

WRITTEN QUOTE SUMMARY (Purchases from \$50,000 to \$99,000 require a minimum of 3 written quotes. Summarize here and attach quotes. Use more than 1 sheet if necessary)		Quotes Obtained by (Your name)		Dalila Diaz	
		(Your phone)		520-225-6441	
		Date		3/05/2014	
	Bidder #1	Bidder #2	Bidder #3	Bidder #4	
Company Name	Envision Learning	Big Picture Learning	New Tech Network	Edvision	
Company Address	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE Did Not Respond	
Contact Name	LIST OR ATTACH WRITTEN QUOTE Sally Kingston	LIST OR ATTACH WRITTEN QUOTE M.R. Brezler	LIST OR ATTACH WRITTEN QUOTE Nick Kappelhof	LIST OR ATTACH WRITTEN QUOTE	
Contact Phone No.	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE Attached	LIST OR ATTACH WRITTEN QUOTE	
Comments		Comments	Comments	Comments	
Provide a justification and/or Determination of the Bidder Selected	Total Estimated Costs: \$94,500.00	Total Estimated Costs: \$126,500.00	Total Estimated Costs: \$43,500	Vendor did not respond to quote request	

Diaz, Dalila

From: Diaz, Dalila
Sent: Thursday, February 27, 2014 4:38 PM
To: 'info@envisionshcools.org'
Subject: QUOTE REQUEST
Attachments: McCorkle Student Enrollment and Staffing Summary SY 2013-2014.docx
Importance: High

To Whom It May Concern:

In Tucson Unified School District, we are exploring PBL for SY 2014-2015. Would you please provide a written quote to open/implement an Envision program/school in our district? The demographic information of one of our K-8 campuses is attached.

The quote should include:

- Teacher Leadership Training
- District/School Leadership Training
- Any Technological Needs
- Travel for Training
- Timeline
- Costs
- And any other items required for effective implementation in SY 2014-2015

Thank you,

Dalila Diaz

Executive Assistant to the Deputy Superintendent

Teaching & Learning

Tucson Unified School District

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"Delivering Excellence in Education Every Day"

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March 4, 2014

Dalila Diaz
Executive Assistant to the Deputy Superintendent
Tuscon Unified School District
1010 East Tenth Street
Tuscon, Arizona 85719

Dear Ms. Diaz:

Thank you for your recent inquiry regarding Envision Learning Partners. Per your request, attached is a proposal and budget for professional development and coaching for Mary Belle McCorkle Academy of Excellence Pre-K-8 for academic year 2014-2015.

The demographic information you sent for McCorkle Academy was helpful; thank you! We typically customize our services based on the goals, assets and needs of schools and districts. Based on the information you provided, I generated a proposal and budget reflecting a standard set of services. I would be more than happy to create an updated customized proposal based on actual goals and needs of McCorkle Academy.

Finally, as mentioned in my email, our Founder and CEO Bob Lenz will be in Arizona on March 19, and he is more than happy to meet with your deputy superintendent or the appropriate TUSD leader in the morning. If you decide you would like to meet with him, please let me know.

We appreciate your interest in Envision Learning Partners and are excited about a potential partnership with the Mary Belle McCorkle Academy for Excellence.

Please feel free to contact me if you have any questions or need clarification on any aspects of the attached proposal and budget.

Sincerely,



Sally Kingston, PhD
Executive Director
Envision Learning Partners
sally@envisionschools.com
805-636-7429

Mary Belle McCorkle Academy of Excellence Pre-K – 8, Tucson Unified School District
School Redesign Proposal
2014-2015

This proposal describes a partnership with Envision Learning Partners for the design and delivery of professional development and coaching to Mary Belle McCorkle Academy of Excellence Pre-K-8 in Tucson Unified School District for academic year 2014-2015.

Background

Over the last decade, Envision Education (dba Envision Schools) has garnered national recognition for its three charter high schools in the Bay Area of California: City Arts & Technology High School, Envision Academy of Arts & Technology, and Impact Academy of Arts & Technology. Envision Schools are designed based on a unique and innovative deeper learning student assessment system, which is a performance assessment system aligned to both the Common Core and deeper learning skills, that culminates in a student defense, akin to a dissertation defense. To graduate, Envision students are required to defend a portfolio of college-ready work that is certified by teachers based on rubrics validated by the Stanford Center for Assessment, Learning, and Equity (SCALE).

