



**Scope of Work:** Old Rochester Regional  
**School Year:** 2021-2022  
**Contract Number:** 1091-2022-1 SF Contract #3431  
**Date of Service:** Phase Two - October 1, 2021 - March 31, 2024  
**Co-Facilitators:** Dr. Kris Taylor and Dr. Des Floyd  
**Lead Contact:** Dr. Kris Taylor

The mission of Teachers 21 at William James College is to drive academic success and emotional wellness by providing systemic and transformative consultation, training and interventions to individuals, families, and educators. Our priority areas include behavioral health and school climate; diversity, equity, and inclusion; curriculum and pedagogy; and leadership development.

Our work is driven by a systemic approach guided by diagnostic inquiry that assesses the wider organization and its specific practices, functions, and relationships, to obtain a deep understanding of the origin of the need or concerns. We integrate the understanding of presenting needs or concerns into how they influence the whole system, thus creating recommendations that provide transformational and sustainable impact. All work is guided by research, data, and best practices.

After initial consultation with Assistant Superintendent, Dr. Pearson-Campbell, we will provide the following scope of work in the area of **Educational Equity**. The delivery strategy includes:

- **Data Gathering**
- **Data Analysis**
- **Action Plan Development**
- **Implementation Support**

### OVERVIEW/ACTION STEPS

Teachers21 at William James College is pleased to submit this proposal for services to support Old Rochester Regional School District in achieving its goals to achieve educational equity and improving educational experiences for all students and members of the school community. By initially providing training and consultation to the leadership and equity teams around developing a common understanding of equity, recognizing effective practices, and identifying opportunities for growth within the current system, we will then be able to establish an action plan for long term improvement across the district. As an organization, Teachers21 has a strong commitment to supporting educators as they improve their ability to define and execute a vision for their community in response to data analysis, local objectives and the national landscape. We are enthusiastic about helping Old Rochester achieve its goals in this arena.



**PROPOSED SERVICES & SCHEDULE**

We propose a three-year professional learning series with the district leadership and leaders of building level equity teams. The five sessions will be scheduled monthly (either remotely or in person) over the course of approximately three years, beginning in the fall of 2021. (“Overview Year 1, 2 & 3”).

**PROCESS**

Planning meetings will be scheduled at the beginning, middle, and final stages of our partnership in order to collaboratively design and customize the learning sessions and identify next steps.

**TOTAL CONTRACT COST PHASE TWO**

\$40,500

Invoiced

Year 1 \$13,500 (September 2021)

Year 2 \$13,500 (September 2022)

Year 3 \$13,500 (September 2023)

Payable upon receipt.

Email Purchase Order to: [contracts@teachers21.org](mailto:contracts@teachers21.org)

or mail to: Teachers21, Business Manager, 1 Wells Avenue, Suite 402, Newton, MA 02459



## Overview Year 1, 2 & 3

### Becoming an equitable school district: Year 1

<b><u>Year 1: Setting the Stage</u></b>	<b>Date</b>	<b>Service</b>	<b>Audience</b>	<b>Description - these are entry points and will be revised collaboratively with the district leadership team.</b>
<b>What is equity</b>  <b>What is belonging and how to measure it?</b>  <b>What are equitable policies and practices?</b>	October 2021	Planning Meeting	District contact:  Dr. Pearson - Campbell	Share draft for session 1 Incorporate feedback
	November 2021	Launch	District Leadership Team & DEI Team Leaders	Initial session with district leaders and equity team leaders to clarify expectations and purpose.
	December 2021	Professional Learning Session #1	District Leadership Team & DEI Team Leaders	Overarching Questions: -Why equity and educational equity? -How does this inform school culture and climate? -Why should we care about these topics as educators?
Link to Phase I Planning - Acceleration Roadmap for Leaders	January 2022	Planning Meeting #2	District contact: Dr. Pearson - Campbell	Share draft for sessions 2-4 Incorporate feedback
	February 2022	Professional Learning Session #3	District Leadership Team & DEI Team Leaders	Data-based decision making District/school analysis: <ul style="list-style-type: none"> <li>• Document review (achievement data, student work, mission/vision)</li> <li>• Equity walk-through</li> <li>• Structure analysis</li> <li>• Culture and climate analysis</li> </ul> Detail: <ul style="list-style-type: none"> <li>• What are the policies and practices happening across the district that support educational equity or inequity?</li> <li>• How to look at the landscape; what to look for?</li> <li>• Ways to address problem areas.</li> </ul>



