

No PD Paid by Inservice payrol

APPROVED

170266

AGREEMENT / CONTRACT REVIEW FORM

BOARD MEETING DATE: Must Go to Board
WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED

Date Submitted: 3-14-17

Contact Name (Person Overseeing the Contract): Kathleen Schofield Telephone Number: 904-529-4970

School/Department Submitting Contract: STEM

Vendor Name: Elizabeth Scheitz (Employee)

Contract Title: Intel Math Professional Development (Summer)

Contract Type: New Renewal Amendment Extension

Date Original Contract Approved: _____ Prior Year's Pricing: 8,000

Contract Term: 6-26 to 6-30 and 7-10 to 7-14 Renewal Option(s): 8,000

Contract Cost: \$8000 Payment Schedule (Are the payments made monthly, when task is finished, etc): _____

Funding Source: DoDEA Grand-SALUTE - Project 4057

Strategic Plan Tie-in Explanation: Improving teacher math content knowledge to lead to increased student achievement.

Background/Discussion/Research/Alternatives: See attached Board Documents

RECEIVED

MAR 16 2017

PURCHASING

CONTRACT REVIEW REQUIRED DOCUMENTS ATTACHED

If more space is needed, please attach Word document.

- Completed Contract Review Form
- Original Contract and all Terms & Conditions that apply with the Contract
- SIGNED SBCC Addendum A *
 - *This Statement MUST BE written on Original Contract: The terms and conditions included in Addendum A shall be incorporate into this agreement. If there are any conflicts in the language provided in the agreement and that of Addendum A, then the language provided in Addendum A shall prevail.)
- Certificate of Insurance (COI) that meet these requirements:
 - COI must list the School Board of Clay County as Additional Insured and as Certificate Holder. Insurer must be rated as A- or better.
 - General Liability = \$3,000,000 Each Occurrence & \$2,000,000 General Aggregate.
 - Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
 - Workers' Compensation = \$100,000 Minimum [If exempt from Workers' Compensation Insurance they must sign a SBCC Release and Hold Harmless Form. If they are not exempt; they must provide Workers' Compensation COI.

Approvals

Comments

Approvals	Approved	Denied	Comments
Superintendent:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Review Date:	<u>[Signature]</u>		
District's Attorney:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Review Date:	<u>4/6/17</u>		
Information & Technology:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Review Date:	<u>3/20/17</u>		
Finance:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Review Date:	<u>3/20/17</u>		
Insurance Certificate:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Release OK</u>
Review Date:	<u>3/17</u>		
Purchasing:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Review Date:	<u>3/16/17</u>		<u>She is doing training over Spring Break 2017 Contract # 170167 approved in Dec. 2016</u>

Must Go to Board because she is an employee

SCHOOL BOARD OF CLAY COUNTY
Consultant Services Agreement

Date 3-13-17

Elizabeth Ann Scheitz (A Consultant) AGREES TO PROVIDE CONSULTANT

SERVICES FOR INSERVICE TRAINING ACTIVITY TITLED Intel Math
(Title of Workshops/Activity)

TO BE HELD AT TLC - Orange Park HS ON June 26-30 and July 10-14, 2017
(Location of Workshop/Activity) (Dates)

8AM - 4PM THE CONSULTANT FEE IS SET AT \$ 100 PER HOUR/DAY PLUS \$ 0
(Times) (8 Hours) (10 days)

FOR MILEAGE FOR A TOTAL CONSULTANT FEE AMOUNT OF \$ 8000

It is the intent of the parties to this agreement that a minimum of 25 () attendees attend this training activity. In the event that attendance falls below the minimum number, the amount of the consultant fee shall be reduced by 0 for each unfilled available attendee position below the minimum attendance level set forth above. In the event that attendance is less than 20 attendees, this agreement may be cancelled by SBCC at any time prior to commencement of the presentation with no obligation for payment of the consultant fee.

This information is necessary for those who will be interacting with students using demonstrations of materials, etc.
Liability Insurance: Yes Policy # _____ No Not Necessary

LIABILITY INSURANCE CARRIER _____

POLICY LIMITS _____

MAILING ADDRESS: 8687 Bandera Circle S
Jacksonville, FL 32244

E-MAIL ADDRESS: elizabeth.scheitz@myoneclay.net

TELEPHONE NUMBERS: HOME: 904 806-1076 BUSINESS: () - () - FAX: () - ()

Consultant shall indemnify the School Board of Clay County, Florida (ASchool Board) and hold and save it harmless from and against any and all actions or causes of action, claims, demands, liabilities, loss, damage or expense of whatsoever kind and nature including attorney's fees, whether incurred under retainer or salary or otherwise, which the School Board shall or may at any time sustain or incur by reason of this Agreement, or which it may sustain or incur in connection with any litigation, investigation or expenses incident to such provision of this Agreement, including any suit instituted to enforce the obligations of this agreement of indemnification, and Consultant shall pay to School Board all sums of money, with interest which School Board shall or may loan, advance pay or cause to be paid, or become liable to pay on account of or in connection with this Agreement. In addition, Consultant shall pay to any party directed by the School Board for any loss, claim, damage or expense incurred by the School Board arising out of this Agreement. Consultant shall furnish to the School Board receipts of all claims, expenses, liabilities, damages paid by Consultant as a result of the Agreement.

Consultant, or any employees or volunteers employed or utilized by Consultant shall, at their own expense, undergo and pass a Level 2 background screening as required by sec. 1012.465 Florida Statutes prior to entering upon any School Board public school campus while students are present.

