooke Hurman, Regional Director
- Deborah Jones, Area Manager
- Susan Gerenstein, Vice President, Professional Development
- Vanessa Ronketto, Executive Director of School Transformation

PD Specialist resumes in Appendix:

- Cynthia Gant, PD Specialist
- Sabrina M. Frazier- Bradley, PD Specialist
- Melissa Fleck, PD Specialist, PD Specialist
- Laurie R. Messer, PD Specialist
- Jacqueline L. Jolly, PD Specialist

Diane Rymer – Territory Vice President

Catapult Learning Experience (and predecessor companies)

Territory Vice-President	2016-Present
Vice President, Professional Development	2013-2016
Director, Professional Development Programs	2011-2013
Catapult Learning, LLC	

Other Relevant Work Experience

Supervisor, Department of Professional Development

Baltimore County Public Schools

- Designed/facilitated professional development based on identified needs and in support of best practices ٠
- Integrated technology into a variety of professional development offerings both face to face and online
- Developed and maintained online learning communities that strengthened and extended the professional • growth of instructional personnel
- Managed the implementation and budgets of grants in support of high-quality professional development
- Facilitated communication and program development between the departments and offices in BCPS •

Assistant Director of Professional Development

Maryland Public Television

- Led and supervised the members of MPT's professional development team •
- Developed and implemented face-to-face and online professional development initiatives for teachers throughout Maryland based on the effective use of technology in instruction
- Facilitated the ongoing production of online teacher resource materials aligned to state and national standards
- Coordinated with the Johns Hopkins University Center for Technology in Education to ensure the use of a systematic assessment-based instructional design process in the creation of online activities and assessments that effectively met targeted learning outcomes

Manager of Professional Development

Maryland Public Television

- Designed, organized and implemented professional development trainings for a variety of MPT education grant projects, including Star Schools, Ready to Teach, NTTI, TeacherLine and Connections
- Maintained monthly publishing responsibilities through CMS of Web portal, Thinkport
- Supervised employees to ensure quality work products and deliverables

Teacher

Baltimore County Public Schools

Education/Certifications

The Johns Hopkins University	Baltimore, MD
M.S., Technology for Educators	2001
Loyola University Maryland	Baltimore, MD
B.A., Elementary Education	1996
School Leaders Licensure Assessment Passed with a score of 195	2008

2008

2006-2008

Towson, MD

2004-2006

2002-2004

1996-2002

<u> Rochelle Schneickert – Vice President, Virginia Services</u>

Catapult Learning Experience

Mid-Atlantic Region, Vice President

Catapult Learning, LLC

- Oversee operations of Virginia services for public and private school programs and services to include intervention programs, school transformation, and professional development services
- Manage contract administration, compliance, and compliance training for U. S. Department of Education (USED) Title I Federal Bypass contracts and for Department of Defense Education Support Services contracts for active duty, reserve, and national guard soldiers

Contract Administrator

Catapult Learning

- Title I contracts providing educational services for nonpublic school children in 14 public school districts in Virginia and 53 in Missouri
- Monitor Title I requirements for full implementation of Title I Bypass requirements
- Conduct annual on-site compliance reviews in Virginia and Missouri to observe instruction, review records and check staff understanding of Title I requirements.
- Provide compliance training for Title I program directors and our program delivery supervisors.
- Conduct annual Title I consultations for nonpublic school officials to provide an overview of the requirements of Title I Bypass services and updates Title I processes and procedures.
- Conduct monthly reviews with USED officials on current performance.
- Coordinate completion of the Annual Evaluation of Services and external audits required by Title I Bypass contracts

Other Relevant Experience

Director, Compensatory Education Group

Non-Public Educational Services, Inc.

- Developed NESI compliance policy and management of the Compensatory Education Group,
- Ensured contract compliance with federal regulations.
- Initiated new contract start-up processes and checklists.
- Monitored quality control processes.
- Established budgets and developed comprehensive overviews and training for program directors, supervisors, and project managers.

Education

Virginia Polytechnic Institute and State University Master's Degree – Educational Administration

University of North Georgia Bachelor's Degree – Chemistry

Certifications

Commonwealth of Virginia; Chemistry; Endorsement: Middle and Secondary Principalship -2030





1



2012-Present

2012- Present

1999-2012

<u> Brooke Hurman – Regional Director</u>

Catapult Learning Experience

Regional Director Catapult Learning, LLC

Other Relevant Experience

District Director

Celebree Learning Centers

- Supervise and guide direction and vision for 5 private preschools. Drive enrollments, sales, grassroots marketing, education, licensing, and quality assurance for a team of 10 direct reports and 130 indirect reports.
- Raised enrollments by nearly 11%, ensuring the highest occupancy to capacity of all company districts
- Drove summer camp enrollments to 94%, well above company average of 72%
- Restructured several teams for successful leadership models
- Ensured community and family partnerships were enhanced for highest quality programming
- Began MSDE Accreditation process for 2 schools and successfully navigated significant licensing improvements in all locations as evidenced by licensing inspections

Executive Director

Nobel Learning Communities, Inc.

- Supervise 10 private preschools under 2 different brands, budgeting nearly \$18 million annually
- Drive operations, sales, education and quality assurance for a team of 9 direct reports and over 200 indirect reports
- Monitor and implement licensing standards within each location to ensure licensing compliance
- Raised enrollments by 7% in first 6 months, steady increases year over year since
- Positive profit margin growth
- Highest average profit margin for preschool division
- Included multiple district changes
- Increased district occupancy to over 80% (company average of 68%)
- Coordinate, plan, develop, and implement state-mandated twice yearly and additional monthly Professional Development for schools based on self-identified goals within region
- Conducted several national trainings at Annual Principal Conference as well as developed and implemented multiple regional trainings for new principals and company-wide topical trainings for Executive Directors
- Led teams for Principal Conference and portions of Food Committee
- Coached and led principal and school to company-wide Principal of the Year award, as well as 2 principals to national recognition
- Pushed all schools in Maryland to Maryland Excels accreditation
- Led advocacy group to work towards concerning changes in proposed Maryland licensing regulations

Regional Director of Education and Training, Mid-Atlantic Region

Sylvan Learning Center

• Supervise a team of 20 learning centers including budgeting over \$10 million annually, managing P&Ls, and long and short-term planning and goal-setting

2019-Present

Camden, NJ



2012-2017

2012

Catapult Learning

3

- Oversee educational and operational standards and quality
- Edit, test, pilot, and develop multiple company-wide initiatives
- Tour and sell potential franchisees on business and product.

District Manager

Sylvan Learning Center

- Supervised and directed the operations of as many as six learning centers, budgeted \$1-2 million annually
- Managed P&Ls, planned and forecasted short and long term goals •
- Discovered and nurtured partnerships with school systems, organizations, and businesses in order to generate contracts and referral business
- Recruit, hire, train, and manage directors
- Manage educational quality, including creation of new programs to suit client demands •

Center Director

Sylvan Learning Center

- Drove and implemented business incentives to meet company and individual goals for revenue and customer service
- Marketed to individuals, schools, and businesses in order to generate further inquiries and enrollments
- Controlled expenses and managed P&Ls for a learning center of over 80 students and 15 on-site and offsite staff

Program Manager/Director of Education

Sylvan Learning Center

- Managed, coached, and handled employee relations for a center of nearly 40 employees, on and off-site
- Developed and maintained educational programs of nearly 100 students
- Communicated and documented student progress and concerns with parents
- Grew revenue through effective marketing and quality customer service.

English and Journalism Teacher/English Content Leader

Baltimore County Public Schools

- Taught students in grades 9-12 in varying aspects of English and of different ability levels ranging from • Special Education to Advanced Placement
- Managed a team of 8-12 other educators in developing a cross-curricular study skills curriculum for the Smaller Learning Communities pilot for school system

Education

•• ••

c ..

Southern New Hampshire University M.S., Organizational Leadership	2015
Towson University B.A., English, Minors in Secondary Education and Spanish	2003
First Connection 45 hour Infant/Toddler Certification	2018
Howard Community College 90 hour Preschool Certification	2018
The Care Courses School	2015



2009-2012

2006-2008

2003-2007

2008-2009

<u> Deborah Jones – Area Manager</u>

Catapult Learning (and Predecessor Companies)

Area Manager

Professional Development Specialist

Catapult Learning, LLC

• Staff development in public and parochial schools. Some topics include alignment of the written, taught, and tested curriculum, differentiated instruction, modifications vs. accommodations in the classroom, learning environment, student engagement, aligned curriculum writing, understanding, and using the table of specifications, understanding, and using data and more.

Director of Achievement, Literacy/Leadership

Catapult Learning, LLC

- Turnaround partner for schools that are in Priority Status due to failing Standards of Learning (SOL) scores.
- Coaching and training include leadership coaching, professional development, teacher coaching, curriculum • development, instructional and curriculum alignment, and curriculum writer for Franklin City Public Schools and Danville Public Schools.

Other Relevant Experience

English Instructor	2010-2013
Virginia Union University	Richmond, VA
Adjunct English Instructor	2010-2013
Bryant & Stratton College	Buffalo, NY
School Administrator, Elementary and Secondary	1998-2010
Henrico County Public Schools	Richmond, VA
Teacher, Reading Specialist	1988-2000
Henrico County Public Schools	Richmond, VA

- Prepared and delivered English and Reading instruction for students in elementary through secondary • instruction
- Presented curriculum development workshops
- Reviewed textbooks for adoption •
- Coordinated and conducted Best Practice Workshops in Various Contents (Reading, English, ESL) for • elementary and secondary instruction
- Taught evening writing classes at Rappahannock Community College •
- Developed a high school reading/writing program for college bound students
- Conducted workshops on college retention to community colleges and Saint Paul's College •
- New Teacher Trainer and Coach Henrico County Public Schools

Education

Virginia Tech Doctoral Candidate, Educational Leadership Blacksburg, VA

2012-2018

Present

2018-Present

Camden, NJ





Virginia Commonwealth University Endorsement in School Administration and Supervision

Old Dominion University M.S.Ed., Reading

Hampton University B.S., Education

Richmond, VA 1998 Norfolk, VA 1988 Hampton, VA 1977

2002-2003

Other Highlights

Principal of the Year, Elementary Schools, Henrico County Public Schools

Qualifications Summary

Experiences include 6 years as a Director of Achievement, Literacy/Leadership – This involves professional development, coaching, co-teaching, modeling, feedback, lesson plan development, small group instruction, curriculum development, and data disaggregation. Experiences also include developing professional development, collaboration, best practices in coaching of administrators and teachers, and assessment of schools through the CQA (Collaborative Quality Analysis) process. Additional experiences include trainings to support ESL/ELL teachers around a collaborative structure, collaboration and best practices of special education and general education teachers, and best practices to support teaching and learning



Henrico County Public Schools

Susan Gerenstein - Vice President of Professional Development

Catapult Learning Experience

DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

Vice President of Professional Development

Catapult Learning, LLC

- Lead strategic planning and management of the design, development and implementation of capacity building professional learning programs
- Support business development through presentations, client consultation, program planning, and proposal writing
- Direct and implement the initial training and ongoing development and support of professional development specialists and field staff
- Design, organize, and lead continuing education and leadership conferences for Catapult Learning PD specialists and clients
- Collaborate with Vice President of Product Development to ensure the integration and consistency of Catapult's academic approach between and among product lines

Other Relevant Experience

Vice President, Academic Partnerships Vice President, Academic Solutions Management

American Reading Company

- Oversaw all marketing, communications, and strategic development initiatives as a member of the Senior Management Team
- Collaborated with the Academic Leadership, Sales Leadership, and Professional Development Teams in order to achieve annual gross revenue targets in excess of 32 million

Senior Director, Education

Foundations, Inc.

- Presided over the design team responsible for authoring the You4Youth Literacy module in service of a significant US DoE grant
- Provided strategic leadership to Foundations' School Services Division and the Center for Afterschool and • Expanded Learning as a member of the Senior Management Team
- Managed the teams responsible for implementing whole school designs and afterschool, summer, and expanded day and year programs
- Developed comprehensive performance management processes including multiple measures of performance for both traditional brick and mortar and blended learning environments

Vice President, Professional Development and Curriculum

Edison Learning,

- Directed all functions of the instructional design team of a nationally recognized educational services provider
- Led the team responsible for the design, development, organization, and storage of professional development modules, tools, and resources associated with Edison Learning school designs, including traditional brick and mortar, blended-alternative and virtual models
- Contributed to development efforts by liaising with prospective and existing partners in order to articulate our value-add and present and execute implementation strategies

2015-Present Camden, NJ

Proposal for RFP No. 24-2626-1JL Coaching Services for Elementary Schools Teachers to



2015 2014-2015

2013-2014

Mt. Laurel, NJ

King of Prussia, PA

2011-2013

New York, NY

- Coordinated the initial and continuing professional development of internal educational support staff and site-based staff
- Planned and operationalized annual national leadership development and internal staff development events

Vice President, Educational Services

Edison Learning

- Responsible for managing the implementation of our holistic school design as a means to drive consistently superior achievement gains and profitability for assigned contracts
- Ensured excellence in service delivery of all Edison Learning products by collaborating with internal and site-based colleagues, as well as district staff and charter school boards
- Supervised, evaluated and provided achievement and operational support to building principals and classroom teachers in district partnership schools and managed charter schools
- Served as a presenter at national and regional conferences designed to develop leaders, leadership teams, teachers, counselors and internal staff

Director of Student Support Services	2002-2007
Edison Learning	New York, NY
Special Education Coordinator & Academy Director	2000-2002
Milwaukee Academy of Science	Milwaukee, Wl
Head Volleyball Coach, Softball Coach, and Athletic Work-Grant Administrator	1997-2000
Edgewood College	Madison, WI
Special Education Teacher, Grades 6-12	1993-1997
Rio Middle/High School	Rio, WI
University Graduate Assistant, Seminar Instructor & Clinical Supervisor	1991-1993
University of Wisconsin-Madison	Madison, WI
Special Education Teacher, Grades 3-8	1984-1991
Enger School	Franklin Park, IL
Program Director	1989-1991
Leyden Special Recreation	Franklin Park, IL
Education	
Seton Hall University	South Orange, NJ
Supervisor Certification	2010
University of Wisconsin-Madison	Madison, WI
M.S., Education	1993
Northern Illinois University	DeKalb, IL
B.S., Education	1984



2007-2011 New York, NY

Vanessa Ronketto, Executive Director of School Transformation

Catapult Learning Experience (and predecessor companies)

Executive Director of School Transformation

Catapult Learning, LLC

- Assure quality program implementation with Alliance and Literacy First solutions, work with National PD • Managers to customize PD for Tier 3-5 opportunities
- Ensure design and delivery of PD operations •
- Quality assure program implementation by coordinating efforts across regional teams •
- Liaise between Catapult Learning, District/System personnel, school personnel, and coaches •
- Understand needs and lead the design of content and programs in Tiers 3-5 •
- Present professional development •
- Recruit, interview and assign PD specialists; provide PD specialist support

Other Relevant Professional Experience

Director, Educational Programming

Learning Care Group

- Lead the Education team in the development and deployment of all curriculums across brands, integrating critical components that ensure curriculums are challenging, engaging, developmentally appropriate, culturally and linguistically responsive
- Ensure execution of the School Readiness Pathway—the backbone of the education strategy that addresses a continuum of curriculum programs from infants to school-age
- Collaborate with executive leadership to understand long-term vision of company and proactively plan, design and write proprietary educational programs
- Strategize and execute implementation plans to manage the team of Education Managers and Education • Specialists and their corresponding projects
- Develop and manage \$1.5 million in yearly capital in addition to G&A Education budget
- Drive the first research story using third party assessment data and collaborate with the Marketing team to tell the education story

Senior Director, Achievement

EdisonLearning, Inc.

- Lead team as Senior Director of Achievement in partnership schools in 3 states (MI, IN, OH), relationship manager with clients: State Board of Education, district schools, charter schools, turnaround schools and school boards, ensure results through consistent achievement gains, drive continuous improvement in the K-12 curriculum, teaching and learning, professional development and use of assessment data
- Superintendent for a turnaround school, execute the restart of the school under Federal Turnaround Principles in partnership with Indiana State Board of Education
- Effectively communicate as the liaison to the Indiana Department of Education on education programming, funding and reporting with clients receiving SIG funds for turnaround services
- Drive the strategic vision and relationship for partnership schools by building trust and strong relationships • that ensure customized responses specific to each district or school needs
- Serve as relationship owner and liaison with State Board of Education and authorizers (Fordham, Eastern Michigan University, Educational Resource Consultants of Ohio

2014-2016 Novi, MI

2016-Present

Camden, NJ

2011-2014

Jersey City, NJ



Vice President, Education Services

EdisonLearning, Inc.

- Drive student achievement in schools in Michigan, Indiana and Ohio, collaborate in partnership with districts clients and school board clients to drive superior achievement gains
- Strategize and lead direct support to principals, leadership teams and teachers with curriculum and • instruction, student achievement, school culture and design implementation of the school improvement plan
- Provide support and monitor strategic planning, accountability and goal setting by supporting school **Student Achievement Plans**
- Prepare academic and board reports and present the education update at board meetings
- Responsible for creation of the building level budgets in excess of \$10 million and review with controller monthly management estimates for schools and execute changes in budget as needed

Academy Director

Edison Oakland Public School Academy

- Execute student achievement plan and build a positive K-8 school culture, ensure fidelity to curriculum implementation, drive effective teams, relationship manager with stakeholders, address instructional issues, facilitate data analysis and develop performance goals for a body of 860 students
- Golden Apple Award Winner in the State of Michigan for 2001-2202
- Develop professional development plan driven by needs assessment and assessment results •
- Provide consistent supervision and evaluation of professional staff •
- Facilitate weekly grade level teams in the desegregation and analyzing of monthly benchmark assessment • data leading to intentional planning

Lead Teacher, Reading Coordinator

Edison Oakland Public School Academy

- Create a positive classroom environment and serve as a role model, responsible for the management of a • teaching team, support instructional team with professional development, monitor the implementation of new curriculums, facilitate communication between parents and team members, and model effective instructional strategies
- Led team of primary teachers and tutor team
- Serve on the Distributive Leadership Team
- Ensure full implementation of the Success For All reading program as Reading Coordinator
- Provide weekly professional development for all grade levels K-8

Education

Oakland University Administrative Certificate, GPA 4.0

Oakland University Master of Arts, Reading/Language Arts, GPA 3.9

Oakland University Bachelor of Science, Elementary Education, GPA 3.3

Certification

Michigan Professional Education Certificate CC-XVW090129461

Catapult Learning

9

1999-2001

Ferndale, MI

2004-2011

Jersey City, NJ

2001-2004

Ferndale, MI

Rochester, MI 2003

Rochester, MI 1999

Rochester, MI 1982





Tab 5 – References

In this tab, offerors should provide a minimum three (3) references, which are similar in size to HCPS and located in the Commonwealth of Virginia, which could attest to the Offeror's past performance to provide services similar to those outlined in this RFP. The information provided should include contact person's name, position, up-to-date telephone number and email address, the company for which the contact person worked, and the time period of the services performed.

Client/Company Name	Contact Information	Time Period of Services
Greensville County Public	Dr. Kelvin Edwards	2022 - Present
Schools	Kedwards@gcps1.com	
	434.634.3748	
Richmond City Public Schools	Dr. Jackie Murphy-Braxton	2016-2018
	Jmurphy2@rvaschools.net	
	804.272.7554	
St. John the Apostle	Miriam Cotton	2019 - Present
	Mcotton@sjavb.org	
	1.757.821.1100	

We include our references in the table below.