**TEACHERS<sup>21</sup>**  
*at William James College*

	March 2022	Professional Learning Session #4	District Leadership Team & DEI Team Leaders	<p>What is an Equitable Learning Community?</p> <ul style="list-style-type: none"> <li>• Equitable learning community</li> <li>• Ensure achievement for all students</li> <li>• Collaborative Teaming</li> <li>• Leadership Capacity</li> </ul> <p>Structural &amp; Personal transformation Part I:</p> <ul style="list-style-type: none"> <li>• What structures will support improved experiences for students (ex. MTSS)</li> <li>• What personal transformation is required?</li> <li>• Utilize relevant texts and resources</li> </ul> <p><b>Acceleration Roadmap</b></p> <p>page 9 - equitable policies and practices                      Page 10 - affirming students and diverse identities                      page 11 - build a culture of data and reflection                      Page 13 - access to high quality instruction across all tiers</p>
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- **Activities:** Examine available data, explore and experience district level data cycles, build capacity in DEI and anti-racist competencies and practices and set goals
- **Outcome:** Create a collaborative action plan

Cost for Year 1: 13,500



## Becoming an equitable school district: Year 2

<p><b>Year 2: Belonging, Monitoring and Sense making</b></p> <p><b>What personal transformation is required for the work of equity?</b></p> <p><b>What are the high leverage points for equity initiatives in relation to high quality instruction?</b></p> <p><b>What does progress look like and how do we monitor progress as individuals and as an organization?</b></p>	Date	Service	Audience	Description - these are entry points and will be revised collaboratively with the district leadership team.
	October 2022	Planning Meeting	District contact:  Dr. Pearson - Campbell	Share draft for session 1 Incorporate feedback
	November 2022	Launch	District Leadership Team & DEI Team Leaders	Initial session with district leaders and equity team leaders to clarify expectations and purpose.
	December 2022	Professional Learning Session #1	District Leadership Team & DEI Team Leaders	<p>Overarching Questions:</p> <ul style="list-style-type: none"> <li>-What equity initiatives make sense?</li> <li>-Is the initiative aligned to our mission, vision and purpose? What is within our sphere of influence?</li> <li>-What leadership practices support grade - level accelerated learning and differentiated instruction?</li> <li>-Are we focused on the right leverage points? (Almarode, Hattie, Fisher and Frey, 2021)</li> </ul> <p>Structural &amp; Personal transformation Part II:</p> <ul style="list-style-type: none"> <li>-What structures will support improved experiences for students (ex. MTSS)</li> <li>-What personal transformation is required?               <ul style="list-style-type: none"> <li>• Acknowledging and addressing barriers/challenges</li> </ul> </li> <li>-Action planning for professional development with faculty               <ul style="list-style-type: none"> <li>• What practices, protocols, behaviors and beliefs need support or transformation?</li> <li>• What instructional practices do students need?</li> <li>• How to share power and expand stakeholder input?</li> </ul> </li> </ul>
<p>Link to Phase 2 Launch Acceleration Roadmap for Leaders</p>	January 2023	Planning Meeting #2	District contact: Dr. Pearson-Campbell	Share draft for sessions 2-4 Incorporate feedback