In 2010, Envision Education launched Envision Learning Partners (ELP) to spread its learning and impact to interested schools and districts across the country. ELP partners with K-12 schools and districts nationwide to collaboratively design and implement the Envision Schools Transformation Model or requested components of it. Currently, ELP's impact reaches over 1,000 teachers and leaders from over 100 schools of all types (e.g., public, independent, charter) and at all levels (elementary, middle, and high schools) in 7 states.

Why Envision Learning Partners

Envision Learning Partners' professional development and coaching services are based on evidence of what works. Envision Schools are living laboratories that serve as a model of what can be achieved for *all* students, particularly those who come from families living in poverty or who will be the first in their families to go to college. Our schools continue to beat the odds with 90% of graduates enrolling in college and 90% persisting to their sophomore year of college. Of our students, over 65% qualify for free and reduced lunch and more than 70% are the first in their families to attend college. Recent case studies, *Student-Centered Schools Studies*, published by the Stanford Center for Opportunity Policy in Education (SCOPE), describe practices used in our schools that contribute to our students' success: <https://ed.stanford.edu/news/researchers-find-student-centered-learning-approaches-help-underserved-kids-achieve>.

Envision Learning Partners has a capacity-building stance and intentional partnership approach to our work with schools and districts. We believe in the power of instructional and change leadership by teachers and school leaders in their unique school or district contexts. We know that school reform efforts typically fail due to flawed implementation, and discrete professional development sessions rarely translate into improved practice. That is why we *partner* with schools and districts to create sustainable and transformational change. Through partnering, we develop the capacity of teachers and school leaders to lead the work in the school, using tools and resources provided through ELP's professional development and coaching. We do this through creation and facilitation of an Assessment Design Team, which is a school- or district-based team comprised of site and/or district leaders, key teacher leaders, and other instructional leaders (e.g., instructional

specialist, learning supports coordinator). Our school and district partners share how valuable this approach is to their work. Please see two videos from our recent work with the Education Achievement Authority of Michigan (for work in Detroit): <http://www.envisionlearning.org/what-do-we-offer/>.

Proposed Plan

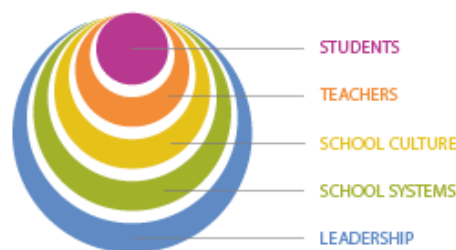
Outcomes

By partnering with Envision Learning Partners, Mary Belle McCorkle Academy of Excellence Pre-K-8 will achieve the following outcomes by June 2015. They are the basis for the professional development and coaching described in this proposal and in the attached budget:

- Understand the components of the Envision Schools Transformation Model (See Figure 1 below.)
- Identify school readiness to implement the Envision Schools Transformation Model, using Envision’s Readiness Assessment
- Establish an Assessment Design Team to develop leadership and organizational capacity to implement the Envision Schools Transformation Model
- Understand the Deeper Learning Student Assessment System
- Develop a (grade appropriate) “graduate profile,” which defined what a student is expected to know and be able to do by the time they leave the school
- Adapt or adopt rubrics aligned to the graduate profile
- One performance assessment per grade level aligned to Envision’s Quality Task Rubric

Note: Outcomes achieved through a partnership with Envision Learning Partners are contingent upon goals, existing assets, organizational readiness, and commitments (See below.). Outcomes described in this section are subject to amendment based on a review of existing assets, organizational readiness, and commitments of Mary Belle McCorkle Academy of Excellence.

Figure 1. Envision Schools Transformation Model



Commitments

We believe that effective implementation requires explicit commitments by both the partnering school or district and Envision Learning Partners. These commitments are essential to achieve the outcomes described in the previous section:

Mary Belle McCorkle Academy of Excellence K-8 commits to:

- Provide evidence of an expressed desire by the school leader and teachers to promote deeper learning school-wide;

- Establish and participate in a school-level Assessment Design Team to guide the work at the school site (led by ELP in collaboration with school leadership);
- School leaders and teachers participate in all ELP professional development and coaching;
- School leaders and teachers participate in a culminating Teacher Exhibition, in which teachers demonstrate what they know and are able to do as a result of the ELP partnership;
- Participate fully in evaluation activities.