Tab 6 – Service Approach and Implementation

In this tab, offerors should provide a preliminary statement of work, in detail, their approach to fulfilling the scope of services being solicited in this RFP and demonstrate their compliance with the requirements of the Scope of Services. If subconsultants are to be utilized, describe the services they will be providing. In this section, also include the following:

Statement of Work

Five interrelated, research-based strands that are the critical ingredients of highly effective schools serve as the foundation of all Catapult Learning Professional Development Solutions. Our solutions are:

- **Proven:** Expertise directly informed by 48 years of education experience and measurable student outcomes
- **Flexible:** Customizable solutions ranging from 3-hour workshops to whole-school school transformation
- **Scalable:** The nation's largest network of highly qualified PD specialists applies research-based best practices for transforming learning organizations and facilitating the change management process, delivers professional development solutions to schools and districts large and small, all while establishing a local focus by forging deep relationships with our partners
- **Data-Driven & Focused:** Our approach to organizational and professional development enables customers to receive the precise tools, resources, onsite training, and ongoing support needed to strengthen the skills and effectiveness of leaders and teachers

Our Approach

Catapult Learning has 48 years of experience partnering with schools and districts, currently serving more than 25,000 leaders and teachers annually. In these relationships, we like to stress that professional development is something we do with you, not to you; we forge relationships built upon a mutual agreement to work together to improve conditions for students and the adults who serve them. Our national network of PD Specialists deliver proven-effective professional learning solutions designed to build the capacity of leaders and teachers to raise and sustain student achievement. Our solutions feature best practices directly informed by research and our long-standing involvement with schools and districts nationwide.

Built on a Research-Based Model of Achievement

Our holistic, research-based model is built upon five interrelated areas of focus that are integral to a learning organization's development. The five focus areas or "strands"—Leadership, Pedagogy & Curriculum, Assessment for Learning, Learning Environment, and Student & Family Support—serve as





the foundation for our professional development solutions and are essential to promoting behaviors intended to increase and successfully maintain student achievement.

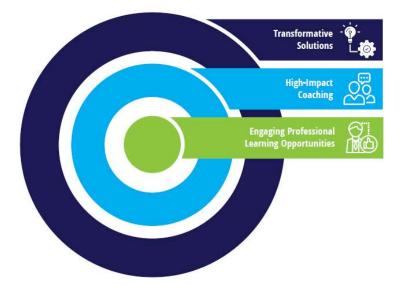
A Full Range of Consultative Professional Development Solutions

Catapult Learning meets the needs of schools, districts, and/or non-public systems with a full range of professional development services that spans one-day workshops to multi-year whole school transformation. We can address a wide range of needs across grade levels and content areas, all aimed at increasing a learning organization's capacity to plan and deliver effective instruction and promote rigorous opportunities for student learning. Our solutions are both consultative and collaborative; they can be customized to meet the needs of a school, district, or system.

The services outlined below can be delivered at single schools or at clusters of schools that have similar professional development needs:

Professional Development Institutes, Workshops, and High-Impact Coaching

We provide over 150 workshops for schools and districts, offering a variety of topics based on their specific needs. We also design full-day or multi-day institutes to promote deeper learning on a specific topic. To turn new learning into improved practice, we offer high impact coaching



that pairs engaging workshop content with ongoing support from experienced coaches. These services can be delivered in-person and/or virtually.

School Transformation

Catapult Learning offers two ways to transform schools: Targeted School Transformation and Whole School Transformation.

Targeted School Transformation

This approach focuses on specific areas for improvement chosen by the partner or based on the Collaborative Quality Analysis results. It uses the 5 Strand Design for Exemplary Schools framework and selects elements from educational solutions to enhance those areas.

Whole School Transformation

The impact of professional learning experiences can vary depending on the level along our PD continuum. According to experts Kirkpatrick and Guskey, there are some assumptions about the effects.





Our workshops provide exposure to new ideas and information, but it doesn't guarantee significant or lasting changes in practice.

When we combine related workshops or offer daylong institutes, participants can gain a wider range of knowledge and skills. This helps develop a positive attitude, confidence, and commitment to support the learning initiative.

Our PD Programs and Custom PD Packages offer resources, workshops, and coaching to bring about behavioral changes that drive organizational improvement. We focus on specific areas to provide professional learning opportunities.

Whether it's targeted or whole school transformation, our initiatives aim for sustainable results. We work with partners to identify desired outcomes within our 5 strands of exemplary schools. An implementation plan sets priorities and a clear roadmap for capacity development. We monitor leading indicators to ensure the application of new knowledge and skills. If the desired results aren't achieved, we make adjustments as part of the continuous improvement cycle.

PD F	Program	Implementation Model
Institutes, Workshops, and Coaching	Workshops	The partner selects one or more workshops from the PD catalog, which is organized according to the 5 Strand Design for Exemplary Schools. Workshops are designed to be delivered in 3 hour increments. Many are designed to be paired to create a 6 hour professional learning day.
	Institutes	Institutes are customized based on a school, district, or system's needs, schedules, and number of participants. These daylong or multiday institutes focus on a variety of topics across grade levels and content areas, include educational experts who provide keynote sessions, and can offer breakout sessions with workshops, including correlated teacher resources and activities. We can serve multiple organizations when schools pool their allocations for Professional Development Institute Days. Institutes are aimed at increasing leaders' and teachers' capacity by delivering leaders and teachers up to- the-minute topics and themes in education.

How does a Typical Implementation Work?





	High-Impact Coaching	High-impact coaching, offered alone or in tandem with any of our PD products or programs, provides flexible programming customized to meet each school's needs and focused on ensuring that modifications in leading and teaching are reflected in positive student outcomes. Coaching sessions take place in a one-on-one or small-group setting, and include a range of activities depending on the needs and goals identified by the school or district.
School Trans	formation	Partnerships for large-scale implementations are typically formed through state education departments or school districts, focusing on priority or focus schools. Our School Transformation Model combines the assets of Literacy First: The Science of Reading workshops and our other PD programming to create a powerful engine for school transformation. Our educational solutions, ranging from workshops on mission and vision to comprehensive efforts improving teaching and learning, can be utilized to transform the school. Catapult Learning Partnerships last for 2-3 years, involve collaboration, and include diagnosis and customized implementation plans with targeted PD and coaching. The change process is driven by data and focused on results, leading to transformation in key areas for both adults and students. Coaching teams, ranging from 1 to 3 members, provide support, and additional experts may be called upon for targeted PD in high-need areas.

Proposed Solutions for Henrico County Public Schools

Catapult Learning will provide high-quality targeted coaching focused on reading and math support to elementary school teachers. Coaching support will include modeling and co-teaching support to improve instructional delivery, student engagement, and instructional alignment resulting in increased student outcomes. Catapult Learning's service model will include the development of a sustainable specialist and peer coaching model for reading and math instruction that includes feedback, follow-up and monitoring of coaching impact on teacher growth, instructional delivery, and student outcomes.

In the sections below, we describe our in-person and blended/virtual coaching models. We understand that HCPS is seeking a primarily in-person partner for the desired coaching services. The description of our blended/virtual model demonstrates that we are able to flex as needed if circumstances within the district require that ongoing support through virtual methods continue.





In-Person Job-Embedded Teacher Coaching

Yearlong job-embedded coaching is a highly effective way to offer mentorship to teachers who need it most. We will partner with your math and reading teachers to develop capacity and serve as a support system as they learn to implement best practices in their classrooms.

Catapult Learning's coaching model is a capacity-building support system for teachers as they implement or advance best practices in their classrooms. These partnerships are characterized by trust, transformational change, and a strengths-based approach. Collaborative conversations serve as the foundation of our model. Individual teachers will derive a stronger sense of their own capacity to succeed, leading to increased collegiality, greater job satisfaction, and improved student learning outcomes. Our approach is designed to leave teachers with the knowledge, tools, and strategies that will enable them to continue to develop professionally long after the partnership ends.



Our PD Specialist will consult with the principal to fully understand the unique goals and circumstances of the school, set expectations, and formulate a schedule. If desired, the PD Specialist can participate in a staff meeting so that teachers will fully understand the specific goals of the coaching initiative, the expectations for evidence collection, and how to benefit most from participating.

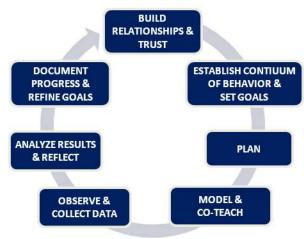
The initial coaching meeting is a critical first step. During this meeting, the PD Specialist will review overall program goals with the teacher, while providing the teacher with an opportunity to reflect on their current practice. During this dialogue, the PD Specialist and teacher build rapport and begin to



establish individual goals that incorporate concrete professional growth targets and that are relevant and reflective of a diverse student population.

Subsequent coaching visits are scheduled during the school day, in the classroom, or during planning periods. Sessions take place in a one-to-one or small group setting. While there is no such thing as a standard coaching day, PD Specialists will be engaged in some combination of the following activities:

- Co-plan and contribute to team meetings
- Co-planning lessons that implement new strategies
- Co-teaching activities to demonstrate an aspect of instruction
- Reviewing student products to monitor progress and reflect on lessons and activities
- Modeling effective instruction and engaging strategies
- Facilitating the design and implementation of formative assessments
- Analyzing, interpreting, and using data to drive instructional decisions
- Conducting targeted observations to provide teachers with data-based feedback to inform conversations



To document progress, refine goals, and account for a PD Specialist 's time in the building, a variety of coaching documentation will be collected and maintained:

- Following each visit, the PD Specialist will complete a Coaching Log that will be shared with the principal weekly to account for their time in the building in addition to the Specialist for Title 1 Programs as applicable. We can also include the Coaching Logs with the End of Year Report for each school. We understand the data will be used by the principal for monthly or quarterly comprehensive School Quality plan pieces. Sample Coaching Logs are included in our submission.
- PD Specialists will maintain cumulative records of their work with each teacher and artifacts from their work together, including evidence of standards alignment, implementation of new strategies, formative assessments, and student work samples.
- Each year we will provide an End of Year Report for each school. A sample report is included in the appendix section of this proposal.

Job-embedded professional learning within a supportive context has been demonstrated to significantly improve student achievement. By providing targeted coaching support to your teachers in this manner, it





can serve to differentiate support for teachers in need of professional development, advance key initiatives being undertaken by a school or system, and ultimately, improve the quality of teaching and learning school wide.

Virtual Professional Learning Communities – Team PD for Organizational Advancement

In addition to virtual coaching, our PD Specialists can facilitate online virtual professional learning communities to promote the implementation and sustainability of organizational development, school-wide management strategies, instructional practices, and social/emotional interventions.

PD Specialists assigned to the school will support the design and execution of implementation plan goals to support differentiated professional development that meets the varying needs of the staff. In collaboration with the school leadership team, virtual PLCs will be created to grow teacher expertise in targeted areas. In collaboration with the school leader, staff members can be assigned to various PLCs and will have the opportunity to participate according to schedule in team-oriented virtual professional learning opportunities.

Most of Catapult Learning's professional development workshops can be converted into a series of webinars. We design our webinars to provide practical, research-based strategies that can be applied immediately in a specific content area or PLC. Webinars can be delivered in a 60-90-120 or 180-minute format. Webinars are designed to include time for educators to ask questions, share best practices, and offer suggestions to their PLC group. Webinars can take place live or be pre-recorded to permit participants to work at their own pace. Catapult Learning utilizes Zoom for our webinar platform, which provides several options for interactivity between the facilitator and participants. Live webinars can also be recorded so that participants can view the session on their own time.

We have experience developing and facilitating on- line professional learning communities for large school systems, including the Department of Defense Education Activity (DoDEA). As DoDEA's partner in creating and implementing professional development that facilitates the adoption of the College and Career Ready Standards (CCRS) in schools domestically and internationally, Catapult collaborates with DoDEA to design and deliver both full-day, face to face professional learning sessions for K-5 general and special education teachers as well as blended virtual sessions that combine both synchronous and asynchronous learning for 6-12 educators. We also develop and maintain on-line professional learning communities for both K-5 and 6-12 educators on Schoology that incorporate discussion boards, instructional resources such as videos, model lessons, and ready-to-use templates, and nearly 24/7 access to one of Catapult's professional learning coordinators.

Blended Model of In-Person and Remote Coaching

Catapult Learning has a well-articulated coaching model that can support both in-person and virtual coaching. We understand this model will only be leveraged in extenuating circumstances.



Remote coaching provides a flexible and sustainable vehicle to extend professional learning for both teachers and leaders. As with our face-to-face coaching, the remote model is a non-evaluative, capacity-building system of support. Remote coaching sessions incorporate the same high-leverage coaching activities that we feature in our site-based model. PD Specialists facilitate professional goal setting, prompt reflection, and frame data discussions. They can contribute to co-planning using best practices in unit and lesson design and share model lesson segments.

The PD Specialist will complete a summary after each coaching session including a brief recap of goals, achievements, and next steps in the coaching process.

Subconsultants

Catapult Learning will not be using subconsultants if awarded a contract through this RFP.

Required Information

We include the additional required information for this tab below.

a. Samples of Coaching & Attendance Logs

a. Samples of coaching logs and weekly attendance logs;

We understand and will comply with the weekly attendance reports to the principals and the Specialist for Title 1 programs. Daily Coaching Logs will document the attendance and coaching activities delivered through the coaching day. We include a sample end of year report in the appendix section of this proposal.

b. Number of Coaching Hours per Week

b. Number of hours per week that coaches can provide services;

Catapult Learning is able to provide one coach to assist a Title I school for four days a week at 8 hours a day. We understand that virtual coaching is on a limited basis, and that it shall not exceed 8 hours a week for virtual.

c. Samples of End of Year Program Reports

c. Samples of end of year program reports;

We include our End of Program Report template as a sample, beginning on the next page. We have also included a redacted Professional Development Quarterly Project Survey in the appendix section of this proposal.





The annual report will be provided to each school principal. A consolidated report will be provided to the Supervisor of Title 1 programming. Each report will include an overview of services and the impact of those services on achievement, including administrator and teacher surveys and available test scores. In addition, PD Specialists will provide reflections on celebrations and next steps, including a summarized list of recommendations for the following year.

The reporting expectations described in this RFP will be managed by a regional team member assigned to support the partnership. We have experience meeting the district expectations in previous schools that we've supported across the district.





Catapult Learning Improving Student Performance for Over 40 Years

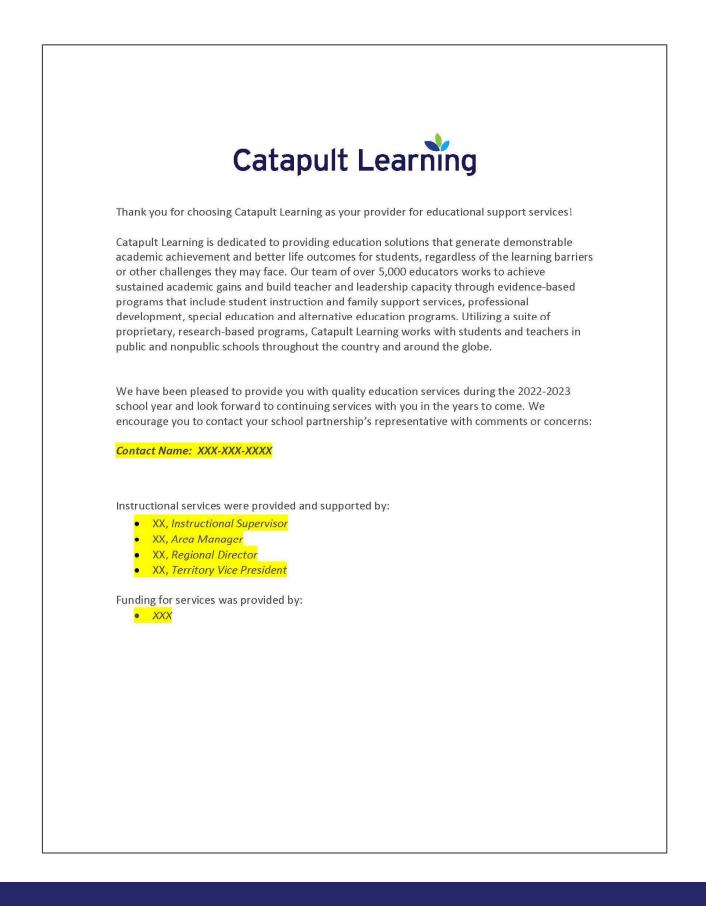
School District Name

Program Summary 2022-2023













Professional Development

Catapult Learning provided Professional Development services to <mark>School District Name</mark> during the 2022-2023 school year.

School	PD Seminars	PD Institutes	Libraries and Resources
School NAME	✓	 ✓ 	<mark>√</mark>

Professional Development Seminars & Institutes

Catapult Learning hosts capacity-building seminars that are designed to arm educators with tools and techniques to help drive student achievement. Seminars can be held over a half day, full day, or as a multi-day Institute covering multiple topics. All seminars are delivered by highly trained experts and each seminar incorporates activities and discussion, as well as providing opportunities for teachers to engage in guided practice and to begin to plan for how they will apply newly learned ideas in their own classrooms.

Professional Development Seminars

Professional Development Seminar services were provided to <mark>[Number of Schools]</mark> in the <mark>School</mark> <mark>District Name</mark>. These services were provided for XX day(s) to XX teachers.

The following Professional Development Seminars were provided as part of the Catapult Learning program:

Location	Seminar Title	Presenter	Date(s)	Number of Attendees

Professional Development Seminar Evaluations

Evaluations were completed by XX workshop participants, with participants rating the overall event as XX out of 4. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Strongly Disagree and 4 = Strongly Agree. An item-level summary of workshop evaluation responses can be found in Appendix C.

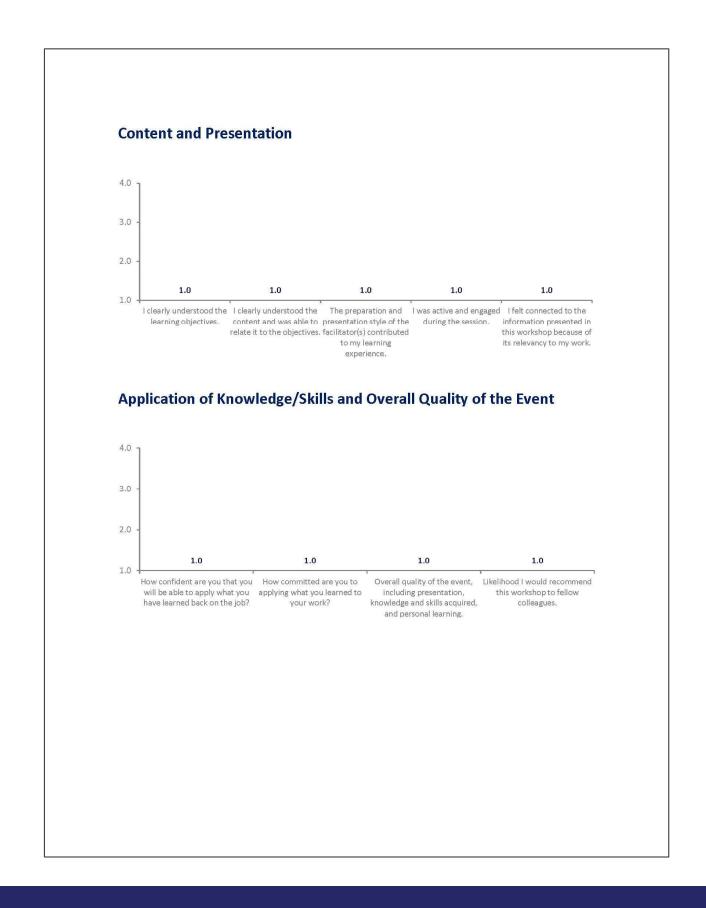




Professional Development Libraries and Resources Catapult Learning's Professional Resource Libraries provide teachers a collection of professional books, DVDs and manipulatives from leading publishers and authors to support improved student achievement. Professional Development provided a Literacy First Professional Lending Library and a Student Math Resource Lending Library to XX school for the 2022-2023 school year. Training occurred on the following dates: **Delivery Dates** Number of Participants: Professional Development services were provided and supported by: NAME, Professional Development Manager NAME, Regional Director NAME, Territory Vice President

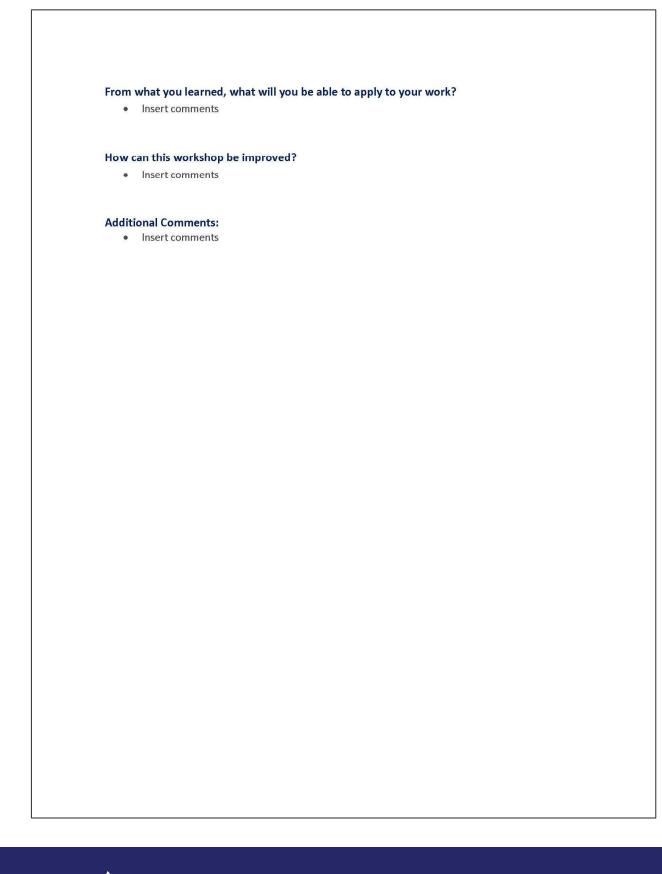














d. Samples of Written Materials

d. Samples of any other written materials to be used;

We include a sample of our Quarterly Project Survey (QPS) as a demonstration of one written material that may be used. The QPS is one of our professional development tools and is designed to gather feedback on comprehensive professional learning projects such as a series of combined workshops, institutes, and coaching supports. The purpose of the QPS is to note any changes to the organizational context within the school(s). T

The Quarterly Project Survey is designed to gather feedback at Level 3, organizational support and change. The process is designed to mark progress on organization-wide and systematic changes noted through the partnership.