# TEACHERS<sup>21</sup>

at William James College

	February 2023	Professional Learning Session #3	District Leadership Team & DEI Team Leaders	<p>Anti-racist leadership and Social Justice Leadership Part I</p> <ul style="list-style-type: none"> <li>-What still needs to change?</li> <li>-What is our plan to get there?</li> <li>-Is there evidence of change? How do we know?</li> </ul>
	March 2023	Professional Learning Session #4	District Leadership Team & DEI Team Leaders	<p>Anti-racist Leadership and Social Justice Leadership Part II</p> <ul style="list-style-type: none"> <li>-What still needs to change?</li> <li>-What is our plan to get there?</li> <li>-Is there evidence of expert district leadership to support expert classroom teachers?</li> <li>• What personal transformation is required?</li> <li>• How do I make sense of my individual development and organizational progress?</li> <li>• Utilize relevant texts and resources</li> </ul> <p style="text-align: center;"><b>Acceleration Roadmap</b></p> <p>page 15 - policies and practices that reinforce a positive school culture and climate</p> <p>page 15 - affirming students using culturally responsive practices</p> <p>Page 16 - using data effectively to support differentiation</p>

- **Activities:** Recognize the intersection of personal development and organizational development. Improving knowledge and expertise necessary to improve the instructional core. Build capacity in DEI and anti-racist competencies and practices and set goals
- **Outcome:** Identify conceptual models and frameworks to apply to context. Test and pilot.

Cost for Year 2: 13,500



## Becoming an equitable school district: Year 3

<b><u>Year 3:</u></b> <b><u>Progress</u></b> <b><u>Monitoring and</u></b> <b><u>Planning</u></b>	<b>Date</b>	<b>Service</b>	<b>Audience</b>	<b>Description - these are entry points and will be revised collaboratively with the district leadership team.</b>
Use of data cycles to monitor adult understanding in relation to equity goals	October 2023	Planning Meeting	District contact:  Dr. Pearson-Campbell	Share draft for session 1 Incorporate feedback
Ensuring equitable practices across all tiers of learning	November 2023	Launch	District Leadership Team & DEI Team Leaders	Initial session with district leaders and equity team leaders to clarify expectations and purpose.
Creating and sustaining an equitable culture and climate using research based leverage points	December 2023	Professional Learning Session #1	District Leadership Team & DEI Team Leaders	Overarching Questions: -What is our data story? -Is the data aligned to our mission, vision and purpose? -What's missing? Are we focused on the right leverage points? (Almarode, Hattie, Fisher and Frey, 2021)
Link to Phase III Planning of Acceleration Roadmap for Leaders	January 2024	Planning Meeting #2	District contact: Dr. Pearson-Campbell	Share draft for sessions 2-4 Incorporate feedback
	February 2024	Professional Learning Session #3	District Leadership Team & DEI Team Leaders	Organizational Transformation Part I -What still needs to change? -What is our plan to get there? -Is there evidence of expert district leadership to support expert classroom teachers?
	March 2024	Professional Learning Session #4	District Leadership Team & DEI Team Leaders	Organizational Transformation Part II -What still needs to change? -What is our plan to get there? -Is there evidence of expert district leadership to support expert classroom teachers? • What personal transformation is required? • Utilize relevant texts and resources <b>Acceleration Roadmap</b>



				page 18 - progress monitoring Page 19 - policies and practices that reinforce a positive school culture and climate page 20 - build a culture of data and reflection Page 21 - access to high quality instruction across all tiers
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- **Activities:** Continuous progress monitoring and planning. Gathering evidence across tiers of instruction and creating action steps. Build capacity in DEI and anti-racist competencies and practices and set goals
- **Outcome:** Implementation of a sustainable model that is responsive to context and new challenges

Cost for Year 3: 13,500

**IMPACT**

*The development of a cohesive model for sustained focus and implementation of data gathering, progress monitoring and building DEI competencies that make sense for the challenges and opportunities within the district.*

**AGREED TO BY**

DocuSigned by: <i>Howard G. Barber</i> 494BDFA26107478...	9/30/2021
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Howard G. Barber Assistant Superintendent of Finance and Operations Old Rochester - Rochester - Marion - Mattapoisett - 135 Marion Rd Mattapoisett, MA 02739	Date
DocuSigned by: <i>André Ravenelle</i> 59D039AAE5FC444...	9/17/2021
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André Ravenelle Executive Director, Teachers21	Date
DocuSigned by: <i>Daniel J. Brent</i> 70B811077BB04E8...	9/17/2021
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Daniel Brent Treasurer, Teachers21	Date

Verified: 