Envision Learning Partners (ELP) commits to:

- Provide high-quality professional development and coaching services to achieve outcomes;
- Share tools and resources to support effective implementation;
- Support the establishment of the Assessment Design Team;
- Lead the Assessment Design Team in collaboration with leadership from the school; and
- Oversee and coordinate evaluation activities (e.g., data collection, analysis, reporting).

Participants:

- Professional development sessions: All teachers and other key instructional leaders and school leaders (approximately 41 people)
- Assessment Design Team: Ideally 5-10 members consisting of the principal, a teacher leader from each grade level, and other key instructional leaders

Timeline:

Days	July/August TBD	September	October	November	January	February	March	April	May	
Day 1 AM	Summer Institute: All teachers and school, & other instructional leaders	ADT*	ADT*	ADT*	ADT*	ADT*	ADT*	ADT*	ADT*	
Day 1 PM		PD (All teachers)	PD (All teachers)	PD (All teachers)	PD (All teachers)	PD (All teachers)	PD (All teachers)	PD (All teachers)	PD (All teachers)	
Day 2		Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	Coaching (grade levels)	
Day 3		*Assessment Design Team								Teacher Exhibition
Day 4										
Day 5										

Professional Development & Coaching

Summer Institute: The Summer Institute is a 5-day professional development session that will provide teachers, school, and other instructional leaders with a strong foundation in the Envision Schools Transformation Model and the Deeper Learning Student Assessment System.

Assessment Design Team (ADT): This team leads and guides the design and delivery of professional development and coaching activities, and implementation. The ADT will create a scope of work for the overall implementation of the plan, provide input and feedback into the design and delivery approach, and identify and overcome challenges that pose as barriers to effective implementation at the systems and classroom level. The ADT will participate in eight 3-hour sessions from September 2014 to May 2015, to be scheduled in collaboration with ADT members.

Professional Development: Professional development sessions will focus on outcomes described above. Teachers and school and other instructional leaders will participate in eight 3-hour sessions from September 2014 to May 2015, to be scheduled in collaboration with school leaders.

Applied Learning: Between professional development sessions (September 2014 – May 2015), teachers and school leaders will be expected to apply what they learn in their classrooms and bring back evidence (e.g., videos, photos, student work products, teacher work products) to share at the next professional development session.

Coaching: Coaching sessions will focus on application of new knowledge and skills and implementation by classroom teachers. These sessions will be based on the specific learning and implementation needs identified by teacher teams (e.g., grade level, department). These sessions will be delivered in teams on a rotating schedule from September 2014 to May 2015 to be scheduled. An ELP program consultant will facilitate team coaching.

Teacher Exhibition

Teachers from the Mary Belle McCorkle Academy of Excellence K-8 will participate in a Teacher Exhibition, which is a culminating *defense* of their learning. In this exhibition (which mirrors what is asked of students), teachers will show what they know and are able to do as a result of the school year-long partnership with ELP. Learn more about Envision’s Teacher Exhibition:

<http://www.edutopia.org/blog/teachers-show-their-own-learning-bob-lenz>.

Evaluation

The evaluation for the partnership with Envision Learning Partners will include the following:

Participant Feedback

ELP will collect, analyze and report out data from participants to identify (a) satisfaction, (b) acquisition of knowledge, (c) development of skills, (d) feedback on session design, and (e) feedback on session delivery through online surveys, observations, and reflections by participants and consultants.

Artifacts (Authentic Evidence)

ELP will lead the Assessment Design Team through a process of collecting authentic evidence of applied learning and implementation in the school. Examples of artifacts to be collected include student work products, teacher work products, video testimonials, and photographs.

Staffing

Envision Learning Partners will provide one program consultant to: (a) design and collaboratively lead the Assessment Design Team; (b) design and lead professional development; (c) coach teams; and (d) coordinate, collect, analyze, and share evaluation data.

Materials & Technological Needs

Envision Learning Partners will provide related materials, such as presentations, handouts, chart paper, supplies, and tools for professional development and coaching sessions. We will need the following technological support provided by the school or district: (a) wireless Internet access, (b) LCD projector, and (c) speakers.