The Quarterly Project Survey is built largely upon Catapult Learning's School Development Rubric, our measuring stick for organizational change. The Rubric provides Catapult Learning PD Specialists with a means to measure organizational growth across 21 Attributes in the five strands of our proprietary school design: Leadership, Pedagogy and Curriculum, Assessment for Learning, Learning Environment, and Student and Family Support. There are four distinct versions of the survey to allow the coach(es) to rate conditions most closely aligned to the coaching program. Each version of the QPS allows the PD Specialist to work with the set of attributes mostly closely linked to the work being performed. The QPS yields a two-page report (sample to the right) designed to summarize the services provided during the reporting period, and also provides quantitative feedback on the conditions within the school.



e. Copies of Documents

e. Copies of all documents, if any, that would need to be signed by HCPS is awarded the contract.

Please see the appendix section for a copy of Catapult Learning's PDNow Order Form and SaaS Platform Agreement.



Tab 7 – Pricing/Cost Proposal

Cost is a required evaluation factor for non-professional services. Cost proposals can either be included in a tab or you can specify that cost proposals be submitted in separate envelopes (if accepting hard copy proposals). If possible, specify the format in which pricing is to be provided. Offerors shall provide a per hour rate for both virtual and in-person coaches. Offerors shall provide annual cost for the following scenario for price evaluation purpose only.

Scenario: One coach will be assisting a Title I school for four days a week at 8 hours a day. Virtual is on a limited basis, and it shall not exceed 8 hours a week for virtual.

RFP Pricing Scenario:		
One coach will be assisting a Title I school for four days a week at 8 hours a day. Virtual is on a limited		
basis, and it shall not exceed 8 hours a week for virtual.		
In Person	<u>Virtual</u>	
\$166.67 per hour \$161.29 per hour		
Annual Cost for RFP identified scenario:	\$200,000.00	

*The quoted prices will be honored for 90 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. The pricing in the above table is based on the scenario identified in the RFP. Should the scenario change then pricing may be subject to change.

Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.

Additional Supplemental Professional Development & Coaching Services

Should the services required fall outside of the scope identified within the pricing scenario of the RFP, Catapult Learning is happy to negotiate the appropriate rates for services as required by Henrico County Public School District. Those rates would be negotiated based on the pricing table below as needed.

Professional Development*		
Service	Price	
Six-hour Professional Development Day	\$4,750 per day**	
(Up to 40 participants)	34,750 per day	
Three-hour Professional Development Day	\$2.7E0 por dou**	
(Up to 40 participants)	\$3,750 per day**	
Six-hour Teacher/Leadership Coaching Day	\$3,050 per day**	





Additional Professional Development Services*	
Service	Price
60 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$1,050**
120 Minute Virtual Drafassianal Davalanment Cassian	

120 Minute – Virtual Professional Development Session: (<i>Up to 40 participants</i>)	\$1,550**
180 Minute – Virtual Professional Development Session: (<i>Up to 40 participants</i>)	\$2,050**
Minimum Coaching Bundle - Virtual coaching bundle of 10 sessions at 60 minutes/session	\$3,250** \$325 per additional session once minimum of 10 sessions is met**

PDNow					
Site pricing/ Unit price per user	Site Pricing (up to 50 users)	51-250	251-500	501-1,000	1,000+
Instructional Excellence Package	\$2,450	\$44*	\$39*	\$34*	\$29*
1 Supplemental Package	\$2,950	\$54*	\$49*	\$44*	\$39*
2 Supplemental Packages	\$3,400	\$63*	\$58*	\$53*	\$48*
3 Supplemental Packages	\$3,800	\$72*	\$66*	\$62*	\$56*
4 Supplemental Packages	\$4,000	\$76*	\$70*	\$66*	\$60*
Full Library Access	\$4,150	\$79*	\$73*	\$69*	\$63*
*Unit Prices are per user					

Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.

*Additional Professional Development events can be priced upon request. Pricing is based on our standard workshops. For customization, additional rates apply.

**The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue.





Tab 8 – Exceptions

In this tab, Offerors shall list any exceptions taken to the Scope of Services and General Terms and Conditions of this Request for Proposals. The County intends to make the RFP and the Successful Offeror's proposal a part of the contract between the parties, so Offerors should list any exceptions for purposes of negotiating the contract.

Catapult Learning, LLC ("Catapult") respectfully submits its exceptions to the district's terms and conditions. Accordingly, Catapult would expect to negotiate, and for the parties' ultimate contract to contain, terms that are substantially similar to the following terms:

Pricing

Any "most favored nation" or best-pricing provision which requires that Catapult offer its most favorable pricing to the customer should be limited in scope to the surrounding geographical area (preferably within 50 square miles of customer's geographic location) so that customer's pricing is compared to only that of other customers within such area.

Termination for Convenience

Any terms that permit the customer to terminate the agreement for convenience should require that Catapult receive at least 30 days' notice prior to any such termination.

Termination for Cause

The terms should provide Catapult with a cure period of at least 30 days prior to any termination for cause by the customer.

Indemnification

The agreement should contain the following indemnity-related provisions:

- Any requirement that either party indemnify the other should be limited to only third-party claims.
- Any attorneys' fees being indemnified should be limited to reasonable fees.
- Indemnification by Catapult should be limited to losses (however defined) solely caused by Catapult's negligence or willful misconduct in its performance of the agreement.
- Neither party's indemnification obligations should apply to losses arising from the other party's negligence or willful misconduct.
- Customer should indemnify Catapult for losses (however defined) but only to the extent permitted by state law.

Limitation of Liability





The agreement should contain the following limitation-of-liability provisions:

- The limitation of liability should apply only to the extent permitted by state law.
- Catapult's total liability for any claims arising out of the agreement should be limited to the lesser of the total fees paid to Catapult under the agreement in the preceding 12 months or \$500,000, whichever is greater.
- Neither party should be liable for any indirect, consequential, loss-of-profits or revenue, enhanced or punitive damages.

Insurance

Insurance coverage for General Liability should apply on a claims-made and not on a per-occurrence basis.

Assignment

Catapult should have the right to assign or transfer the agreement without the customer's consent to a subsidiary, parent company, or corporate affiliate of Catapult or in connection with the sale of all, or substantially all, the outstanding assets or the transfer of a majority interest in Catapult's ownership or equity.

Force Majeure

Force majeure events shall include epidemics and pandemics.

Intellectual Property

The agreement should contain the following intellectual-property provisions:

- Any rights, title and interest in any information and items, including training, curricula, educational content thereof developed by Catapult that is used in the provision of services under this agreement should remain the sole and exclusive property of Catapult.
- Catapult should retain sole and exclusive ownership of all rights, title and interest in its proprietary information, processes, methodologies, know-how and software, including such information as existed prior to the delivery of the services.
- To the extent the information is of general application, Catapult should retain sole and exclusive ownership of anything that Catapult may discover, create or develop during provision of the services.





Tab 9 – Assumptions

In this tab, offerors shall list any assumptions made when responding to this Request for Proposals.

Not Applicable





Tab 10 – Appendices

Optional for Offerors who wish to submit additional material that will clarify their response.

In this section we include the following documents:

- Sample Coaching Logs
- Sample School Transformation Program Summary
- Formation Documentation
- Proof of Insurance
- Catapult Learning's PDNow Order Form and SaaS Platform Agreement
- Catapult Learning's Educational Services Agreement
- PD Specialist Resumes

EDF	
ABE	
8F9/	
AB08	
A -1∕	
B58,	
⁰	
49	
13E	
μ̈́	
D3946B1E-1	
D39	
ä	
ope	D.
nve	0
gn E	0
uSi <u>ç</u>	
Doo	1



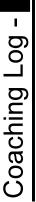


I
ວ
ŏ
σ
<u> </u>
С-
ğ
Ö

Date: 05/24/23	Coach: Catapult PD Specialist X Activities: 6
Time: 8:00 AM - 8:45 AM Leadership: Coaches' Meeting Subject: N/A Multi On-site: Team Meeting/PLC	Comments: The Catapult Coach, X and X met to discuss coaching and support of teachers. The Catapult Coach shared the celebrations, challenges and possible goals for next year - Tier 1 instruction, engagement and gradual release of responsibility.
Time: 9:10 AM - 10:35 AM Teacher: Teacher A Subject: ELA Grade X On-site: Co-Plan	Comments: The Catapult Coach scheduled co-planning with the teacher. However, the teacher was call to cover another class. The Catapult Coach researched and drafted plans for after the Performance Task and shared them with the teacher.
Time: 10:35 AM - 12:00 PM Teacher: Teacher B Subject: N/A Grade X On-site: Co-Teach, Model	Comments: The Catapult Coach set high expectations for academics and behaviors. Afterwards, Coach modeled and co-taught the research process for the Performance task. The Coach and teacher worked with individual students the remainder of the class.
Time: 12:05 PM - 1:30 PM Teacher: Teacher C Subject: ELA Grade X On-site: Observe/Gather Data	 Learning Environment High expectations were sat at the beginning of class for academics and behaviors. Students began with 15 minutes of silent reading. Then, students continued to work on their Performance Task. Even though high expectations were set at the beginning of class, there was little evidence of follow through. Most students worked on their Performance Task. ome students completed numbers 1 and 2 and few began the research process. The teacher did provided guided sentence students for the essay. Migh expectations for academics and behavior Goal:High expectations were set but there was little evidence of follow through. Students were on phones or playing games on computers. There were some celebrations of learning for those on task. Respectful Relationships Evidence:Academic Learning Time was evident for most students for the majority of the class. The Catapult Coach, Special education teacher and content teacher worked with individual students.

	 There is little evidence of the teacher wrapping up the lesson. Feedback was provided to all students in the research phase. Wrap Up Wrap Up Goal: There was little evidence of lesson closure. Feedback was provided to students who were in the research stage. Not all students were at that point. Assessment of Learning Target Evidence: There was some evidence of checking for student success; however, there was no mention of the learning targets for class.
Time: 2:00 PM - 2:30 PM Teacher: Teacher C Subject: ELA Grade X On-site: Observe; Model	Comments: The Catapult Coach observed the first 30 minutes of the teacher's class to check for high expectations for behaviors and academics. The objective and agenda was reviewed. tudents continued the research section of the Performance Task. Nine out of twelve students were on task. The teacher addressed students not on task. Coach modeled strategies for encouraging on-task behavior and strategies for redirection.
Time: 2:30 PM - 2:50 PM Leadership: AP X Subject: ELA Data Multi On-site: Principal Consult	Comments: The Catapult Coach and AP discussed the rough data numbers including pass rates, numbers for retakes, and those who made the growth measure. Growth was noted. Further data analysis and targeted skill idscussion will take place once final numbers are in.





Date: 09/14/23

Coach: Catapult Coach X

Activities: 7

Comments:

Expectations for reading (20 minutes) followed by a writing response were implemented and followed by students. teacher environment was conducive to learning, Lexia Goals for the week were listed; however, the objectives with what, why and how were not indicated. he coach will follow-up with the teacher on the expectations. These are provided in the lesson The Catapult Coach observed to collect data on routine, procedure and learning environment. Class started on time. solicited. Before watching a short video, students were asked to focus on the plot and take notes on it. The learning then introduced plot and definition was provided, examples given from a previous reading and student responses plans.

Learning Environment

On-site: Observe/Gather Data

Teacher: Teacher D Subject: English Grade X

Time: 9:10 AM - 10:00 AM

Expectations were posted on the wall; however, there is no follow through with routines and procedures. Consider the use of positive language: students did not respond to teacher request.

📩 High expectations for academics and behavior

Evidence: High expectations for academics have been set by the school and within the department. Lesson plans are present but not followed. The lesson plans are on target; however, delivery of the plans are still in the developing stage.

Rules and Procedures

Goal: There was little evidence of behavioral and academic rules and procedures. The teacher indicated to the class several times that rules were on the walls, but did not review them with the class.

Identify Student Success (ISS)

On-site: Observe/Gather Data

Subject: English Grade X

Teacher:Teacher E

Time: 10:30 AM - 11:00 AM

No lesson wrap up provided. Little feedback was given to students during the time the Catapult Coach was present.

💌 Wrap Up

Goal:Limited evidence of lesson closure and assessment of mastery of the learning target

Assessment of Learning Target

Goal:Assessment of learning target was limited. The teacher deviated form the lesson plans and did not focus on the learning target.

Time: 10:35 AM - 11:55 AM Teacher: Teacher F Subject: English Grade X On-site: Observe/Gather Data	 Learning Environment The teacher reminded students of expectations several times during class. Positive statements were made to groups of students on task. Other groups corrected their behaviors. High expectations for academics and behavior. High expectations for academics and behavior devices them as needed. After meeting with the Catapult Coach, the teacher completed a reset of expectations for the dass. Respectful Relationships Evidence: Some groups take longer than others to respond, but after three times of reminding them of behaviors students are on board. Language remains positive and encouraging. Students are respectful with their responses to the teacher. Respectful Relationships Evidence: Some groups take longer than others to respond, but after three times of reminding them of behaviors students are on board. Language remains positive and encouraging. Students are respectful with their responses to the teacher. Metacher reviewed sides on cause and effect. Approximately half of the students responded correctly. As a closure to the teacher reviewed sides on cause and effect. In ecach reacher to follow up with a grade level text and check for understanding again. Mow/Understand the Objective/Learning Target when a child's book is used; however, understanding needs to be measured with grade level text. Activates Relevant Knowledge Activates Relevant Knowledge
Time: 12:00 PM - 12:40 PM Teacher: Teacher Subject: English Grade X On-site: Co-Plan, Teacher(s) Consult	Comments: The Catapult Coach and teacher collaborated on the lesson plans and classroom expectations. The coach also modeled for the teacher how to introduce learning concepts based on the lesson plan. The coach also: - Modeled aspects of the lesson plan with the teacher. -Returned to the teacher's classroom during 4th period to model behavior expectation. -Retirerated step by step procedures for classroom management. -Modeled positive language to guide behaviors.

Printed: 01/22/2024

DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

Time: 12:40 PM - 1:40 PM Leadership: PLC Meeting/6th Grade Team Subject: English Grade 6 On-site: Co-Plan, Team Meeting/PLC	Comments: The Catapult Coach attended/participated in the PLC meeting. The Assistant Principal and Reading Coach reviewed the plans for Student Intervention Groups, the Assistant Principal reiterated lesson planning and making sure that teachers discussed how to deliver the plans with fidelity. The Department Chair reviewed each section of the plans for the upcoming week. There was discussion on how to implement the plans.
Time: 2:00 PM - 2:30 PM Teacher: Teacher F Subject: English Grade X On-site: Model	Comments: The Catapult Coach modeled for the teacher how to reset behaviors to make immediate corrections. he Catapult Coach recommended assigned seats, contacting parents concerning behaviors and academics, and being prepared for instruction.
Time: 2:30 PM - 3:10 PM Teacher:Teacher Subject: English Grade X On-site: Observe/Gather Data	 Laaring Environment The teacher demonstrated a positive learning environment and encouraged students to do their best at all times. Classroom management is good and students responded to expectations. Image management is good and students responded to expectations. Image management is good and students responded to expectations. Image management is good and students responded to expectations. Image management is good and students responded to expectations for students, and checks for understanding at two different times during the class period. Image management is the tot man time. The teacher found herself getting off track with individual questions form students that did not relate to the task at hand. Image mathematical moderna times that did not relate to the task at hand. Image mathematical moderna times that did not relate to the task at hand. Image models. Image mathematical moderna times that did not relate to the task at hand. Image models. Image models that the end of class on transitions, wrapping up a lesson and pacing. Checking for understanding was at a lower level of questioning and questioning stem examples for rigor were provided. The teacher and coach. Scaffolding was included for the lesson the next day. Assessment of tarming 50%. After collaboration with the Coach, scaffolding was included for the lesson the next day. Assessment of Laming Target and provide feedback to teacher.



Alliance School Transformation Program Summary 2020-2021



Thank you for choosing Catapult Learning as your provider for Alliance School Transformation educational support services! We have been pleased to provide you with quality education services during the 2020-2021 school year and look forward to continuing services with you in the years to come.

At Catapult Learning, we pride ourselves on the **power of partnership**. This is why we are devoted to our *Customer First Pledge*:

- All needs are successfully addressed in consultation and follow-up
- Each coaching session, professional learning opportunity, or service is excellent
- Every issue is quickly addressed to confirmed satisfaction

We encourage you to contact your school partnership's representative with comments or concerns:

Deborah Jones PD Manager, VA Deborah.Jones@catapultlearning.com

Vanessa Ronketto Executive Director of School Transformation Vanessa.ronketto@catapultlearning.com

Program Summary – PD and Coaching 2020-2021

Overview of Services

Catapult Learning provided Alliance School Transformation professional development and jobembedded coaching services to development and gob during the 2020-2021 school year. *Alliance* is a holistic and data-driven, designed to meet the unique needs of each of our partnering schools. We provided a Comprehensive Support and Improvement (CSI) solution, building site capacity in five essential areas of exemplary school design. Professional learning events were organized to ensure sustained and ongoing improvement through leadership development, teacher professional development, coaching and mentoring, and implementation of an effective system for change management. We worked collaboratively with school teams to diagnose organizational needs and developed a customized implementation plan that incorporated both targeted PD and job-embedded application coaching. The change journey was data driven and results oriented, leading to school transformation in key areas designed to produce successful outcomes for adults and students alike.

Professional Development and Coaching

School leader and teacher development is a central component of our work. The goal of our professional development in our transformation model is to provide teachers with the job-embedded training and resources they need to become masters of instruction, from improving subject matter knowledge and understanding College and Career Readiness standards to strengthening classroom management techniques and developing personal leadership skills.

Specific areas for professional growth are identified in the transformation implementation plan. Regular, on-site training, coaching, modeling and mentoring provide the support and development that teachers need to meet the goals of the program and grow in their effectiveness.