Budget

Please find attached proposed budget.

Mary Belle McCorkle Academy of Excellence Pre-K-8
Summer 2014 - May 2015

- 1) Create a graduate profile (i.e., agreed upon outcomes describing what graduates know and are able to do)
- 2) Adopt or adapt rubrics that measure graduate profile outcomes vertically aligned across grade levels
- 3) Design at least one performance assessment aligned to the Envision Quality Task Rubric

Travel Assumptions	Onsite Days per Trip	Travel Cost per Trip
1) Rates are per trainer.	2	\$ 1,500
2) We will invoice these travel rates. If actual travel expenses vary by more than 10%, we will invoice actual expenses (up to contract maximum).	3	\$ 1,750
	5	\$ 2,250

Deliverables What we will provide	Estimated Dates When/ How Often	Service Fees				Travel See rates above	Fees plus Travel TOTALS
		Days per trainer	# of trainers	Daily Rate per trainer	TOTAL FEES		
Five-day Summer Institute for up to 50 teachers Planning and prep (partial)	TBD	5	1	\$ 2,000	\$ 10,000	\$ 2,250	\$ 12,250
		2	1	\$ 2,000	\$ 4,000		\$ 4,000
		Subtotals	7	total days		\$ 14,000	\$ 2,250
Onsite Design Team, Professional Development & Coaching*	September	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	October	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	November	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	January	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	February	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	March	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching*	April	4	1	\$ 2,000	\$ 8,000	\$ 1,500	\$ 9,500
Onsite Design Team, Professional Development & Coaching, & Teacher Exhibition*	May	5	1	\$ 2,000	\$ 10,000	\$ 1,750	\$ 11,750
*Includes 2 days of preparation and virtual coaching	Subtotals	33	total days		\$ 66,000	\$ 12,250	\$ 78,250
GRAND TOTALS		40			\$ 80,000	\$ 14,500	\$ 94,500
		DAYS			FEES	TRAVEL	TOTAL

Diaz, Dalila

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Dalila Diaz

Executive Assistant to the Deputy Superintendent

Teaching & Learning

Tucson Unified School District

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Tucson, Arizona 85719

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PROPOSAL TO THE TUCSON UNIFIED SCHOOL DISTRICT TO DESIGN AND SUPPORT THE IMPLEMENTATION OF A NEW K-8 SCHOOL

March 4, 2014

INTRODUCTION AND OVERVIEW

Big Picture Learning (BPL: www.bigpicturelearning.org) proposes to assist the Tucson Unified School District (TUSD) in designing and implementing a new K-8 school based on the BPL design. BPL will assist TUSD in completing all tasks required to ensure that the Academy is ready for opening in fall 2014. BPL will assist TUSD in adapting the BPL design, crafting an implementation plan, and provide a multi-year program of professional development and implementation support. This work will include developing organizational structures and protocols, ensuring appropriate facilities, orienting students and their parents, and arranging for needed equipment and learning materials.

APPROACH TO THE WORK

BPL has considerable experience in designing and facilitating the implementation of schools that serve all students by providing a non-traditional student experience. Our approach to this work is based on a few understandings. First, we emphasize the helping role over the expert consultant role. Second, we give equal attention to innovating capacity building and *adapting* specific innovations. Third, we draw on our work with students to craft a made-to-measure approach to working with one school at a time, operating within a broad framework that simultaneously builds each school's idiosyncratic overall redesign/improvement framework and process and works on specific components of that school's improvement design.

MAJOR TASKS

School Design Framework and Implementation Plan

BPL will facilitate the development of a detailed school, program, and curriculum framework that includes: mission, vision, and educational philosophy; school goals and objectives; educational program description; student assessment; and school climate, culture, and discipline. BPL will also prepare an implementation plan that delineates the staging and phasing of the school's multi-year implementation. BPL will assist the Tucson Unified School District in recruiting and selecting the school principal, all teachers, and other school staff.

Teacher Leadership Training

BPL will provide the Tucson Unified School District with a comprehensive multi-year design for professional development – education, training, and support – for the school faculty. Once approved by district leadership, BPL will work with district leaders to set up an organizational structure and process/protocols for preparing the teachers to adapt the BPL design and implement it.



District/School Leadership Training

BPL will provide the Tucson Unified School District with a comprehensive multi-year design for professional development – education, training, and support – for the school principal and for district leaders. Once approved by district leadership, BPL will work with district leaders to set up an organizational structure and process/protocols for preparing the principal to lead the adaptation of the BPL design and to serve as the “lead teacher” in facilitating implementation.

ORGANIZATIONAL CAPACITY

Big Picture Learning’s mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning’s vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments supportive of and supported by their communities. At the core of Big Picture Learning’s mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success in their careers and their lives.

Big Picture has over 15 years of experience in designing innovative learning environments, researching and replicating new models for learning, and training educators to serve as leaders in their schools and communities. BPL is a school developer, but does not govern and operate its schools. Instead, BPL works in collaboration with school districts to establish new public schools or new public charter schools that form the BPL School Network.

In addition to supporting its network of schools, Big Picture works with and through other organizations to incorporate selected features and components of the Big Picture school design in other school designs. For example, Big Picture is helping organizations, districts, and schools throughout the country to use its student advisory program, enhance personalization, refine project-based learning, and integrate real-world learning through adaptations of Big Picture’s Learning Through Interests/Internships. This “Big Picture Inside” work has resulted in innovative designs for secondary, postsecondary, and career and technical schools and for STEAM (science, technology, engineering, arts, and math) and out-of-school youth programs.

TIMELINE

Design and District Leadership Training	April 7 – May 2, 2014
Implementation Planning	April 21- May 30, 2014
Staff Selection	May 23 –June 27, 2014
Staff Professional Development	July 14- August 15, 2014
Implementation Support	Ongoing: 2014-2017



COSTS : April 1, 2014 – June 30, 2017

Professional Development	
April 1, 2014 – June 30, 2014: Professional development including nine (9) days on –site support, three (3) days of remote support.	\$30,000.00
Principal Conference Attendance for two (2) staff (includes registration fee, airfare, hotel, conference meals, and local transportation)	\$4,500.00
Big Bang National Summer Conference for six (6) staff (includes registration fee, airfare, hotel, conference meals, and local transportation)	\$12,000.00
July 1, 2014 – June 30, 2015: Professional development including twenty-seven (27) days on-site and three (3) days of remote support	\$78,000.00
Estimated costs:	\$124,500.00
Big Picture Materials	
BPL online and print materials for teachers and administrative staff	\$2,000.00
Estimated Costs	\$2,000.00
Total Estimated Costs	\$126,500.00

PAYMENT OF CONTRACT The total payment for Big Picture Learning’s work as described above, is \$126,500.00. Payments will be invoiced according to the schedule below:

- **Payment #1:** May 1, 2014 – Payment of \$15,000.00
- **Payment #2:** June 30, 2014 – Payment of \$15,000.00
- **Payment #3:** September 1, 2014 – Payment of \$36,000.00
- **Payment #4:** December 2, 2014 – Payment of \$36,000.00
- **Payment #5:** March 1, 2015 – Payment of \$24,500.00

CONTINUATION/EXTENSION OF CONTRACT: After the first year assessment of the school, BPL will develop the details of the contract for the continued support of the school for the 2015-2016 and 2016-2017 school years.

Estimated costs for additional years:

July 1, 2015 – June 30, 2016: \$100,000.00

July 1, 2016 – June 30, 2017: \$75,000.00



Please pay all invoices within 30 days. Delinquent payments will be assessed a 1.5% interest charge per month. If payment exceeds 60 days past due, all services will be discontinued until payment is received.

CONTACTS

For Big Picture Learning:

M.R. Brezler
COO/CFO
Big Picture Learning
325 Public Street
Providence, RI 02905
Office: (401) 447-5062
mrbrezler@bigpicturelearning.org

For Invoice Inquiries:
Pam Genovesi Macdonald
Big Picture Learning
325 Public Street
Providence, RI 02905
Office: 401-743-3795 Fax: 919-573-0787
pgmacdonald@bigpicturelearning.org

For the District:

Coordinator of Contract
Name
Title
Tucson Unified School District
Email
Phone

Business Office/Invoices
Name
Title
Tucson Unified School District
Email
Phone

This Agreement constitutes the entire agreement of the parties with regard to the subject matter hereof, and replaces and supersedes all other agreements or understandings, whether written or oral. No amendment or extension of the Agreement shall be binding unless in writing and signed by both parties.