Job-embedded professional learning within a supportive context has been demonstrated to significantly improve student achievement (Biancarosa et al. and by Saunders et al.). Our approach is designed to leverage the new learning educators receive through the professional learning and then support the learning through job-embedded coaching. Our goal is to leave the leaders and teachers with the knowledge, tools, and strategies that will enable them to continue to develop professionally long after the partnership ends.

Catapult Learning just completed year 1 of the partnership with



Job-Embedded Coaching

The Catapult Learning Alliance PD Specialists provided 47 coaching days in FY 2020-2021 through a blend of coaching support: on-site and virtual. Coaching days were designed to support teachers and administrators to ensure full and effective delivery on the implementation plan including the skills and processes presented during the professional development sessions. The Coaching logs were shared with the school leadership, following each school visit.

Catapult Learning's Alliance coaching model is a capacity-building support system for teachers as they implement or advance best practices in their classrooms. These partnerships are characterized by trust, transformational change, and a strengths-based approach. Collaborative conversations serve as the foundation of our model. Individual teachers will derive a stronger sense of their own capacity to succeed, leading to increased collegiality, greater job satisfaction, and improved student learning outcomes. Our approach is designed to leave teachers and instructional support specialists with the knowledge, tools, and strategies that will enable them to continue to develop professionally long after the partnership ends.



By providing targeted coaching support to your ELA teachers and administration in this manner, it can serve as a means to differentiate support for teachers in need of professional development, advance the key initiative of a strong and consistent instructional model, and ultimately, improve the quality of teaching and learning school-wide.



Program Summary – PD and Coaching 2020-2021

OWL: Walk-through Observations for Learning: Our Coaching Tool

work with their coach, the OWL coaching tool allows coaches to capture the teacher goals, coach and observe for progress towards the supports the coaching conversation between the PD Specialist and the individual teacher. As teachers establish instructional goals and Catapult PD Specialists utilize Catapult Learning's proprietary coaching tool, Observations to gather data during classroom visits that goal in subsequent visits. The OWL tool allows the coach and school leader to see growth in teachers' behaviors as they plan for and deliver instruction utilizing the critical components of Academic Learning Time:

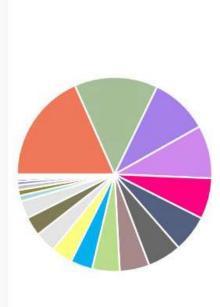
- Students know and understand the lesson objective
- Students actively manipulate the content in relation to the objective
- During active manipulation, students are experiencing success 75-95% of the time

Based on the baseline classroom data collected in OWL on the first coaching day, we expect to see changes in teacher practice in one or more indicators within the components of the Core Instructional Model.

The summary of each coaching visit is captured in a coaching log in OWL, our proprietary coaching tool. The summary screenshots concerted effort to balance the type of coaching activities necessary to provide a well-rounded coaching experience for the school below indicate the type of coaching activities that were provided over the course of the coaching days. Our coaches make a staff. Program Summary – PD and Coaching 2020-2021

Coaching Activities

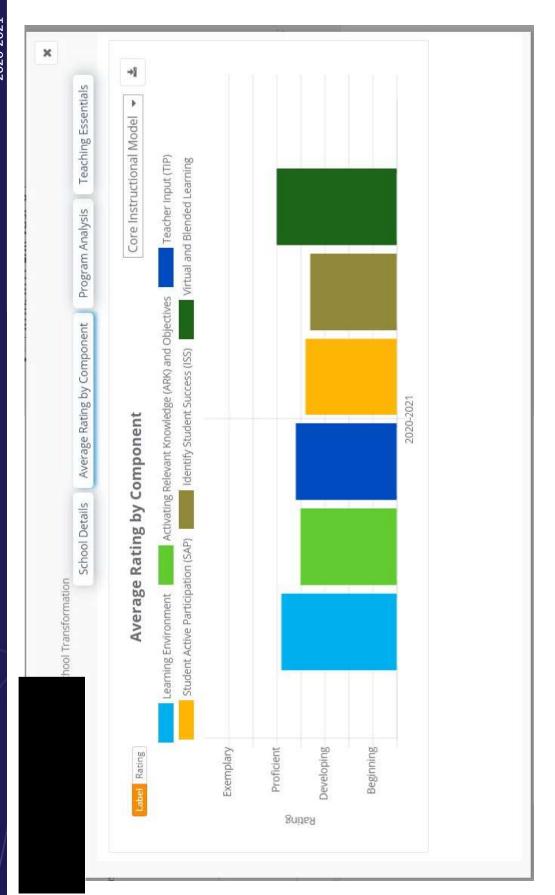
653 coaching sessions	118 - Virtual Other	75 - On-Site Observe/Resource Review	52 - Establish Rapport and Trust	42 - Virtual Observe/Resource Review	31 - Introduce Coaching Strategy	30 - Virtual Teacher(s) Consult	25 - On-Site Teacher(s) Consult	8 - Tag Framework	5 - On-Site Team Meeting/PLC	2 - On-Site Principal Consult	1 - Co-Teach	1 - Virtual Team Meeting/PLC
851 activities recorded over 653 coaching sessions	156 - Virtual CIM	82 - On-Site CIM	58 - Virtual Co-Plan	48 - Virtual Model	39 - Provide Resources	30 - Goal Setting/Review	27 - On-Site Other	8 - Review Data	7 - On-Site Model	3 - On-Site Co-Plan	2 - Present	1 - Coaching Activity



average across research-based teacher behaviors. The rubric scores represent the average rating in the Component or Behavior across teachers rated the highest in Learning Environment. Areas of opportunity are in Student The following report reflects teacher ratings within each Component as observed by the coach(es). This report demonstrates the Active Participation and Identifying Student Success. all classroom visits.

DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

Program Summary – PD and Coaching 2020-2021



Catapult Learning

m

AB08F9ABEDF	
1AB08F	
D-B58A-1	
ID: D3946B1E-13E4-49CD-B58/	
3B1E-13E	
D: D3946	
velope II	
Sign En	
Docu	

Program Summary – PD and Coaching 2020-2021 The Teaching Essentials report reflects teacher ratings within each Component and Behavior as observed by the PD Specialists. Each of the behaviors in the Core Instructional model are defined in the top column. The rating scale is 1-4 with 4 being Exemplary.







Program Summary – PD and Coaching 2020-2021

Your Catapult Learning Alliance Team

The Catapult Learning services were provided and supported by:

- Deborah Jones, Area Manager, VA PD
- Cheryl Watkins, PD Specialist
- Ken Porter, Leadership PD Specialist





Appendix A OWL QPS **Quarterly Project Survey**

Henrico County Whole School Transformation

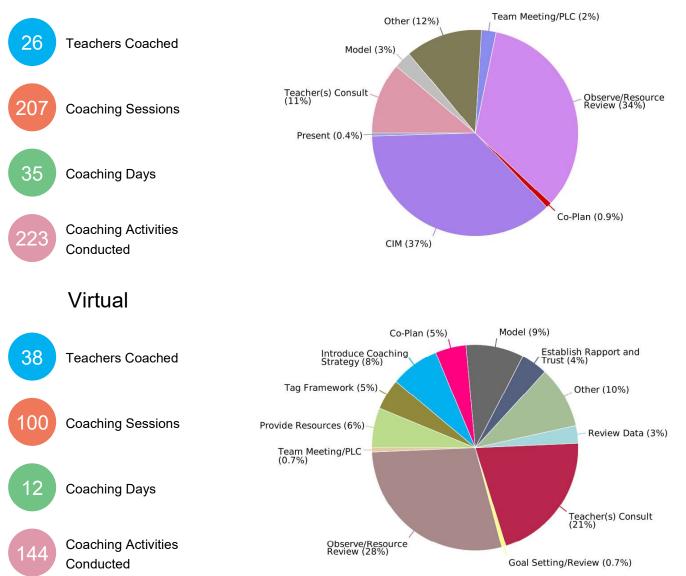




Coach: Deborah Jones Ro Reporting Period: 02/22 to 06/03

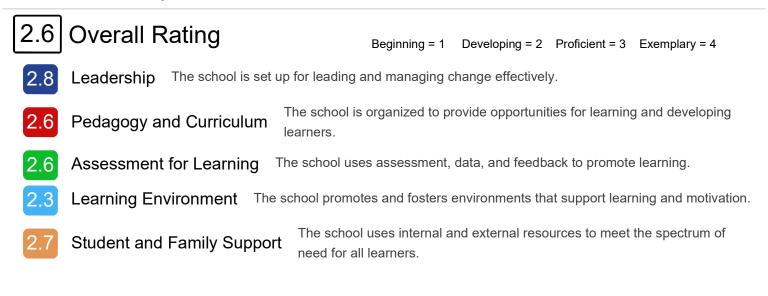
Report Date: 06/03/21





Quarterly Project Survey

School Development Rubric - Whole School





Quarterly Project Survey

Strengths and Opportunities

Your coaches identified the following behaviors as the three most common strengths across the term - Great Job!

Behavior

High expectations for academics and behavior Teacher Models (ME) Respectful Relationships

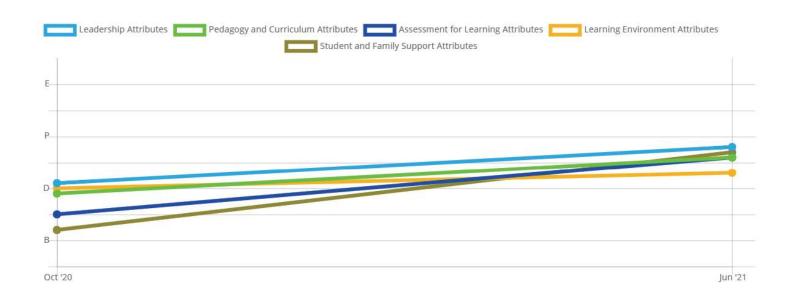
Domain

Learning Environment Teacher Input (TIP) Learning Environment

Your coaches identified the following behaviors as the three most common areas for opportunity within your school. Leaders and/or teachers were assigned time-bound actionable goals to help your organization grow in these behaviors.

Behavior	Domain
Effective Use of Time	Learning Environment
Monitoring And Adjusting	Teacher Input (TIP)
Gradual Release: ME/WE	Teacher Input (TIP)

School Longitudinal Report





The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED ARE TRUE AND CORRECT COPIES OF ALL DOCUMENTS ON FILE OF "CATAPULT LEARNING, LLC" AS RECEIVED AND FILED IN THIS OFFICE.

THE FOLLOWING DOCUMENTS HAVE BEEN CERTIFIED:

CERTIFICATE OF FORMATION, FILED THE TWENTY-FIRST DAY OF APRIL, A.D. 2003, AT 4:35 O`CLOCK P.M.

CERTIFICATE OF AMENDMENT, CHANGING ITS NAME FROM "SYLVAN EDUCATION SOLUTIONS, LLC" TO "CATAPULT LEARNING, LLC", FILED THE SIXTH DAY OF APRIL, A.D. 2004, AT 12:52 O`CLOCK P.M.

CERTIFICATE OF AMENDMENT, FILED THE TWENTY-SIXTH DAY OF OCTOBER, A.D. 2004, AT 8 O`CLOCK A.M.

CERTIFICATE OF AMENDMENT, FILED THE NINETEENTH DAY OF SEPTEMBER, A.D. 2006, AT 10 O`CLOCK A.M.

AND I DO HEREBY FURTHER CERTIFY THAT THE AFORESAID CERTIFICATES ARE THE ONLY CERTIFICATES ON RECORD OF THE AFORESAID LIMITED LIABILITY COMPANY, "CATAPULT LEARNING, LLC".



Authentication: 202284298 Date: 01-13-21

3649827 8100H SR# 20210107189

You may verify this certificate online at corp.delaware.gov/authver.shtml

Page 1



Page 2

The First State



3649827 8100H SR# 20210107189

You may verify this certificate online at corp.delaware.gov/authver.shtml

ry of State Jeffrey

Authentication: 202284298 Date: 01-13-21

С

CERTIFICATE OF FORMATION

OF

SYLVAN EDUCATION SOLUTIONS, LLC

Pursuant to Sections 18-201 and 18-204 of the Delaware Limited Liability Company Act

1. The name of the limited liability company is Sylvan Education Solutions, LLC.

2. The address of its registered office in the State of Delaware is 1209 Orange Street, in the City of Wilmington, County of New Castle. The name of its registered agent at that address is The Corporation Trust Company.

IN WITNESS WHEREOF, the undersigned has executed this Certificate of Formation of Sylvan Education Solutions, LLC on this 21st day of April, 2003.

SYLVAN EDUCATION SOLUTIONS, LLC

By: <u>/s/ Michael D. Weiner</u> Name: Michael D. Weiner Title: Authorized Person

> State of Delaware Secretary of State Division of Corporations Delivered 04:14 PM 04/21/2003 FILED 04:35 PM 04/21/2003 SRV 030258277 - 3649827 FILE

CERTIFICATE OF AMENDMENT OF

SYLVAN EDUCATION SOLUTIONS, LLC

1. The name of the limited liability company is Sylvan Education Solutions, LLC.

2. The Certificate of Formation of the limited liability company is hereby amended as follows: The name of the limited liability company has changed to Catapult Learning, LLC,

IN WITNESS WHEREOF, the undersigned has executed this Certificate of Amendment of Sylvan Education Solutions, LLC on this 6th day of April, 2004.

SYLVAN EDUCATION SOLUTIONS, LLC

By: en. Authorized Person Jeffrey

State of Delaware Secretary of State Division of Corporations Delivered 12:52 PM 04/06/2004 FILED 12:52 PM 04/06/2004 SRV 040252626 - 3649827 FILE

SIMCOX&BURCLAY, LLP

Fax:410-266-0813

42167



October 21, 2004

DELAWARE SECRETARY OF STATE Division of Corporations PO Box 898 Dover, DE 19903

Attn: Corporate Filing Dept.

Re: CATAPULT LEARNING, LLC

Dear Filing Officer:

3649827

Enclosed please find a Certificate of Amendment for the above referenced name, which is to be filed in your office. Also enclosed is our check #7728 in the amount of \$100.00 for the filing fee. If you have any questions, please contact x123 at 800-345-4647.

Thank you,

anie Case

Delanie Case Registered Agent Services Acct. #9190037

(0). 661 (J)28



PO BOX 1831 AUSTIN, TX 78767 State of Delaware Secretary of State Division of Corporations Delivered 08:00 AM 10/26/2004 FILED 08:00 AM 10/26/2004 SRV 040771764 - 3649827 FILE

STATE OF DELAWARE

CERTIFICATE OF AMENDMENT TO CERTIFICATE OF FORMATION

Pursuant to Section 18-202 of the Delaware Limited Liability Company Act, the undersigned, in order to change its registered office and registered agent, hereby certifies that:

1. The name of the limited liability company is:

CATAPULT LEARNING, LLC

2. The Certificate of Formation of the limited liability company is hereby amended to change the registered agent and location of the registered office of the limited liability company to the following:

New Name of Registered Agent:

CAPITOL SERVICES, INC.

New Address of Registered Office:

615 SOUTH DUPONT HWY

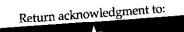
DOVER, DE 19901 KENT COUNTY

IN WITNESS WHEREOF, the undersigned authorized person has executed this Certificate of Amendment to the Certificate of Formation this \underline{K} day of $\underline{Octokev}$ 20 \underline{O}

CATAPULT LEARNING, LLC	
Name of Limited Liability Company	
Milline	
Signature	

Jeffrey	H.	Cohen
Printed Nat	me	

<u>Manager</u> Title



Capitol Corporate Services, Inc. P.O. Box 1831 Austin, TX 78767 800/345-4647

State of Delaware Secretary of State Division of Corporations Delivered 10:15 AM 09/19/2006 FILED 10:00 AM 09/19/2006 SRV 060860868 - 3649827 FILE

STATE OF DELAWARE CERTIFICATE OF AMENDMENT

Name of Limited Liability Company: Catapult Learning, LLC 1.

The Certificate of Formation of the limited liability company is hereby amended 2. as follows: The address of its registered office in the State of Delaware is Corporation Trust Center, 1209 Orange Street, in the City of Wilmington, County of New Castle. The name of its registered agent at such address is The Corporation Trust Company.

IN WITNESS WHEREOF, the undersigned have executed this Certificate on , A.D. <u>2006</u>. day of Systemles the 112

By: C. Man Shul Authorized Person(s)

Name: C. Alan Sc.