Termination of Agreement.: Either party may terminate this Agreement upon thirty (30) days prior written notice to the other party. Upon Termination, the school is responsible for prompt payment to Big Picture Learning for all services rendered and for reasonable expenses and non-cancellable commitments incurred in the performance of this Agreement up to and including the date of termination.

Superintendent of Schools

Date



M.R. Brezler
COO/CFO, Big Picture Learning

3/4/2014

Date

Diaz, Dalila

From: Kappelhof, Nick <NKappelhof@newtechnetwork.org>
Sent: Wednesday, February 26, 2014 3:43 PM
To: Vega, Adrian
Cc: Diaz, Dalila; Presiado, Tim
Subject: 2015 Planning and Pr-Implementation Services
Attachments: Tucson Agreement Letter.pdf; 2015 NTN Planning Agreement and Pre Implementation Services_Tucson.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Adrian,

Attached you will find a letter from me and a final version of a 2015 Planning Agreement and Pre-Implementation Services. We can adjust services and pricing based on any feedback you or your team may have. Let me know if it would be helpful to follow-up with a conference call where I can answer any questions and provide more detail.

Talk to you soon.

Best,

Nick

--

Nick Kappelhof
Director, New School Development
[New Technology Network](#)TM
436 14th Street, Suite 310
Oakland, CA 94612

Cell: 646-483-9049
Office: 510-463-8213
Fax: 800-856-7038





New Tech Network

2015 Planning Agreement and Pre-Implementation Services

Dear Dr. Vega,

To continue efforts to open a New Tech School in your community in 2015, NTN would like to provide a pre-implementation support package. This scope of work is intended to build awareness among your stakeholders and to amplify existing momentum for a successful school opening. This Planning Agreement will provide the following New Tech Network services from July 1, 2014 until June 30, 2015:

<p>2014 New Tech Annual Conference, 2015 Planning Track</p> <p>Project Based Learning Preview</p>	<p>Registration fees and selected meals for up to 10 participants at the New Tech Annual Conference (NTAC), July 7-11, 2014, in New Orleans, Louisiana. The objective of the <i>2015 Planning Track</i> is to provide district, school, and teacher leaders with information about the New Tech model as well as provide opportunities to share best practices for planning and implementing a New Tech school in the fall of 2015. The event will be divided into two tracks: for organization/school leaders and potential teacher leaders.</p> <p>District/ School Leadership Strand: Designed for district leaders and principals, this track will provide an opportunity to work with other potential 2015 districts /schools, experience conference sessions hosted by NTN coaches and network teachers, and also work on the NTN School Application, so that your organization is ready to move forward with planning and implementation. Participants will engage with active NTN Superintendents and Principals.</p> <p>Teacher Leadership Strand: Designed for prospective teacher leaders and “early adopters,” this track will provide a deep dive into the culture and practices of NTN project- based instruction. Participants will explore and review active projects, project planning resources and assessment tools, and also discuss standards alignment, learning outcomes and integrated instruction--all within NTN’s web-based learning management system, Echo. As part of this planning agreement, these participants will have Echo access through June 30, 2015.</p>
<p>2015 Planning Academy (web based)</p>	<p>Access to the NTN Planning Academy, Echo</p> <ul style="list-style-type: none"> • Access for up to six organization log-ins to the NTN’s web-based Planning Academy, School Application and Planning Documents • Access to Echo for up to four organization teacher leaders and six district leaders to continue to explore project-based learning resources
<p>Light Launch of NTN Services at McCorkle Academy</p>	<p>PBL and PrBL Professional Learning Community Development (PLC)</p> <p>Objective: Develop a Project Based Learning (PBL) and Problem Based Learning (PrBL) professional learning community at Mary Belle McCorkle Academy of Excellence. Provide PBL and PrBL specific coaching and support to an advanced cohort of teachers at the school.</p>