Print or Type

DE084 - 8/15/05 C T System Online

7/3 THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AF BELOW. THIS CERTIFICATE OOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy certain policies may require an er this certificate holder is an ADDITIONAL INSURED, the policy certain policies may require an er this certificate does not confer rights to the terms and conditions of the policy, certain policies may require an er this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). REDOUCER Lockton Companies 3280 Peachtree Road NE, Suite #1000 Attanta GA 30305 IMBURER A: Catiput Learning, LLC Attanta GA 30305 (404) 460-3600 IMBURER B: Sentry Insturance Company INSURED Catapult Learning, LLC IMBURER B: Sentry Insturance Company Atta: Benefits Dept. PO Box 444 ImBURER D: Elmsford NY 10523-0444 ImBURER B: Sentry Insturance Company INSURER CONTINUES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABINDICATE. NAME SUSCE OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS IS EXCLUSIONS AND CONDITIONS OF SUCH POLICIES, LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAD CLAIMS. NIT THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN REDU	ORDED BY THE POLICIE INSURER(S), AUTHORIZE provisions or be endorsed dorsement. A statement of FAX (AAC, No): MAIC # PORTION 1032 2498 UMBER: XXXXXXX DVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AF BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an ere this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). ROUCER Lockton Companies 3280 Peachtree Road NE, Suite #1000 Atlanta GA 30305 (404) 460-3600 HAURER (S) AFFORDING COVERAGE INSURER A: Capitol Specialty Insurance Company INSURER A: Capitol Specialty Insurance Company INSURER Catapult Learning, LLC 509842 Atth: Benefits Dept. PO Box 444 Elmsford NY 10523-0444 INSURER CERTIFICATE NUMBER: 18573535 REVISION N THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED AMED AB INSURANCE MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SCOVERAGES CERTIFICATE NUMBER: 18573535 REVISION N THIS IS TO CERTIFY OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED AMED AB INSURANCE AFFORDED BY THE POLICIES OF INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SECUSIONS AND CONDITIONS ANY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS STHE TYPE OF INSURANCE A COMMERCIAL GENERAL LIABILITY A X SIR: \$250K MED EXP(Arg S) MED EXP(Arg S)	ORDED BY THE POLICIE INSURER(S), AUTHORIZE provisions or be endorsed dorsement. A statement of FAX (AAC, No): MAIC # PORTION 1032 2498 UMBER: XXXXXXX DVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an en- this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). RODUCER Lockton Companies 3280 Peachtree Road NE, Suite #1000 Atlanta GA 30305 (404) 460-3600 Maure: Insure: Ins	Conservent: A statement of FAX (AAC, No): Poration Over the statement of UMBER: XXXXXXX VE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). RODUCER Lockton Companies 3280 Peachtree Road NE, Suite #1000 Atlanta GA 30305 (404) 460-3600 Contract NAME: PHONE (AC, No. Edt: EMAIL ADDREss: NAME: PHONE (AC, No. Edt: EMAIL ADDREss: NAME: PHONE (AC, No. Edt: EMAIL ADDREss: NAME: PHONE (AC, No. Edt: EMAIL ADDREss: Attn: Benefits Dept. PO Box 444 Elmsford NY 10523-0444 INSURER C: INSURER C: INSURER D: INSURER E: INSURER F: OVERAGES CERTIFICATE NUMBER: 18573538 REVISION N THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED AND CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED NAMED AND EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. REVISION N HS20232147-01 Add Conserver INMUDDRYYOP A Commercial General LIABILITY X N N HS20232147-01		
NAME: 3280 Peachtree Road NE, Suite #1000 Atlanta GA 30305 (404) 460-3600 NAME: (AC, No. Edit: ADDREss: (404) 460-3600 INSURER 6: Catapult Learning, LLC Atta: Benefits Dept. PO Box 444 Elmsford NY 10523-0444 INSURER 0: INSURER	UMBER: XXXXXXX DVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
Atlanta GA 30305 (404) 460-3600 INSURER A: Capitol Specialty Insurance Company Insurer A: Capitol Specialty Insurance Company Insurer A: Capitol Specialty Insurance Company Insurer C: PO Box 444 Elmsford NY 10523-0444 EXEMPLE Insurer B: Sentry Insurance Company Insurer C: Insurer C: Insurer E: Insurer F: COVERAGES CERTIFICATE NUMBER: 18573538 COVERAGES CERTIFICATE NUMBER: 18573538 THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABI INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS S EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. RET INSURANCE ADDL SUBR INSURANCE POLICY NUMBER INSURANCE POLICY EFF POLICY EFF POLICY EFF INSURANCE POLICY EFF POLICY EFF POLICY EFF INSURANCE RET INSURANCE ADDL SUBR INSURANCE POLICY NUMBER INSURANCE POLICY EFF POLICY EFF INSURANCE POLICY EFF POLICY EFF INSURANCE RET INSURANCE ADDL SUBR INSURANCE POLICY NUMBER INSURANCE POLICY EFF INSURANCE POLICY EFF INSURANCE RET INSURANCE INSURANCE INSURANCE POLICY EFF INSURANCE POLICY EFF INSURANCE<	UMBER: XXXXXXX DVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
(404) 460-3600 INSURER A: Capitol Specialty Insurance Company INSURER A: Capitol Specialty Insurance Company INSURER B: Sentry Insurance Company INSURER B: Setter Company INSURER B: Setter Company INSURER B: Setter Company INSURER B: Setter Company INDICATE NUMBER: 185/73538 REVISION N <td>UMBER: XXXXXXX DVE FOR THE POLICY PERIO TH RESPECT TO WHICH TH</td>	UMBER: XXXXXXX DVE FOR THE POLICY PERIO TH RESPECT TO WHICH TH	
INSURER A: Capitol Specialty Insurance Contrasting Source Catapult Learning, LLC Attn: Benefits Dept. PO Box 444 Elmsford NY 10523-0444 INSURER 8: Sentry Insurance Company INSURER 0: INSURER 0: INSURER E: INSURE MEENT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABE <td colspan<="" td=""><td>UMBER: XXXXXXX DVE FOR THE POLICY PERIO TH RESPECT TO WHICH TH</td></td>	<td>UMBER: XXXXXXX DVE FOR THE POLICY PERIO TH RESPECT TO WHICH TH</td>	UMBER: XXXXXXX DVE FOR THE POLICY PERIO TH RESPECT TO WHICH TH
SURED 509842 Catapult Learning, LLC Attn: Benefits Dept. PO Box 444 PO Box 444 Elmsford NY 10523-0444 INSURER C: INSURE COLSPANE" <th colspa<="" td=""><td></td></th>	<td></td>	
D09842 Atth: Benefits Dept. PO Box 444 Elmsford NY 10523-0444 Elmsford NY 10523-0444 INSURER D : INSURER E : INSURER F : COVERAGES CERTIFICATE NUMBER: 18573538 THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABI INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SECULUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. BR TYPE OF INSURANCE INSURER CILLABILITY N A X COURN N HS20232147-01 7/31/2023 T/31/2024 EACH OCCURENT DAMAGE TO RE PREMIDED (COURN X SIR: \$250K	UMBER: XXXXXXX DVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
INSURER 6: INSURER 6: INSURER F: COVERAGES CERTIFICATE NUMBER: 18573538 REVISION N THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABI INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SECULUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. RIT TYPE OF INSURANCE A COMMERCIAL GENERAL LIABILITY N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURENT MED EXP (Any of the S20K N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURENT	OVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
INSURER E : INSURER F : INSURER F : INSURER F : COVERAGES CERTIFICATE NUMBER: 18573538 REVISION N THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABI INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS S EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. BR INSURANCE MODI SUBR INSURANCE POLICY NUMBER POLICY EFF (MMDDD/YYY) POLICY EFF (MMDDD/YYY) POLICY EFF (MMDDD/YYY) POLICY OF TO RE POLICY OF TO RE INSURANCE POLICY NUMBER POLICY OF TO RE INMUDD/YYY) EACH OCCURRENT (MMDDD/YYY) A X COMMERCIAL GENERAL LIABILITY X N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURRENT RE PREMISES (EaG MED EXP (Any of MED EXP (OVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
COVERAGES CERTIFICATE NUMBER: 18573538 REVISION N THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED AB INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. Image: state of the insurance ADDL SUBR MODULY OF INSURANCE POLICY NUMBER POLICY EFF POLICY EXP (MMIDDAYCYO) POLICY EFF POLICY EXP (PREMISES (Ea O MED EXP (Any O X SIR: \$250K N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURRING PREMISES (Ea O MED EXP (Any O	OVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABINDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WILL CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SECULUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. Image: state in the insurance insuranc	OVE FOR THE POLICY PERIO ITH RESPECT TO WHICH TH	
INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT W CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS S EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. INSURANCE ADD SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. POLICY EFF INSURANCE ADD SUBPLY POLICY EFF INSURANCE ADD SUBPLY POLICY NUMBER POLICY FOR INSURANCY INMUDDYCYN A X COMMERCIAL GENERAL LIABILITY X CLAIMS-MADE OCCUR X SIR: \$250K N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURRING MED EXP(Any of MED EXP	TH RESPECT TO WHICH TH	
TR TYPE OF INSURANCE INSU WYD POLICY NUMBER (MM/DD/YYY) (MM/DD/YYY) A X COMMERCIAL GENERAL LIABILITY N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURRIDAMAGE TO RE PREMISES (Each X SIR: \$250K OCCUR N N HS20232147-01 7/31/2023 7/31/2024 EACH OCCURRIDAMAGE TO RE PREMISES (Each		
X CLAIMS-MADE OCCUR X SIR: \$250K MED EXP (Any of the second	LIMITS	
X CLAIMS-MADE OCCUR X SIR: \$250K MED EXP (Any o		
	ccurrence) \$ 100,000	
PERSONAL & A		
	0.050.000	
GEN'L AGGREGATE LIMIT APPLIES PER: GENERAL AGGR X POLICY JECT LOC PRODUCTS-CC	2 000 000	
	\$	
B AUTOMOBILE LIABILITY N N A0199259006 (AOS) 7/31/2023 7/31/2024 COMBINED SIN	SLE LIMIT \$ 1,000,000	
B X ANY AUTO A0199259005 (MA) 7/31/2023 7/31/2024 BODILY INJURY	(Per person) \$ XXXXXXXX	
OWNED SCHEDULED BODILY INJURY AUTOS NON-OWNED PROPERTY DAM	- TELEVEN	
AUTOS ONLY AUTOS ONLY IPer accidenti	• 2000	
UMBRELLA LIAB OCCUR NOT APPLICABLE EACH OCCURR		
EXCESS LIAB CLAIMS-MADE AGGREGATE	s XXXXXXXX	
DED RETENTIONS	3 XXXXXXXX	
WORKERS COMPENSATION 31 PER	OTH- ER	
B AND EMPLOYER'S LIABILITY B AND EMPLOYER'S LIABILITY B AND PROPRIETOR/PARTNER/EXECUTIVE B OFFICER/MEMBER EXCLUDED? N / A 0199259004 (OH,HI,WA) A0199259004 (OH,HI,WA) A0199259004 (WI,WY) 7/31/2023 7/31/2023 7/31/2024 E.L. EACH ACCI	SENT \$ 1,000,000	
(Mandatory in NH)	A EMPLOYEE \$ 1,000,000	
DESCRIPTION OF OPERATIONS below E.L. DISEASE -I	OLICY LIMIT \$ 1,000,000	
A Incidental Prof. Liab N N HS20232147-01 7/31/2023 7/31/2024 Each Incident	\$750K Agg \$750K	
ESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)		

The ACORD name and logo are registered marks of ACORD

DocuSign Envelope ID: D3946B1E-13E4-49CD-B58A-1AB08F9ABEDF

PDNow Order Form and SaaS Platform Agreement

Customer:	Contact:				
Address:	Phone: E-Mail:				
Initial Service Term: [Month, Day] 2023 to [Month, Day] 2024					
PDNow Package Order: Subject to the Terms and Conditions of th Package(s) it selects from the table below. The PD Now Courses are r the Annual Service Fee payable in advance, as provided in the table Authorized Users.	nore fully described in Attachmen	nt 1. Customer will pay to Catapu			
PDNow Platform Access	Number of Customer's Authorized Users	Annual Service Fee (in USD)			
PDNow Platform Access (Provided in connection with Professional Development SaaS Platform - includes access to five Core Instructional Model Courses, Resource Library, PDNow Community, individual and administrative dashboards)		Included in Fee for Professional SaaS Platform			
PDNow Package(s)	Number of Customer's Authorized Users	Annual Service Fee (in USD)			
Equitable Practices					
Multi-Tiered System of Supports (MTSS)					
Inclusive Practices					
Executive Function and Resilience					
The Science of Reading					
Full PDNow Platform Access (Includes access to all courses in all PDNow Packages, PDNow Resource Library, PDNow Community, individual and administrative dashboards)					
Pilot Use (if applicable): Check here	Ich pilot/evaluation use (1) no fe IS" and no warranty obligations ider by providing Company writ hall continue in effect for the Init	s of Company will apply, and (3 tten notice thereof no less than 1			

This Order Form along with the attached Software as a Service Terms and Conditions ("Terms") constitute the entire agreement between the parties and shall be effective during the Service Term dates noted above. There shall be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Each party's acceptance of this Agreement was and is expressly conditional upon the other's acceptance of the terms contained in the Agreement to the exclusion of all other terms.

Catapult Learning LLC:

Customer:

By:	Ву:
Name:	Name:
Title:	Title:
Date:	Date:

1. SERVICES AND SUPPORT

1.1 <u>SaaS Platform</u>: Subject to the terms and conditions of this Agreement, Company will use commercially reasonable efforts to provide Customer with access to the Software as a Service platform and proprietary curriculum contained therein (collectively "SaaS Platform"), as indicated on the Order Form, incorporated herein. The SaaS Platform shall materially conform to the standard specifications and documentation.

1.2 Access to the SaaS Platform: As part of the registration process, Company will provide Customer with a CSV file and Customer will complete the CSV file with the First Name, Last Name, Email Address, District Name, School Name, and Role for each end user for whom Customer has paid a Service Fee ("Customer Authorized User"). Catapult will import users into the SaaS Platform and provide user access. Customer Authorized Users will receive an email with their login credentials. Customer Authorized Users will be required to create a new password when they log-in for the first time. Customer may also be required to identify an administrative user who will be responsible for managing Customer's use of certain administrative features of the service. Company reserves the right to refuse registration of or cancel passwords of Customer Authorized Users in the event Catapult has reason to believe or finds Customer or any Customer Authorized User to have shared among Customer user login credentials/passwords or to be in breach of this Agreement.

1.3 <u>Customer Data</u>: Certain information will be entered into the SaaS Platform by Customer and Customer Authorized Users or captured digitally by the SaaS Platform ("Customer Data"). Company will not be liable for any failure to perform that is caused by Customer's delay in or failure to provide Customer Data. Customer grants Company a world-wide, non-exclusive, royaltyfree license during the term of this Agreement to use Customer Data in compliance with Company's standard policies then in effect (the "Policy"). Company shall use commercially reasonable means at all times to protect Customer Data against theft or unauthorized use or access.

1.4 <u>Customer Service</u>: Subject to the terms hereof, Company will use commercially reasonable efforts to provide Customer with support services, through electronic mail or telephone, in accordance with Company's standard practice.

2. **RESTRICTIONS AND RESPONSIBILITIES**

2.1 Prohibited Use: Customer will not, and will not permit any third party to: reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the SaaS Platform or any documentation or data related to the SaaS Platform: modify. translate, or create derivative works based on the SaaS Platform or its copyrighted content; use the SaaS Platform for timesharing or service bureau purposes or for any purpose or other than in accordance with this Agreement and in compliance with all applicable laws and regulations (including but not limited to any privacy, intellectual property, consumer, child protection, obscenity, or defamation laws). If the product shown on the Order Form includes access to programs by students, minors, or children under the age of thirteen (13), Customer agrees to comply with all applicable laws, including but not limited to the Children's Online Privacy Protection Act, the Student Online Personal Protection Act, the California Consumer Privacy Act, California Online Privacy Protection Act, and the Federal Educational Rights and Privacy Act.

2.2 <u>Compliance and Indemnification by Customer</u>: Customer represents, covenants, and warrants that Customer will use the SaaS Platform only in compliance with Company's standard policies applicable to the SaaS Platform applicable laws and regulations. Customer agrees to indemnify, defend and hold harmless the Company from and against any damages, losses, liabilities, settlements and expenses (including without limitation costs and reasonable attorneys' fees) in connection with any claim or action that arises from Customer's breach of the terms of this Agreement. Customer shall further indemnify Company for any claim that the Customer Data infringes or violates the intellectual property or other rights of a third party.

2.3 <u>Customer Technical Requirements</u>: Customer shall be responsible for obtaining and maintaining any equipment and ancillary services needed to connect to, access or otherwise use the SaaS Platform, including, without limitation hardware, server, software, operating system, networking, web servers, long distance and local telephone service (collectively, "Equipment"). Customer shall be responsible for ensuring that such Equipment is compatible with the SaaS Platform and any minimum hardware requirements that the Company may provide or make available to Customer from time-to-time.

2.4 <u>Cooperation</u>: Each party will cooperate with the other in connection with the performance of this Agreement by making available such personnel and information as may be reasonably required, and taking such other actions as a party may reasonably request. Customer will also cooperate with Company in establishing a password or other procedures for verifying that only designated employees of Customer have access to any administrative functions of the SaaS Platform.

2.5 <u>Security of Customer Login Credentials</u>: Customer and Customer Authorized Users will be responsible for maintaining the security of Customer account, its passwords (including but not limited to administrative and user passwords) and files, and for all uses of Customer account with or without Customer's knowledge or consent.

2.6 <u>Community</u>: The SaaS Platform may include a feature which allows Customer and Customer Authorized Users to post comments, ask questions, or interact with other users in a Community forum or message board ("Community"). To the extent that Customer or its Authorized Users access the Community, Customer will not use any information available in Community to: (a) harvest, collect, gather or assemble information or data regarding other users without their consent; (b) access or copy any data or information of other users without their consent; (c) knowingly interfere with or disrupt the integrity or performance of the SaaS Platform or the data contained therein; or (d) harass or interfere with another user's use and enjoyment of the SaaS Platform. All use of Community shall comply with the Community Rules and Guidelines.

3. CONFIDENTIALITY

3.1 Each party (the "Receiving Party") understands that the other party (the "Disclosing Party") has disclosed or may disclose information relating to the Disclosing Party's business (hereinafter referred to as "Proprietary Information" of the Disclosing Party).

The Receiving Party agrees: (i) to take reasonable precautions to protect such Proprietary Information, and (ii) not to divulge to any third person any such Proprietary Information. The Disclosing Party agrees that the foregoing shall not apply with respect to any information after three years following the disclosure thereof or any information that the Receiving Party can document (a) is or becomes generally available to the public, or (b) was in its possession or known by it prior to receipt from the Disclosing Party, or (c) was rightfully disclosed to it by a third party, or (d) was independently developed without use of any Proprietary Information of the Disclosing Party or (e) is required by law.

3.2 Both Parties will have the right to disclose the existence but not the terms and conditions of this Agreement, unless such disclosure of the terms and conditions are approved in writing by both Parties prior to such disclosure, or are included in a filing required to be made by a Party with a governmental authority (provided such party will use reasonable efforts to obtain confidential treatment or a protective order) or is made on a confidential basis as reasonably necessary to potential investors or acquirers.

3.3 Each party acknowledges that the other party does not wish to receive any Proprietary Information that is not necessary to perform a party's obligations under this Agreement, and, unless the parties specifically agree otherwise (such as through the use of documents marked "confidential" or some similar term), each party may reasonably presume that any unrelated information received from the other party is not confidential or Proprietary Information. For avoidance of doubt, Customer Data is the Proprietary Information of Customer

3.4 Notwithstanding any other provision, Company shall have the right to collect and analyze data and other information relating to the provision, use and performance of various aspects of the SaaS Platform and related systems and technologies (including, without limitation, information concerning Customer Data and data derived therefrom), and Company may (i) use such information and data to improve and enhance the SaaS Platform and for other development, diagnostic and corrective purposes in connection with the SaaS Platform and other Company offerings, and (ii) disclose such data solely in aggregate or other deidentified form in connection with its business.

3.5 The Parties acknowledge that Company will require access to certain Customer Data as part of performing under this Agreement. The Parties further acknowledge that modern algorithms, such as machine learning and other artificial intelligence algorithms, including those that may be incorporated into current or future versions of the SaaS Platform, learn over time as they process data. Customer agrees that, notwithstanding anything to the contrary in this Agreement, Company's use of data provided by Customer in connection with such algorithmic learning is permitted so long as Company maintains the confidentiality of data that constitutes Customer's Proprietary Information in accordance with this Agreement.

4. INTELLECTUAL PROPERTY RIGHTS

4.1 Company owns all rights, title and interests in (a) the name, logo, and domain name of the product names associated

with the SaaS Platform and other trademarks, whether registered or unregistered; (b) certain audio and visual information, documents, software, curricula, coursework, and other works of authorship; (c) the SaaS Platform and (c) other technology processes, algorithms, user interfaces, know-how, and other trade secrets, techniques, designs, inventions, and other tangible or intangible technical material or information (collectively "Company Technology"). Other than as expressly set forth in this Agreement, no license or other rights in the Company Technology or SaaS Platform are granted to Customer, and all such rights are hereby expressly reserved.

4.2 Except for third party licensed technology necessary to implement or support the SaaS Platform, the Company owns and retains all right, title, interest in and to (a) the SaaS Platform, including all Company Technology contained in the SaaS Platform, all improvements, enhancements or modifications thereto, (b) any source code, inventions or other technology developed in connection with implementation of the SaaS Platform or support SaaS Platform, (c) any suggestions, ideas, enhancement requests, feedback, recommendations or other information provided by Customer or any third party relating to the SaaS Platform, which are hereby assigned to Company, and (d) all intellectual property rights related to any of the foregoing. This Agreement is not a sale and does not convey to Customer any rights of ownership in or related to the SaaS Platform or Software, or any intellectual property rights.

4.3 Company will obtain and process content/data provided by or on behalf of Customer ("Content") only to perform its obligations under this Agreement. Customer and its licensors shall (and Customer hereby represents and warrants that they do) have and retain all right, title and interest (including, without limitation, sole ownership of) all Content distributed through the SaaS Platform and the intellectual property rights with respect to that Content. If Company receives any notice or claim that any Content, or activities hereunder with respect to any Content, may infringe or violate rights of a third party (a "Claim"), Company may (but is not required to) suspend activity hereunder with respect to that Content and Customer will indemnify Company from all liability, damages, settlements, attorney fees and other costs and expenses in connection with any such Claim, as incurred.

4.4 Customer may not use the SaaS Platform or related Software outside of the United States, or allow the transfer, transmission, export, or re-export of all or any part of the SaaS Platform or related Software, outside of the United States without Company's prior written consent.

5. **PAYMENT OF FEES**

5.1 Customer will pay Company the then applicable fees for the SaaS Platform and Implementation SaaS Platform (if applicable) within the Service Capacity (the "Fees"). Currently applicable Fees are set forth in the Order Form. Company reserves the right to change the Fees or applicable charges and to institute new charges and Fees at the end of the initial Service Term or then-current renewal term, upon thirty (30) days' prior notice to Customer (which may be sent by email). 5.2 Customer will pay all annual Fees in advance, prior to the beginning of each year of the Service Term, or the SaaS Platform may be suspended or terminated. Company will bill all additional fees through an invoice and full payment for invoices issued in any given month must be received by Company fifteen (15) days after the mailing date of the invoice, or the SaaS Platform may be suspended or terminated. Unpaid Fees are subject to a finance charge of 1.5% per month on any outstanding balance, or the maximum permitted by law, whichever is lower, plus all expenses of collection. Customer shall be responsible for all taxes associated with SaaS Platform other than U.S. taxes based on Company's net income.

5.3 If Customer believes that Company has billed Customer incorrectly, Customer must contact Company no later than sixty (60) days after the closing date on the first billing statement in which the error or problem appeared, in order to receive an adjustment or credit. Inquiries should be directed to Company's Customer Support department.

6. TERMINATION

6.1 Subject to earlier termination as provided below, this Service Agreement is for the initial Service Term as specified in the Order Form, and shall be automatically renewed for additional periods of the same duration as the Service Term, unless either party provides notice of its intent to terminate at least thirty (30) days prior to the end of the then-current Term (email shall suffice).

6.2 In addition to any other remedies it may have, either party may also terminate this Service Agreement upon thirty (30) days' notice (or ten (10) days in the case of nonpayment), if the other party breaches any of the terms or conditions of this Service Agreement. Either party may terminate this Agreement, without notice, (i) upon the institution by or against the other party of insolvency, receivership or bankruptcy proceedings, (ii) upon the other party's making an assignment for the benefit of creditors, or (iii) upon the other party's dissolution or ceasing to do business. Customer will pay in full for the SaaS Platform up to and including the last day on which the SaaS Platform are provided. Upon any termination, Company may, but is not obligated to, delete archived data.

6.3 All sections of this Service Agreement which by their nature should survive termination will survive termination, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability.

7. WARRANTY AND DISCLAIMER

7.1 Customer understands and agrees that Company is not engaged in the practice of medicine and that the SaaS Platform are in no way a substitute for competent medical advisors or related clinicians. All medical practice management and patient care decisions made in which the SaaS Platform may be utilized, and the consequences thereof, will be exclusively the responsibility of the applicable physicians, providers, participants, and other users, practitioners and clinicians with privileges to use the SaaS Platform. The successful operation of the SaaS Platform is dependent on use of proper procedures and systems for the management of the data being processed and input of correct data, and the Company is not responsible for the accuracy and adequacy of the data furnished, by Customer or any third party, for processing by the SaaS Platform.

Company shall use commercially reasonable efforts 7.2 consistent with prevailing industry standards to maintain the SaaS Platform in a manner which minimizes errors and interruptions in the SaaS Platform. SaaS Platform may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by Company or by third-party providers, or because of other causes beyond Company's reasonable control, but Company shall use commercially reasonable efforts to provide advance notice in writing or by e-mail of any scheduled service disruption. HOWEVER, COMPANY DOES NOT WARRANT THAT THE SAAS PLATFORM WILL BE UNINTERRUPTED OR ERROR FREE; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE SAAS PLATFORM. THE SERVICES, IMPLEMENTATION SERVICES, AND ALL COMPANY-PROVIDED DATA CONTAINED THEREIN ARE PROVIDED "AS IS" AND COMPANY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND NONINFRINGEMENT. COMPANY MAKES NO WARRANTY OF ANY KIND THAT THE COMPANY-PROVIDED DATA . OR ANY PRODUCTS OR RESULTS OF ITS USE, WILL MEET CUSTOMER'S OR ANY OTHER PERSON'S REQUIREMENTS, ACHIEVE ANY INTENDED RESULT, OR BE SECURE, ACCURATE, COMPLETE, FREE OF HARMFUL CODE, OR ERROR FREE.

8. LIMITATION OF LIABILITY

IN NO EVENT WILL COMPANY BE LIABLE FOR ANY INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN ANY WAY CONNECTED WITH THE USE OF THE SAAS PLATFORM OR ANYTHING PROVIDED IN CONNECTION WITH THIS AGREEMENT, THE DELAY OR INABILITY TO USE THE SERVICES OR ANYTHING PROVIDED IN CONNECTION WITH THIS AGREEMENT OR OTHERWISE ARISING FROM THIS AGREEMENT, INCLUDING WITHOUT LIMITATION, LOSS OF REVENUE OR ANTICIPATED PROFITS OR LOST BUSINESS OR LOST SALES, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE, EVEN IF COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF DAMAGES. THE TOTAL LIABILITY OF COMPANY, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE OR STRICT LIABILITY), OR OTHERWISE, WILL NOT EXCEED, IN THE AGGREGATE, THE FEES PAID TO COMPANY HEREUNDER IN THE TWELVE (12) MONTH PERIOD PRECEEDING THE ACT OR ACTION GIVING RISE TO THE CLAIM TRIGGERING SUCH LIABILITY. THE FOREGOING LIMITATIONS WILL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY.

9. U.S. GOVERNMENT MATTERS

9.1 The SaaS Platform is subject to the trade laws and regulations of the United States and other countries, including the Export Administration Regulations (EAR, 15 CFR Part 730 et seq.) and the sanctions programs administered by the Office of Foreign Assets Control (OFAC, 31 CFR Part 500). Customer will not import, export, re-export, transfer or otherwise use the Software or SaaS Platform in violation of these laws and regulations, including by engaging in any unauthorized dealing involving (i) a U.S. embargoed country (currently Cuba, Iran, North Korea, Sudan and Syria), (ii) a party included on any restricted person list, such as the OFAC Specially Designated Nationals List, or the Commerce Department's Denied Persons List or Entity List, or (iii) the design, development, manufacture, or production of nuclear, missile, or chemical or biological weapons. By using the Software and SaaS Platform, Customer represents and warrants that Customer is not located in any such country or on any such list. Customer will not engage in activity that would cause Company to be violation of these laws and regulations, and will indemnify Company for any fines, penalties or other liabilities incurred by Company for Customer's failure to comply with this provision.

10. MISCELLANEOUS

If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect. This Agreement is not assignable, transferable or sublicensable by Customer except with Company's prior written consent. Cofmpany may transfer and assign any of its rights and obligations under this Agreement without consent. Both parties agree that this Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created because of this Agreement and Customer does not have any authority of any kind to bind Company in any respect whatsoever. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. All notices under this Agreement will be in writing and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or e-mail; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. This Agreement shall be governed by the laws of the State of Delaware without regard to its conflict of laws provisions.

Company may occasionally update the terms of this Agreement to reflect customer feedback or changing legal requirements or business practices. If Company makes a material change to the terms hereof, Company will provide a prominent notice to Customer (by email and/or posting on Company's website) that Company's terms have changed and will provide a link to the new terms. Company will not change these terms to be inconsistent with its contractual commitments to other customers. Except as otherwise specified by Company, changes to these terms will be effective immediately. By continuing to access or use the SaaS Platform after such changes become effective, Customer agrees to be bound by the revised terms.

THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK.

Attachment 1 – PDNow Packages and Associated Courses

Customer will be provided access to the courses associated with the PD*Now* Package Customer orders under the Agreement, as indicated on the Order Form. Below is a list of the features of each Package.

Core Instructional Model Courses: Provided in connection with Professional Development SaaS Platform - includes access to the Core Instructional Model Courses listed below, PD*Now* Resource Library, PD*Now* Community, and the PD*Now* individual and administrative dashboards.

- 1. Introduction to the Core Instructional Model
- 2. Activating Relevant Knowledge
- 3. Monitor and Adjust Instruction
- 4. Student Active Participation
- 5. Maximizing Academic Learning Time

PDNow Packages: The following PDNow Packages and associated Courses are available to Customer for a fee, based on the Number of Authorized Users. Each PDNow Package listed below also includes access to the PDNow Resource Library, PDNow Community, and the PDNow individual and administrative dashboards.

Instructional Excellence

- 1. Formative Assessment and Adjusting Instruction
- 2. Giving Effective Feedback
- 3. Bloom's Taxonomy
- 4. Crafting Learning Objectives
- 5. Differentiation to Enhance Learning
- 6. Effective Questioning Techniques
- 7. Cooperative Learning and Teamwork
- 8. Developing Core Values
- 9. Developing Learner Voice
- 10. Effective Classroom Management
- 11. Interactive and Engaging Teaching Strategies
- 12. Promoting Teacher Self-Care and Wellness
- 13. Marzano's High-Yield Instructional Practices

Multi-Tiered System of Supports (MTSS)

- 1. Introduction to Multi-Tiered System of Supports (MTSS)
- 2. Introduction to Positive Behavioral Interventions and Supports (PBIS)
- 3. Data Based Individualization
- 4. Tiered Academic Interventions 6-12
- 5. Tiered Academic Interventions K-5
- 6. Tiered Behavioral Interventions
- 7. Intensive Academic Interventions
- 8. Advanced Exploration of Intensive Academic Interventions
- 9. Intensive Behavioral Interventions
- 10. Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs
- 11. Refining Our MTSS Systems and Practices
- 12. Supporting Students with Intensive Social-Emotional and

Behavioral Challenges

13. Using Data to Tell Your Story

Inclusive Practices

- 1. Foundations of IDEA and Section 504
- 2. The IEP: Your Role as a General Educator
- 3. Differentiation to Enhance Learning
- 4. Exploring Modifications and Accommodations
- 5. Identifying and Understanding the Needs of Students with Disabilities
- 6. Keys to Successful Inclusion: Co-Planning and Co-Teaching
- 7. Specially Designed Instruction in Math
- 8. Specially Designed Instruction in Reading

The Science of Reading

- 1. Introduction to the Science of Reading K-8
- 2. Phonological Awareness K-5
- 3. Phonics K-5
- 4. Reading Comprehension K-8
- 5. Word Study K-8
- 1. <u>Executive Function and Resilience</u> Introduction to Social-Emotional Learning
- 2. Modeling and Teaching Social Emotional Skill Building
- 3. Promoting a Safe and Positive School Climate
- 4. Supporting Executive Function and Self-Regulation
- 5. Fostering a Growth Mindset in the Classroom
- 6. Helping Students Cope with Anxiety
- 7. A Social-Emotional Learning Approach to Climate and Culture
- 8. Introduction to Mental Health Literacy
- 9. Mental Health and Mental Illness in Young People
- 10. Mental Health and Social-Emotional Learning

Equitable Practices

- 1. Advancing Equity in the Classroom
- 2. Cultural Competence
- 3. Recognizing Implicit Bias and Striving for Cultural Competency
- 4. Understanding Structural Racism
- 5. Trauma-Informed Educational Practices
- 6. Promoting Antiracism Through Culturally Responsive Practices
- 7. Promoting Engagement and Achievement in a Community of Learners

EDUCATIONAL SERVICES AGREEMENT

This Educational Services Agreement is effective as of {{Effective Date}} by and between Henrico County Public Schools (the "**Customer**") and CATAPULT LEARNING, LLC ("**Provider**") (the "Agreement").

The parties agree as follows:

- 1. <u>Term</u>. This Agreement will commence on the date listed above and terminate on $\{\{\text{Termination Date}\}\}\$ (the "Term").
- 2. <u>Scope of Services</u>. Provider will provide as the services as described in Exhibit A (the "Services") for the {{School Year(s)}} School Year(s).

3. <u>Provider Responsibilities</u>.

- (a) Services. Provider will deliver Services in a professional manner in accordance with recognized industry standards for similar services and qualified personnel will be assigned for that purpose. In providing the Services, Provider and its personnel shall exercise reasonable care. Provider cannot guarantee or assure the achievement of any performance objective, nor can Provider guarantee or assure any particular outcome for Customer, Non-Public School, student or any other person as a result of this Agreement or the performance of the Services. Delivery of the Services will include use of certain proprietary programs, systems, teaching techniques, diagnostic tests, diagnostic and academic courses and materials of Provider.
- (b) Distance Learning Delivery Permitted. Provider may deliver any portion of the Program when necessary, via distance learning to the extent practicable at the same rates set forth in this Agreement. Delivery of the Program via distance learning does not require consent from the Customer.
- (c) Control of Program Staff. Staff who provide the Services are Provider employees or independent contractors ("Provider Personnel").
- (d) Change in Circumstances. Provider will inform the Customer if it learns of any change in circumstances at a non-public school receiving the Services that may affect delivery, including changes to administrative personnel, at the non-public school where the Services are delivered or if the non-public school's funding allocation has been expended.

4. <u>Customer Responsibilities</u>.

- (a) Student Placement. The Customer will consult with Provider regarding the placement of students for participation in a program to receive Services.
- (b) Non-Solicitation. During the Term of this Agreement and for a period of twelve (12) months thereafter (the "Non-Solicitation Period"), the Customer shall not, either directly, indirectly through a third party, hire, or hire for the benefit for a third-party, nor solicit for employment any Provider employee or independent contractor. The Provider may waive the Customer's requirement not to solicit the Provider employee or independent contractor upon request and is effective only if in writing. If the Customer hires any Provider employee or independent contractor during the Non-Solicitation Period then the Customer will pay either: (a) thirty percent (30%) of the employee's annual compensation paid by the Provider if the hired person was a Catapult employee, or (b) a fee of Ten Thousand and 00/100 (\$10,000.00) dollars if the

hired person was an independent contractor (the "Commission"). The Commission is payable within thirty (30) days of the time the Provider employee or independent contractor accepts employment with the Customer. The Commission is non-refundable.

- (c) Change in Circumstances. Customer will inform the Provider if it learns of any change in circumstances that may affect the delivery of the Services, which includes any change in administrative personnel, either at the Customer or the non-public school recipient of Services, or any change in funding for the Services.
- (d) Change in Administrative Personnel. In the event there is a change in Customer personnel assigned to oversee or manage this Agreement, the Customer will schedule a meeting between Provider and newly hired or appointed Customer personnel as soon practicable but no later than sixty (60) days from their start date.

5. <u>Fees and Payment</u>

{{Not Nursing}}.[[

- (a) Fees. The Customer shall pay Provider a(n) {{Fixed Fee}}.[[Fixed Fee]]{{Hourly Rate}}.[[Hourly Rate]]{{Per Session Rate}}.[[Per Session Rate]]{{Per Group Rate}}.[[Per Group Rate]]{{Other}}.[[{{User Explanation}}]] of \$ {{Fee}} (the "Fee") for the delivery of the Services{{Not To Exceed}}.[[with a(n) Not To Exceed Amount of {{NTE Amount}}]]{{Estimated Not To Exceed}}.[[with a(n) estimated annual contract amount of \$ {{Contract Amount}}]].
- (b) Invoicing and Payment. Provider will invoice the Customer monthly, unless otherwise agreed to by the parties. {{Equal Installments}}.[[Fixed Fees will be billed in {{Number of Monthly Installments}} equal installments starting {{First Month To Bill}}.]]{{Not Equal Installments}}.[[{{User Description}}]]. Payments for the Services are due within thirty (30) days of the invoice date and are nonrefundable unless otherwise agreed in writing. The Customer is responsible for all applicable sales, use or other taxes or duties, however designated, which are imposed on any Services provided pursuant to the Agreement. If the Customer claims tax-exempt status, the Customer will present evidence of such tax exemption upon request of Provider.]] {{One Tenth ()}}.[[
- (c) In consideration of the Services provided by Catapult as described herein, the District shall pay Catapult a per pupil monthly fee (to be determined by the State Board of Education) per school, as allocated by the State annually for payment of nursing Services under Chapter 226 (the "Fee").
- (d) The Fee shall be paid by the District to Catapult on a monthly basis in ten (10) equal installments. Each monthly installment shall be due and payable by the District thirty (30) days after receipt of an invoice from Catapult.]]
 {{Hourly Billing ()}.[[
- (e) In consideration of the Services provided by Catapult as described herein, the District shall pay Catapult a per pupil monthly fee (to be determined by the State Board of Education) per school, as allocated by the State annually for payment of nursing Services under Chapter 226 (the "Fee"). The rates to be charged for the Services are set forth on Schedule B attached hereto and made a part hereof.
- (f) The Fee shall be paid by the District to Catapult on a monthly basis for the duration of the term. Catapult shall submit an invoice to the District for Services provided in the prior month no later than the twentieth day of the following month in which the Services were rendered.

The Fee shall be due and payable by the District within thirty (30) days after receipt of such invoice from Catapult.]] {{Has COLA}}.[[

(g) Cost of Living Adjustment. The parties agree that the annual cost of living adjustment after the {{Cost of Living Adjustment Year}}year will be {{Cost of Living Adjustment %}} percent of the Fee.]]

6. Intellectual Property

(a) All rights, title and interest in any information and items, including training, curricula, educational content thereof developed by Provider that is used in the provision of Services is the sole and exclusive property of Provider and it shall retain sole and exclusive ownership of all rights, title and interest in its proprietary information, processes, methodologies, knowhow and software, including such information as existed prior to the delivery of the Services and, to the extent such information is of general application, anything that it may discover, create or develop during provision of the Services (the "Provider Materials").

7. <u>Confidential Information</u>

- (a) "Confidential Information" means the confidential information to be disclosed under this Agreement including certain proprietary information, which may include but is not limited to, strategic planning, financial data, training content, presentations, trade secrets, trademarks, technical data, benchmarking, know-how, methodologies, discoveries, ideas, concepts, techniques, designs, specifications, and other business information not generally known in the marketplace, and Personally Identifiable Information as defined below.
- (b) "Personally Identifiable Information" means all information that can be used to identify an individual, as may be defined in applicable information security and privacy laws, and includes "Nonpublic Personal Information" ("NPI"), as defined under the Gramm-Leach-Bliley Act (15 U.S.C. §6801 et seq.); "Personally Identifiable Information ("PII") derived from Educational Records (defined in 34 CFR § 99.2) as described under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. 1232g, et seq.) and "Protected Health Information" ("PHI"), as defined under the Health and Insurance Portability and Accountability Act of 1996 (42 U.S.C. §1320d) ("HIPAA.")
- (c) The party disclosing the Confidential Information will be referred to as the "Disclosing Party" and the party receiving the Confidential Information will be referred as the "Recipient." It is understood that one party can, at certain times, be a "Recipient" and at other times a "Disclosing Party."
- (d) Recipient agrees that neither it, nor any of its employees, officers, directors, agents, and representatives who need to know such information (collectively, its "Representatives") will: (i) in any fashion or for any purpose use the Confidential Information except for the purpose set forth in the Agreement; or (ii) disclose, divulge, publish or disseminate the Confidential Information except as expressly authorized by Disclosing Party or this Agreement. Recipient further agrees that it and its Representatives will: (y) take all reasonable measures to protect the confidentiality of, and avoid disclosure or use of, the Confidential Information so as to prevent it from entering the public domain or falling into the possession of persons other than those authorized by this Agreement to have access to it; and (z) only permit those Representatives of Recipient who are authorized to participate, directly or indirectly, to have access to Confidential Information.

- (e) Confidential Information shall not include any information (a) previously known by Recipient, (b) independently developed by Recipient, without use of any Confidential Information, (c) acquired by Recipient from a third party that is not, to Recipient's knowledge after due inquiry, under any legal obligation not to disclose such information or (d) that is, or becomes, public through no breach by Recipient of this Agreement.
- (f) Accordingly, Recipient agrees, subject to applicable law or court order, not to disclose any of its communications, or any of the information it receives and develops in the course of the Services, to any person or entity apart from Customer and such other persons or entities as permitted by law or as Customer may designate.
- (g) Return of Confidential and Proprietary Information. Upon request of the Disclosing Party, the Customer shall return, and cause any non-public school in possession of , all Confidential Information in its possession, custody or control to the Disclosing Party.