New Tech Network

2015 Planning Agreement and Pre-Implementation Services

Light Launch of NTN Services at McCorkle Academy (Continued)	<p>PLC On-Site Coaching Services (4 On-Site Coaching Days)</p> <p><u>August Coaching Day</u></p> <p>During this time we will extend the learning experienced at NTAC and continue refining and writing Project/Problem-Based Units with specific focus on:</p> <ul style="list-style-type: none">• Designing an inquiry based classroom• Developing best practices in PBL/PrBL design, school culture, and technology that work together to produce a learning environment that enables all students to be college and career ready.• Building foundational elements for PrBL units for Arizona state standard domains and clusters. <p><u>October/November Coaching Day</u></p> <p>During this time we will debrief the experiences of inquiry-based learning thus far in the school year and refine the tasks and scaffolding given to students. This includes:</p> <ul style="list-style-type: none">• Additional inquiry project/problem simulation• Extended task design that align with progression level of program goals• Arizona State Standards Mapping• Mop up training• Establish year-long learning plans for teacher <p><u>February/March Coaching Day</u></p> <p>This coaching visit will focus on calibrating our work thus far through the following:</p> <ul style="list-style-type: none">• Classroom visits & observation• Designing assessments• Analyzing student work• Discuss successful scaffolding and task design practices and principles <p><u>May/June Coaching Day</u></p> <p>During this time we will celebrate the learning that has happened, aggregate best practices that have bubbled up throughout the year and begin to invite other teachers into classrooms and learning experiences. In addition, we will</p> <ul style="list-style-type: none">• Finalize NTN Teacher Certification• Revisit learning goals• Begin preparing next year's teachers <p>PLC Remote Coaching Services (13 Remote Coaching Days)</p> <ul style="list-style-type: none">• Individual coaching plans and Math instructional benchmarks• Virtual "Office Hours"• Echo account access, coaching, and feedback including: course design, unit design, assessment implementation, and agenda construction and feedback
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2015 School Design Support	School Design Support is intended to expose school leadership to New Tech Network planning processes and resources with direct, on-site school design support for planning and implementing a New Tech school in the fall of 2015. This includes: <ul style="list-style-type: none">• <u>1</u> day of onsite school and district design support• <u>4</u> days of remote design/planning support• <u>1</u> additional tour of an NTN demonstration site• On-site or remote support at stakeholder meetings• Support toward design of district wide NTN initiatives
Marketing and Recruiting Support	Access to robust marketing and recruiting tool kits <ul style="list-style-type: none">• School will have access to existing message framework used by all NTN sites. Access to ready-made collateral and assets for marketing and recruiting purposes and templates to help craft the individual school message. School will also receive tips and tricks for media exposure.
Webinars	Up to <u>four</u> remote videoconferences or presentations with your stakeholder groups. These topics could include an overview of the NT model, demonstrations of Echo and the NT Gradebook, overview of PBL and sample projects, or general Q&A about the New Tech approach.



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The cost for this pre-implementation support package is \$ 43,500. Includes registration for up to 3 participants at the 2015 Planning Track at the NTN annual summer conference (NTAC). Up to 2 additional participants may attend at special conference rate of \$600 per person. Hotel and travel costs are not included.

Organization agrees to pay **\$43,500** prior to June 30, 2014:

Tucson Unified School District

District Superintendent Signature

Tim Presiado, Interim NTN President

Date:

Date:

Please return one signed original to:

New Tech Network
Nick Kappelhof
1250 Main Street, Suite 100
Napa, CA 94559

Diaz, Dalila

From: Diaz, Dalila
Sent: Thursday, February 27, 2014 4:34 PM
To: 'keven@edvisionsschools.org'
Cc: 'doug@edvisionsschools.org'
Subject: QUOTE REQUEST
Attachments: McCorkle Student Enrollment and Staffing Summary SY 2013-2014.docx

Good afternoon, Mr. Kroehler,

In Tucson Unified School District, we are exploring PBL for SY 2014-2015. Would you please provide a written quote to open/implement an EdVision program/school in our district? The demographic information of one of our K-8 campuses is attached.

The quote should include:

- Teacher Leadership Training
- District/School Leadership Training
- Any Technological Needs
- Travel for Training
- Timeline
- Costs
- And any other items required for effective implementation in SY 2014-2015

Thank you,

Dalila Diaz

Executive Assistant to the Deputy Superintendent

Teaching & Learning

Tucson Unified School District

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Tucson, Arizona 85719

520.225.6441

520.225.6419 fax

dalila.diaz@tusd1.org

"Delivering Excellence in Education Every Day"

Grow...Reach...Succeed

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