8. <u>Students and Records and Privacy</u>

- (a) With respect to Education Records (defined above) that Provider may create, receive or maintain on behalf of the Customer or NPS, Provider is designated as a School Official with a legitimate educational interest in and with respect to such Education Records, only to the extent to which Provider is required to create, receive or maintain Education Records to carry out the Services.
- (b) <u>FERPA</u>. To the extent Services provided hereunder pertain to the access to student information, Provider will comply with 20 U.S.C. §1232g the Family Educational Rights and Privacy Act (FERPA), the federal regulations issued pursuant thereto 34 CFR Part 99.
- (c) <u>HIPAA, CIPA, and GLBA</u>. Further and to the extent applicable, Provider will comply with federal laws and regulations relating to student privacy including Privacy Rights of Students, Computer Users' Responsibilities, Security of Computing Resources, Security of Data, Privacy of Computing Resources, Health Information Privacy and Accountability Act (HIPAA), Children Internet Protection Act (CIPA), and the Gramm-Leach Bliley Act (GLBA).

9. <u>Breach and Termination.</u>

- (a) <u>Termination for Cause</u>. Either party may terminate this Agreement for cause if the other party is in material breach. The notice of default must provide the breaching party a detailed description of the alleged breach and an opportunity to cure of at least thirty (30) days in the case of a non-monetary default and at least ten (10) days in the case of a monetary default ("Cure Period"). If the breach is not cured within the Cure Period, the non-breaching party may terminate this Agreement by providing a written notice stating the date of termination.
- (b) <u>Equitable Adjustment</u>. Upon early termination of the Agreement, Customer will pay Provider for Services delivered up to and including the date of termination.

10. Indemnification and Limitation of Liability.

(a) <u>Provider Indemnification</u>. To the extent permitted by law, Provider agrees to indemnify the Customer and its employees, officers, and directors from liabilities, demands, judgments, assessments, damages, fines, penalties, losses, or expenses, including reasonable attorneys' fees (collectively "Losses"), incurred by reason of a third party claim caused by the Provider's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of Customer.

- (b) <u>Customer Indemnification</u>. To the extent permitted by law, the Customer agrees to indemnify Provider and its employees, officers, and directors from Losses incurred by reason of a third-party claim caused by the Customer's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of Provider.
- (c) <u>Indemnification Process</u>. A party to this Agreement claiming a right of indemnification shall be referred to herein as the "Indemnified Party" and the party against whom the claim for indemnity is being made shall be referred to herein as the "Indemnifying Party." In the case of a claim asserted by a third party which claim is subject to indemnification, (a "Third-Party Claim"), the Indemnified Party will (i) give the Indemnifying Party prompt written notice of such Third-Party Claim. The Indemnifying Party is liable for its proportionate share of the Losses for such claim based on degree of fault as finally determined by a court or arbiter of competent jurisdiction. The Indemnifying Party shall not enter into any stipulated judgment or settlement that purports to bind the Indemnified Party without the Indemnified Party's express written authorization, which shall not be unreasonably withheld or delayed. In all instances, indemnification obligations stated in this section are several and not joint.
- (d) Limitation of Liability. Notwithstanding the terms of any other provision and to the extent permitted by state law, the total liability of Provider and its affiliates, directors, officers, employees and contractors for all claims of any kind arising out of this Agreement, whether in contract, tort or otherwise, shall be limited to the lesser of the total fees paid to Provider in the preceding 12 months or \$500,000. Provided however, the foregoing limitation will not apply to claims of personal injury, damage to personal property, and infringement of intellectual property. Neither Provider nor Customer shall in any event be liable for any indirect, consequential, loss of profits or revenue, enhanced damages or punitive damages, even if Provider or Customer have been advised of the possibility of such damages. The waiver of consequential damages and the limitation of liability set forth herein are fundamental elements of the basis of this Agreement between Provider and the Customer. Provider would not be able to provide the Services on an economic basis, and would not have entered into this Agreement, without such waiver and limitation. It is expressly understood and agreed that the foregoing provisions of this Section survive any expiration or termination of this Agreement to the extent the circumstances creating a liability covered hereby arose prior to such expiration.

11. INSURANCE

- (a) <u>Insurance Coverage</u>. The parties are insured with coverage for commercial general liability, property damage, and worker's compensation.
- (b) <u>Provider Insurance Limits</u>. For the term of the Agreement, Provider will maintain liability insurance of the types and limits set forth below:

i.	Commercial General Liability:	\$1,000,000 on a claims-made basis
	and \$2,000,000 annual aggregate.	
ii.	Auto Liability:	\$1,000,000 annual aggregate
iii.	Workers Compensation:	At the limit required by state law

iv. Employer Liability:

(c) <u>Proof of Insurance</u>. Upon request, a party will produce a certificate of insurance evidencing the limits set forth above.

12. <u>NOTICES</u>

- (a) <u>Methods of Delivery</u>. All notices under this Agreement may be delivered only by: (i) hand delivered by nationally recognized overnight delivery service (e.g., Fed-Ex or UPS or USPS Priority Overnight) messenger or courier service, (ii) pre-paid first-class certified mail, return receipt requested, or (iii) e-mail with read receipt requested, addressed to the respective party as noted below or to such other addresses as any party may designate by notice complying with the terms of this Section.
- (b) <u>Date of Delivery</u>. Each such notice is deemed delivered on either, (i) the date delivered by personal service, (ii) the date on the pre-paid first-class certified mail return receipt, or (iii) the date of the "delivered receipt" e-mail or tracking information from nationally recognized overnight delivery service.
- (c) <u>Notice Addresses</u>. The addresses of the parties for notice are:

{{Customer Name}}, {{Customer Address}} {{Customer Contact Name}} {{Customer Contact Email}}

Provider Catapult Learning, LLC PO Box 444 Elmsford NY 10523

With a copy to the Office of the General Counsel at the same address.

13. <u>MISCELLANEOUS</u>

- (a) <u>Force Majeure</u>. Neither party will be liable for non-performance or in default to the other party for failures of performance resulting from events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, disease outbreak or widespread illness, computer virus attack or infiltration, civil disturbances, war and strikes.
- (b) <u>No Agency</u>. The parties do not intend for this Agreement to create a partnership or joint venture between the parties. Neither party may commit the other party for any purpose except as expressly provided herein.
- (c) <u>Assignment</u>. Neither party may assign or transfer any interest arising in or from this Agreement without the prior written consent of the other party. Provided however, the foregoing consent is not required from Customer when Provider assigns or transfers this Agreement or any interest herein to a subsidiary, parent company, or a corporate affiliate of the Provider or in connection with the sale of all, or substantially all the outstanding assets or transfer of a majority interest in ownership or equity of Provider.

- (d) <u>Applicable Law</u>. Provider will comply with the federal and state laws applicable to the provision of the Services.
- (e) <u>Governing Law</u>. The parties intend New Jersey law to govern this Agreement.
- (f) <u>Non-discrimination</u>. Provider is an equal opportunity employer and conducts all business activities, including hiring, without regard to age, race, color, sex, disability, marital status, national origin, citizenship status, pregnancy, sexual orientation, gender identity, military service or other legally protected category.
- (g) <u>No Waiver</u>. Failure of either party to exercise, or delay in exercising any right under this Agreement shall operate as a waiver. Exercising any right does not preclude the party from exercising any other right.
- (h) <u>Entire Agreement</u>. This Agreement constitutes the entire agreement between the parties and all previous agreements or discussions are hereby superseded by this Agreement.
- (i) <u>Severability</u>. If any provision of this Agreement is held invalid, the validity of the remainder of this Agreement shall not be affected.
- (j) <u>Amendment of Agreement</u>. This Agreement may be amended only by a written agreement signed by both parties.
- (k) <u>Counterparts</u>. This Agreement may be executed simultaneously in two or more counterparts, each of which is an original, but all of which together constitutes one complete document.
- <u>Publicity</u>. Each party may disclose the existence, subject matter, size, and/or value of this Agreement in press releases and public announcements and in such connection may refer by name to the other party only after obtaining the other party's consent which consent may not be unreasonably withheld.
- (m) <u>No Third-Party Beneficiaries</u>. The parties intend that nothing in this Agreement grants any rights or benefits to anyone other than the parties. The parties further intend this Agreement does not allow any claim or right of action to anyone other than the parties.

[THE SPACE BELOW IS INTENTIONALLY LEFT BLANK]

This Agreement is executed as of the date stated in the introductory clause, regardless of any dates inserted below:

{{Default Signature Block}}.

HENRICO COUNTY PUBLIC SCHOOLS:

By: <u>{{Customer Signature}}</u>

Name: <u>{{Customer Signer Name}}</u>

Title: <u>{{Customer Signer Title}}</u>

Date: <u>{{Customer Signer Date}}</u> {{Joy Signature Block}}.[[**{{Customer Name}}:**

By: <u>{{Customer Signature}}</u>

Name: <u>{{Customer Signer Name}}</u>

Title: <u>{{Customer Signer Title}}</u>

Date: <u>{{Customer Signer Date}}</u> {{Annette Signature Block}}.[[{{Customer Name}}:

By: <u>{{Customer Signature}}</u>

Name: <u>{{Customer Signer Name}}</u>

Title: <u>{{Customer Signer Title}}</u>

Date: <u>{{Customer Signer Date}}</u> {{Bill Signature Block}}.[[{{Customer Name}}:

By: <u>{{Customer Signature}}</u>

Name: <u>{{Customer Signer Name}}</u>

Title: <u>{{Customer Signer Title}}</u>

Date: <u>{{Customer Signer Date}}</u> {{Diane Signature Block}}.[[**{{Customer Name}}:**

CATAPULT LEARNING, LLC:

By: <u>{{Catapult Signature}}</u>

Name: <u>{{Catapult Signer Name}}</u>

Title: <u>{{Catapult Signer Title}}</u>

Date: <u>{{Catapult Signer Date}}</u>]]

{{Catapult Internal Entity}}

By: <u>{{Joy Signature}}</u>

Name: <u>{{Catapult Signer Name}}</u>

Title: <u>{{Catapult Signer Title}}</u>

Date: {{Catapult Signer Date}}]]

{{Catapult Internal Entity}}

By: <u>{{Annette Signature}}</u>

Name: <u>{{Catapult Signer Name}}</u>

Title: <u>{{Catapult Signer Title}}</u>

Date: {{Catapult Signer Date}}]]

{{Catapult Internal Entity}}

By: {{Bill Signature}}

Name: <u>{{Catapult Signer Name}}</u>

Title: <u>{{Catapult Signer Title}}</u>

Date: <u>{{Catapult Signer Date}}</u>]]

{{Catapult Internal Entity}}

By: <u>{{Customer Signature}}</u>

Name: <u>{{Customer Signer Name}}</u>

Title: <u>{{Customer Signer Title}}</u>

Date: <u>{{Customer Signer Date}}</u>

By: <u>{{Diane Signature}}</u>

Name: <u>{{Catapult Signer Name}}</u>

Title: <u>{{Catapult Signer Title}}</u>

Date: <u>{{Catapult Signer Date}}</u>]]

EXHIBIT A Description of Services

{More Than One NPS}}.[[This contract is servicing multiple schools, prior to circulating this Contract for review, review the uploaded documentation by he operator to see the full spectrum of schools service and their respective allocation and input here.]] {{One NPS}}.[[{{NPS School Name}}]] {{One NPS}}.[[{{NPS Allocation}}]]

Type of Program

{{Instructional/Intervention}}.[[Instructional/Intervention]] {{Special or Additional Services}}.[[Special or Additional Services]] {{Professional Development}}.[[Professional Development]]

[Summer School/Extended School Year] [[Summer School/Extended School Year]]

Sub-Category of Program

{{Instructional/Intervention}}.[[{{Instructional Services Provided}}]] {{Special or Additional Services}}.[[{{Type of Specialized/Additional Services}}]]

{{Professional Development}}.[[N/A]]

{{Summer School/Extended School Year}}.[[{{Instructional Services Provided}}]]

Length of Session (in minutes)

{{Length of Session (in minutes)}}

Session Frequency per Week {{Session Frequency per Week}}

Number of Groups per Day {{Number of Groups per Day}}

Minimum Group Size {{Minimum Group Size}} Maximum Group Size {{Maximum Group Size}}

Maximum Number of Groups {{Maximum Number of Groups}}

The Services will be delivered utilizing the following fund(s):

{{Funding Sources}}

CYNTHIA GANT, M.ED.

Richmond, VA 23225 | (804) 873-0673 | <u>luckgant@gmail.com</u> | <u>www.linkedin.com/in/cynthia-gant</u>

Specializing in Socio-Emotional Learning, Mathematics, Special Education & Data-Driven Instruction

ACADEMIC LEADERSHIP | TESTING COORDINATION | BEST PRACTICES | INTERVENTION PROGRAM DESIGN | SPECIAL EDUCATION / INTERVENTION | DIFFERENTIATED INSTRUCTION | DIVERSITY / INCLUSION TEAM BUILDING / TRAINING | COACHING / MENTORING | TECHNOLOGY INTEGRATION

Highly Accomplished Administration & Educational Leadership Specialist who promotes excellence in students' academic, social, personal, and emotional growth via the management of dynamic curricula and programs to align with a school's mission and vision. **Lifelong Learner** who facilitates the use of state-of-the-art technology and educational resources to encourage innovative instructional methods to maximize students' performance.

Engaging Communicator who builds synergistic relationships with all students; and who leads instructional peers by example and with ethics and integrity. **Top Performer** who implements quality-focused best instructional strategies and practices to consistently foster an enthusiastic, collaborative workplace while continually enforcing comprehensive district policies, school procedures, and state-wide education laws.

Professional Synopsis

RICHMOND PUBLIC SCHOOLS, RICHMOND, VA

<u>(2019 - 2022)</u>

Critical Shortage Mathematics Teacher

Provided core one mathematics instruction to sixth graders. Collaborated with colleagues on lesson planning, creating formative assessment, and selecting evidence-based activities that are aligned with learning objectives.

- Applied data-driven instruction to identify students' learning gap, differentiate instruction, and plan for next steps.
- Implemented small group instruction to target students' present mathematical need.
- Differentiated instruction to address students' readiness and learning styles.

GANT EDUCATION, RICHMOND, VA

<u>(2018 – Present)</u>

Education Consultant

Leverage broad scope of instructional knowledge toward orchestrating high-quality consultations to wideranging public schools and afterschool programs. Coordinate key best practices for Mathematics and Special Education instruction. Offer solid technical support via coaching, co-teaching, and modeling.

- Proactively deliver job-embedded professional development initiatives.
- Improve academic, attendance, social, health, and family and community engagement outcomes.
- Increase students' overall access to and emotional engagement in afterschool programs.

CATAPULT LEARNING, RICHMOND, VA

<u>(2015 – 2018)</u>

Director of Achievement – Mathematics

Capitalized on the opportunity to direct innovative instruction to both general and exceptional education teachers in areas of curriculum, instruction, assessment, tiered levels of support, and systems thinking to align with the school's district mission. Facilitated professional development, coaching, and modeling, and implemented new, research-based instructional strategies. Trained all teachers on collecting and

Cynthia Gant, M.Ed. | Page Two | (804) 873-0673

analyzing multiple data sources to determine next steps for teaching and learning, along with assessing the needs and skill levels of teachers and preparing ongoing on-the-job professional development.

- Generated a 17% gain in Mathematics testing scores on the state's assessment.
- Launched a student growth model initiative to ensure all students experienced success.
- Monitored the delivery of specialized instruction in inclusive and self-contained settings.
- Designed and coordinated end of year assessment remediation plan for expedited retakes.
- Built students' confidence and fluency by developing brand-new Mathematics daily routines.
- Drove instructional improvement by preparing data reports and reviewing critical meetings.
- Successfully developed and implemented a well-received, multi-tiered intervention plan.

RICHMOND EDUCATION FOUNDATION, RICHMOND, VA

(2014 - 2015)

Afterschool Operational Support Specialist

Delivered excellence in afterschool program initiatives for integral Middle School Renaissance (MSR) via daily observations and overall progress of the site's program. Facilitated professional development on all team building / leadership. Provided ongoing written / verbal feedback and consultation to school administrators and MSR staff members. Provided valuable technical support for all MSR personnel.

- Created comprehensive operational handbook for Middle School Renaissance.
- Collaborated with influential teams to coordinate strategic, MSR-centric planning.
- Organized the mathematics and reading tutorial program.

RICHMOND PUBLIC SCHOOLS, RICHMOND, VA (2008 – 2013)

Binford Middle School

Assistant Principal

Built a positive rapport among students, teachers, and administrators while developing a shared vision of learning; setting high expectations; and creating a positive climate and culture for instructional improvement, trust, and respect within the school community. Managed Special Education and Mathematics Departments and served as Testing Coordinator. Promoted teacher effectiveness and student performance via observations, conferences, and professional development. Modeled inclusive practices via design of a master schedule.

- Orchestrated a new Math Intervention Program for 2009 2010's school year.
- Achieved a school-wide 10-percentage-point gain on the state's district assessment.

Education, Professional Development & Affiliations

 Post-Master's Certificate, Administration & Educational Leadership
 VIRGINIA COMMONWEALTH UNIVERSITY

 M.Ed., Special Education
 VIRGINIA STATE UNIVERSITY

 B.S., Administration of Justice
 VIRGINIA COMMONWEALTH UNIVERSITY

 Commonwealth of Virginia – Postgraduate Professional License
 VIRGINIA COMMONWEALTH UNIVERSITY

 Administration & Supervision (PreK-12) | Emotional Disturbance (K-12) | Mathematics (6-8) | Sociology

Career Development & Committee Membership

VA Tiered Systems and Supports | ExC-ELL Training | Inclusive Practices for Administration Site-Based Mentor | Next Generation Leadership Academy | Professional Learning Community Facilitator | New Teacher Mentor | Grade Level Chairperson | Assessment Task Force | Lesson by Design Richmond Education Foundation Scholarship | School Improvement Transformational Leadership Team

Sabrina (Shelli) M. Frazier- Bradley

1005 Horn Street, Muskogee, OK 73036 Phone: (580) 819-0277 Personal email: <u>shellifrazier1@gmail.com</u>

WORK EXPERIENCE

 Professional Development and Coaching– Catapult Learning – August 2017 – Present

TEACHING EXPERIENCE

- Gore Elementary School 215 West Fourth, Gore, OK, 74435 Third Grade Reading Teacher – Aug. 16, 2014 – May 2017 Literacy Coach/Reading Specialist – Aug. 2014 – May 2016
- Riverside Public Schools, 4800 E. Foreman Rd., El Reno, OK 73036

```
First grade teacher – Aug. 1989 – May 2014
```

 Killeen Independent School District, 200 N WS Young Dr, Killeen, TX 76543-4025
 Kindergarten teacher – Aug. 1987 – July 1988
 First grade teacher – Aug. 1988 – Jan. 1989

EDUCATION

• Southwestern Oklahoma State University, Weatherford, OK M.Ed.

Date of Graduation July 31, 1987

Major: Reading Specialist

 Southwestern Oklahoma State University, Weatherford, OK B.S.in Education Date of Graduation May 9, 1986 Major: Elementary Education Minor: Social Studies

 Yukon High School, Yukon, OK 73099 Date of Graduation May 19, 1981

CERTIFICATIONS

- Elementary Education 1-8 grade
- Early Childhood PK 3
- Reading Specialist K 12
- Social Studies 6-8
- Language Arts 6-8

PROFESSIONAL DEVELOPMENT

- Literacy First
- Enhanced Core Reading Instruction (ECRI)
- Core Instructional Model
- Building Instructional Coherence
- Classroom Management
- Writing Across the Curriculum
- Differentiated Instruction
- Academic Vocabulary
- Assessment Techniques
- Guided Reading

- Formative/Summative Assessment
- Incorporating Text Dependent Questions
- Close Reading
- Project Based Learning
- Social/Emotional Learning
- Giving Effective Feedback
- College and Career Readiness
- Creating Rubrics
- Webb's Depth of Knowledge
- Curriculum Mapping
- Customized Professional Development (Based on Needs of Districts)

Projects and Teams

- DoDEA Elementary and Secondary Facilitator Corps
- ECRI Specialist PD and Coaching (both small and large scale implementation projects)
- MTSS-R AIR Study
- Dade and Broward County, FL Leadership and Instructional Coach
- Literacy First
- Virtual Professional Development and Coaching

MELISSA FLECK

Virginia Beach, VA (702)-328-0477 · melissafleck2011@gmail.com · <u>linkedin.com/in/melissa-fleck/</u>

Dynamic and engaging educator with 20 years of experience researching, developing, and implementing custom course curricula for diverse populations. Effective use of professional development workshops and coaching models to support schools and teachers with improving curriculum, instruction and assessment. Extensive experience with effective communication, both verbally and written. Able to foster strong professional relationships with internal team members and external partners. Lifelong learner and problem solver that constantly seeks best practices in education.

PROFESSIONAL EXPERIENCE

Savvas Learning Company| Remote

Educational Consultant

- Lead educators and administrators from districts in the Northeast United States in high quality professional development.
- Guide teachers with using digital platforms to help bring 21st century skills into the classroom.
- Communicate and collaborate with internal team members and key stakeholders to support school districts with strategies and support models to aid in progressing student learning.
- Focus on customer service to help build trust and efficacy with teachers and district leaders.
- Maintain service logs to document services delivered.

Virginia Beach Public Schools | Virginia Beach, VA

August 2022 - February 2023

Elementary Teacher

- Collaborated with 6 member grade level team to vertically align curriculum, analyze ad hoc data reports, and ensure project timelines were established and met
- Enhanced mathematical learning materials to increase student engagement and critical thinking, align with assessments, and ensure legal compliance for 24 stakeholders
- Communicated weekly via an e-learning management system with 48 stakeholders, retaining a 90 percent satisfaction rate
- Analyzed academic data on a weekly basis to differentiate instruction, resulting in 80% of learners meeting or exceeding key performance indicators

Chadwick International | South Korea

August 2020 – June 2022

Instructional Coach

- Created and delivered biweekly professional development presentations in-person and digitally for up to 30 stakeholders, resulting in a 75% implementation rate
- Spearheaded and implemented after school training program on mathematical inquiry, presenting 12 sessions based on staff evaluations and feedback
- Trained 30 interns in International Baccalaureate Early Childhood Primary Years Program with a 90% success rate
- Led 10 educators in one-on-one customized training, analyzing data to inform instruction
- Developed school-wide elementary policies for 65 stakeholders, collaborating with senior leadership team to ensure vertical alignment
- Designed and maintained school-wide website giving curricular updates, research-based methodologies, and fostering school-home connection
- Documented learning progressions for 7 grade levels on a six-week cadence

May 2022 - Present

Saudi Aramco Expatriate Schools | Saudi Arabia

Elementary Teacher

- Managed multiple projects and events for 1400 stakeholders, setting timelines, recruiting volunteers, and delegating and prioritizing tasks for more than 20 school-wide events
- Developed and implemented in-person professional development course on math talks for 70 educators, resulting in a 100% implementation rate
- Developed and digitized curricular materials in all subject areas for eLearning platform and transition to online learning

Xiamen International School | Xiamen, China Math Coach, Elementary Teacher

August 2012 - June 2015

August 2015 - August 2020

- Developed curricular materials for 80 diverse learners utilizing data analysis to inform instruction
- Designed monthly trainings for 20 mathematics instructors using projections of student data and classroom-based needs
- Onboarded and trained 20 new educators on school-wide curricular expectations and strategies across subject areas

EDUCATION

Touro University | Las Vegas, Nevada

Certification in English Language Acquisition and Development Certification (TESL)

Buffalo State University | Buffalo, NY

Masters of Science in Multidisciplinary Studies, Concentration in Elementary Education

Arcadia University | Glenside, PA

Bachelor of Arts in Elementary Education

TECHNOLOGICAL SKILLS

Google Suite | Canvas | Zoom | Managebac | Microsoft Office Suite | Salesforce | Certify | Imovie

Laurie R. Messer

5551 Quail Ridge Terrace, Chesterfield, Virginia 23832 • (804) 356-8248 • Laurie.Messer@verizon.net

EDUCATOR

Passionate K-12 educator with successful experience inspiring and coaching teachers, administrators, and students

Leader • Collaborator • Coach • Virtual Facilitator • Creative Thinker • Problem Solver Microsoft Office: *Word, PowerPoint, Excel, Teams* • G Suite: *Docs, Slides, Sheets, Sites, Classroom, Meet*

PROFESSIONAL EXPERIENCE

VIRTUAL PROFESSIONAL LEARNING FACILITATOR

- Facilitated professional learning world-wide via Zoom platform tools and Microsoft Teams
- Engaged virtual participants in professional learning using a variety of virtual online tools including Mentimeter; Google Jamboard, Draw, Slides; Padlet; Scrumblr
- Designed and created professional learning videos using Loom and Screencastify

INSTRUCTIONAL COACHING

- Increased Reading SOL pass rate of Marguerite Christian Elementary School from 61 percent to 80 percent in two years
- Increased English EOC SOL pass rate of Chesterfield Community High School from 50 percent to 76 percent in one year
- Successfully coached administrators, specialists, and teachers at Title I and non-Title 1 elementary schools for transformative literacy instruction
- Conducted collaborative meetings and classroom walkthroughs to determine coaching needs of classroom teachers, exceptional education teachers, and interventionists

PROFESSIONAL DEVELOPMENT

- Determined the professional development needs of teachers and staff through collaborative conversations, observation of instructional practices, and school-wide surveys
- Designed and facilitated professional development both virtually and in-person for divisions, schools, and teacher teams to improve instructional knowledge and practices for increased student achievement
- Effectively modeled research-based lessons for teachers to support implementation of professional development for improved student achievement, including the Science of Reading
- LETRS Local Certified Facilitator
- Created and presented professional learning at state-wide conferences

DATA ANALYSIS & ASSESSMENT

- Analyzed student assessment data to determine the specific instructional needs of students and to guide coaching opportunities for improved instructional practices
- Created formative and summative assessments for school division, using the VDOE Table of Specifications to ensure alignment and rigor
- Analyze division and school-wide data of digital products Lexia Core5, PowerSchool, Achieve 3000, to determine coaching and implementation support for teachers and school administrators

CURRICULUM DEVELOPMENT & DESIGN

- Developed and wrote division curriculum aligned with state Standards of Learning and Science of Reading
- Designed instructional units and modules utilizing the division LMS, Schoology
- Incorporated use of technology to support virtual and in-person instruction and student learning
- Utilized the VDOE Lesson Plan Alignment Tool to collaborate with grade level teams in unpacking of the Standards of Learning and to offer feedback on lesson plan alignment

LITERACY LEADERSHIP

• Acted as Lead Turnaround Partner in collaboration with the VDOE of a Title I Priority School

Laurie.Messer@verizon.net

- Assessed school-wide processes and systems using the VDOE Seven Turnaround Principles and made recommendations to improve efficiency and to maximize student achievement
- Collaborated with the VDOE, Office of School Improvement, and school administration in outlining action plans for implementation of instructional improvement recommendations
- Prepared reports and attended Transformation Leadership Team meetings to communicate a summary of work and offer recommendations to VDOE representatives, Office of School Improvement staff, district and school administrators, and teacher leaders
- Created a high school cross-curricular literacy team and a school-wide literacy plan
- Coordinated with the public library to supply school families with library cards
- Organized and facilitated a community-wide book mobile and literacy night
- Supervised three PALS tutors and one Reading Intervention Specialist

INSTRUCTION

- Successfully taught students in kindergarten through grade 12, including English Language Learners, using a comprehensive literacy framework
- Diagnosed and improved reading achievement for struggling readers in kindergarten through grade 12 by providing targeted intervention
- Co-taught Biology 1 course in collaboration with a Biology teacher
- Collaborated with content area teachers in incorporating best practices in literacy instruction to meet the reading comprehension and vocabulary needs of students across all content areas

EMPLOYMENT HISTORY

Henrico County Public Schools, Henrico, VA, July 2018 - Present

Division Literacy Coach

Catapult Learning, LLC, Camden, NJ, October 2017 - Present

- Virtual Professional Learning Facilitator Department of Defense Education Authority Project and Summer Teacher Training Corps
- Literacy Instructional Coach

Private Consulting, Charles City Public Schools, Charles City, VA, August 2016 – April 2017

• Professional Learning Presenter

Chesterfield County Public Schools, Chesterfield, VA, August 2004 – September 2017

- Literacy Coach K-12
- Reading Specialist K-12
- English Teacher 8-12
- Phonological Awareness Literacy Screening (PALS) Tutor

OTHER RELEVANT EXPERIENCE

Technical Writer

- Heilig-Meyers Company, Richmond, VA
- SYSCON Corporation, Williamsburg, VA

EDUCATION & CERTIFICATIONS

Master of Education, Curriculum and Instruction, Concentration: Reading University of Virginia, Curry School of Education, Charlottesville, VA

Bachelor of Science, Secondary Education

Virginia Commonwealth University, Richmond, VA

Bachelor of Science, English, Concentration: Technical Writing Radford University, Radford, VA

Postgraduate Professional License, Commonwealth of Virginia, Expires June 2029 *Endorsements: English, Reading Specialist*

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

OBJECTIVE : To apply my innovative and organizations skills in a collaborative and committed educational setting that promotes student success.

STRENGTHS

- Effective educational leader
- Effective communicator
- Curriculum specialist

- Professional development facilitator
- Data analysis
- School improvement specialist

EDUCATION

Capella University

Doctorate in Program Improvement Leadership Candidate for Graduation May 2023

National Louis University

Masters of Arts in Administrative Leadership; Special Education Supervision Graduated May 2008

Mount Mary College

Masters of Arts in Education; Special Emphasis in Mathematics Education Graduated May 2004

University of Wisconsin- Milwaukee

Bachelor of Science in Elementary Education; Minor in Mathematics Graduated August 2000

CREDENTIALS

Wisconsin Department of Public Instruction Lifetime	Wisconsin Department of Public Instruction
Professional Educator - Lifetime License	Administrative -Lifetime License
41 - Elementary Level (Grades 1-6)	51 - Principal
42 - Elementary	10 - Director of Instruction
400 – Mathematics	80 - Director of Special Education and Pupil Services
116- First thru Sixth Grade	State of Wisconsin Technical College System Board
	Certifications
	850 - Teacher of Goal / Basic Skills

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

Experience

Motivating Academic Excellence, L.L.C.

Chief Executive Officer/ Academic Consultant

<u>Supports</u>: Mentor teachers as they implement new research based instructional techniques; Collaborate with clients to create training plans to meet their organizational needs

<u>Technology Education Consultant</u>: Facilitate onsite and distance learning training sessions using various software tools; <u>Data Analysis</u>: Data audits and district and school action planning; Design and implement a Response-to-Intervention system to meet the needs of all students.

<u>Professional Development</u>: Monitor standards-based curriculum alignment, and ensure evidence-based; Embedded 21st century teaching and learning into curriculum across the content areas; Leadership and instructional coaching to provide intensive, individualized support for leaders and teachers; Development of training materials; Conduct training and professional development for K-12, university, corporate, and government clients; Present at state and national conferences.

<u>Tutor Coordinator:</u> Manage all facets of the one-on-one, in-home tutoring business; Recruit, screen, hire and train tutors; Train staff on company protocol; Monitor tutors' session reports and provide them with valuable feedback; Handle emergency vacancies and troubleshoot all other problems as they arise; Enroll families and match them with appropriate tutor; Produce variety of business materials, including: letters, reports, proposals and forms; Provide outstanding customer service to students and their families; Build rapport with clients; Research, conceive and write newsletter articles.

- Kings Academy Christian School
- Nova Alternative School
- Southeastern Alternative School
- Learning Science International
- CESA 1
- Edequity, LLC
- DQS, LLC
- 4AM Consulting, LLC

School District of Beloit

Director of Teaching, Learning & Innovation

<u>Accomplishments:</u> Successfully implemented AVID. Adopted first K-12 math curriculum; Initiated and implemented first district wide Response to Intervention Framework for mathematics; Revised the one to one technology plan for the district to focus on teaching standards, which are supplemented and/or enhanced by technology; Instituted Differentiated Educational Plans (DEP), which are educational resumes for Advanced Learners; Revised and reviewed School Improvement Plan; Recommended and implemented district dashboard to collect, analyze and monitor achievement, discipline and attendance data for continuous school improvement.

<u>Support:</u> Provide input with cabinet members, community members, teachers and administrators to revise the 2016-2021 Strategic Plan; Provide training to district staff around AVID strategies aligned to the mission of closing the educational achievement gap; Provide coaching, professional development and additional resources for students, families and teachers; Collaborate with business partners to create a strategic plan and form a steering committee to create policies to work with a convening organization to gather community support around high school transformation.

<u>Monitoring</u>: Ongoing data analysis to monitor underrepresented demographics enrolled in Advanced Placement coursework with support; Assist students with job shadowing, internships and job certifications as part of their high school experience.

Milwaukee, WI Milwaukee, WI Milwaukee, WI Fort Lauderdale, FL Waukesha, WI Chicago, IL Memphis, TN Milwaukee, WI

Beloit, WI

8/16-7/19

Madison, WI 6/19- present

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

Wisconsin Department of Public Instruction

Title I -Educational Consultant

Accomplishments: Trained and implemented on Implementation Science by The National Implementation Research Network (NIRN); Served on state level design team; Served as state level project manager for redesign of Title I and Special education team monitoring process; Monitored all priority schools and leadership teams in the state of Wisconsin. Support: Assists with coordination of Title I programs, including Rewards Programs for Spotlight Schools, Funds for Teachers Fellowship and federal requirements aligned to the Elementary and Secondary Education Act (ESEA) waiver for Priority Schools. Provides assistance with developing and revising grant requirements for competitive and discretionary Title I grants. Coordinated and conducted the review and approval processes of grants.

Monitoring: Conducted monitoring visits for ESEA Title I schools to ensure evidence is aligned to federal guidance; Conducted monitoring visits with Priority Schools to ensure progress towards closing gaps are occurring with high leverage school reform efforts; Conducted monitoring visits with Spotlight Schools to ensure school practices are focused and aligned to grant and provide feedback for future visiting schools.

Technical Assistance: Provided schools with guidance to understand requirements of the ESEA Title I requirements for Title I schools and Priority Schools. Researched various resources to gather a variety of best practices from Local Educational Agencies (LEA) that have implemented reform and made improvements towards student achievement; Worked collaboratively with DPI Liaison to ensure schools have a clear understanding the ESEA waiver and grant requirements. Provided feedback to schools regarding their School Improvement Plan (Indistar).

PRINCIPAL EXPERIENCE

Madison Metropolitan School District

Lowell Elementary School K-5

Milwaukee Public Schools

Dr. George Washington Carver K-8

Accomplishments: Closed gaps as measured by WI State report cards, achieved the highest score for Students with Disabilities on the Measuring Academic Progress (MAP) assessments in Milwaukee Public School District, positively impacted school culture, built teacher capacity around data analysis, parent engagement and fostering relationships with students and families.

Instructional Management: Monitored the implementation of the curriculum; Implemented and adhered to the school vision and mission; Monitored instructional and managerial processes to ensure the program activities are related to program outcomes and use findings to take corrective actions; Regularly consulted the campus-level committee about planning, operation, supervision, and evaluation of campus education program; Included students and community representatives when appropriate; Directed the development of school improvement plan.

School and Organization Morale: Provided instructional resources and materials to support teaching staff in accomplishing instructional goals; Fostered collegiality and team building among staff members; Encouraged their active involvement in the decision-making process; Provided for two-way communication with Superintendent, staff, parents, and community; Communicated and promoted expectations for high-performance to staff and students; Recognized excellence and achievement; Ensured the effective and quick resolution of conflicts; Promoted a positive, caring climate for learning.

School and Organizational Improvement: Built a common vision for student success and school improvement with staff; Directed planning activities and put programs in place with staff to ensure attainment of school's mission; Identified,

10/13-8/16

Madison, WI

7/12-10/13

Milwaukee, WI

7/11-6/12

Madison, WI

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

analyzed, and applied research findings to promote school improvement; Developed and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee; Developed, maintained, and used information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator

<u>Personnel Management</u>: Interviewed, selected, and oriented new staff; Defined expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public; Regularly observed employee performance, records observations, and conduct evaluation conferences with staff; Made recommendations to Superintendent on suspension and termination of employees assigned to campus.

Milwaukee Public School District

DIFI /SIFI & District and School Improvement Supervisor

<u>Supervise and Monitor</u>: Assisted school administrators with teacher observations to monitor instruction, planning and management; Oversaw the programs, people, and initiatives provided to schools that are supported by the School Improvement Grant; Collected evidence of effectiveness related to grant funded initiatives.

<u>Technical Support</u>: Supervised twenty four schools within a region to ensure they are in compliance with the Corrective Action Plan in relation to the district's performance status; Support learning teams in creating action plans that foster school improvement efforts; Collaborated with teacher teams to develop systems for data analysis and progress monitoring; Coached administrators to develop plans to monitor fidelity of implementation.

<u>Professional Development</u>: Planned and facilitated school based as well as district wide professional development opportunities, which are in alignment with initiatives from the Department of Public Instruction and the District's Corrective Action Plan; Collaborated with various departments on various project teams to determine best practices for implementation and monitoring of strategies to improve student achievement.

Milwaukee Public School District

District Curriculum Generalist

<u>Curriculum & Instruction</u>: Observed teachers formally and informally as an administrator and provided feedback on ways to improve instructional practices; Planned with regular and special education teachers to ensure instruction aligned to standards, as well as met Individual Educational Plan goals.

<u>Data Analysis</u>: Analyzed data from school based and standardized test; Identified urgent facts, strategies, and goal-related needs from the data; Supported teachers to identify relevant research based strategies and interventions to assist students increase proficiency levels; Responsible for applying for grant funds to support teacher team meetings, coaching and planning sessions.

<u>Professional Development</u>: Designed and facilitated professional development opportunities that aligned with the needs identified by data, educational plan, and feedback; Provided one on one coaching to staff on improving instructional practice based on data; Facilitated grade level meetings in which teachers participated in data analysis, analyzed student work, and best practices; Supported initial educators under state licensing law.

<u>Learning Team</u>: Co-facilitated meetings which focused on data, progress monitoring, instructional support and professional development; Collaborated with Learning Team members to create and monitor the school improvement plan; Implemented and monitored goals outlined by grant sponsors and supporters such as Project CALL (in conjunction with Alverno College), National Education Association (NEA), Classroom Organization Management Project (COMP).

TEACHING EXPERIENCE

Milwaukee Area Technical College

Part time Instructor - Adult Basic Education/GED Basic Arithmetic

Milwaukee, WI 2001-present

Milwaukee, WI

Milwaukee, WI

4/08 - 7/09

7/09 - 6/11

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

Blackhawk Technical College Adjunct Instructor - College Success Program Instructor	Beloit, WI 2018-2019
Madison College	Madison, WI
Part time Instructor - Adult Basic Education Math Instructor	2012-2014
Concordia University	Milwaukee, WI
Adjunct Instructor – Administrative Leadership Course	2010-2011
Milwaukee Public Schools	Milwaukee, WI
5 th Grade Lead Elementary Teacher- Lloyd Street Global Education School	2005-2008
1 st & 4 th Grade Lead Elementary Teacher – Thurston Woods Campus	2000-2005

5123 N 83rd Street, | Milwaukee, WI 53218 | motivatingace@gmail.com (414)388-9000

References

Ms. Tonja Whittley (former supervisor)

District School Improvement Specialist 5225 W Vliet Street Milwaukee, WI 53208 C: (414) 698-9322 E: whittltl@milwaukee.k12.wi.us

Dr. Darrell Williams (former supervisor)

Assistant Superintendent 1633 Keeler Avenue Beloit, WI 53511 C: (414) 614-9913 E: <u>dwilliams@sdb.k12.wi.us</u>

Jonas Zuckerman (former supervisor)

Director of Title I Student and School Success 125 S. Webster Street Madison, WI 53703 W: (608) 267-9136 E: jonas.zuckerman@dpi.wi.gov

Dr. Alisia Moutry (previous work colleague)

Chief Executive Officer of 4AM Consulting Services, LLC 10910 Meadow Creek Court Milwaukee, WI 53224 C: (414) 899-0553 E: alisiamoutry@aol.com