PLEASE SIGN, DATE AND RETURN THIS CONSULTANT SERVICES AGREEMENT WITHIN TEN WORKING DAYS KEEPING THE PINK COPY FOR YOUR RECORDS.

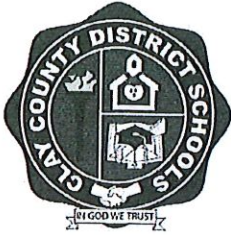
Elizabeth Ann Scheitz
(TYPE OR PRINT CONSULTANT NAME)

Elizabeth Ann Scheitz
(CONSULTANT SIGNATURE)

3-13-17
(DATE)

Outside Consultants must attach IRS form W9

COPIES: Copy 1: Accounts Payable Dept. Copy 2: Professional Development Dept. Copy 3: School/Dept. Copy 4: Consultant
SCH-1-2161
E 09/16/2013



Charlie Van Zant, Jr.
Superintendent of Schools

SCHOOL DISTRICT OF CLAY COUNTY

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BOARD MEMBERS:

- Janice Kerekes
District 1
- Carol Studdard
District 2
- Betsy Condon
District 3
- Johnna McKinnon
District 4
- Ashley Gilhousen
District 5

RELEASE AND HOLD HARMLESS AGREEMENT

READ THIS FORM CAREFULLY - IT CONTAINS A FULL AND COMPLETE RELEASE OF LIABILITY

Name of Adult Participant (please print): Elizabeth Ann Scheitz
Date of Birth: 6-6-72

By signing below I hereby confirm that I am electing to participate in the Intel Math being offered at TLC- OPHS School.

I certify that I have no health problems or physical infirmities which impair my ability to participate in the named activity or any associated strenuous physical activity. I know and acknowledge that there are risks involved in all physical activity including activities associated with this self-defense class, which risks include the possibility of serious physical injury and death, and I choose to accept all responsibility for my safety and welfare while participating in this activity.

With full understanding of the risks involved in the Intel activities, I hereby release and hold harmless TLC- OPHS School, the School Board of Clay County, Florida, employees or agents of the School Board, the adults and sponsors of the activities, the volunteers, and any and all other personnel associated with the activity from any and all responsibility and liability for any injury resulting from participation in the above-described activities.

If I am injured and unable to seek medical treatment, I further authorize emergency medical treatment for me should the need arise for such treatment while I am participating in this activity and agree to be responsible for all costs arising from said emergency medical treatment.

READ THIS FORM CAREFULLY. YOU ARE AGREEING TO ENGAGE IN A POTENTIALLY DANGEROUS ACTIVITY. YOU ARE ACKNOWLEDGING THAT THERE IS A CHANCE YOU COULD BE INJURED OR KILLED IN THIS ACTIVITY. BY SIGNING THIS FORM YOU ARE GIVING UP YOUR RIGHT TO RECOVER DAMAGES FROM THE SCHOOL, THE SCHOOL BOARD, ANY SPONSORS, OR OTHERS WHO SUPERVISE YOU IN THIS ACTIVITY AND ANY PERSONNEL ASSOCIATED WITH THIS ACTIVITY IN THE EVENT YOU SUFFER SERIOUS PERSONAL INJURY OR DEATH. YOU HAVE A RIGHT TO REFUSE TO SIGN THIS FORM. YOU WILL NOT BE ALLOWED TO PARTICIPATE IN THE ACTIVITY IF YOU REFUSE TO SIGN THIS FORM.

BY SIGNING BELOW I ACKNOWLEDGE THAT I HAVE READ THIS DOCUMENT CAREFULLY, UNDERSTAND ITS TERMS AND KNOW THAT IT CONTAINS A RELEASE OF LIABILITY.

Elizabeth Ann Scheitz Date: 3-13-17
Signature

PURPOSE / PROBLEM

There is a problem in the district. This problem is not unique to Clay County. It is a national problem. I became aware of this problem when I was an adjunct professor at University of North Florida teaching Math Methods for Elementary Teachers. I would give a pretest at the start of the semester. The pretest was an end of fourth grade assessment. I noticed that my students, juniors in college, could not successfully pass this test. When I moved to the district office, as a curriculum specialist, I noticed similar patterns in mathematics when I was in classrooms.

Elementary teacher content knowledge in mathematics is often weak. Teachers often lack a deep conceptual understanding of the content that they are teaching. They also often lack an understanding of how the foundational concepts build and are vertically aligned. This leads to the impartment of misconception in student understanding of critical content.

As students move through the grade levels, deep rooted misconceptions cause gaps in learning to occur. Frequently, these misconceptions build, without being remediated because secondary teachers do not always know how to undue the misconceptions and get to the root of the misconception, which may be as early as place value and number sense.

These gaps and misconceptions compound, and the result of this shows when students reach Algebra I. Students who take Algebra I in junior high have a high pass rate on the EOC, however, the pass rate for students who take Algebra I in their freshman year is not as good. Below are the EOC results for the 2016 Spring Administration:

Grade Level	Percent Proficient (L3+)	Total Number of Students Assessed
7	99%	119
8	98%	542
9	51%	2,083
10	24%	33
11	50%	16
2016 All Grades	62%	2,794

I would direct your attention to the ninth-grade data, highlighted above. Most students in the district take the assessment in the ninth grade, and the pass rate is just 51%. The overall district pass rate is 62%, compared to the state pass rate of 55%, but the high pass rate of the accelerated students falsely raises confidence in the district's overall performance. Therefore, it is important to address factors that may contribute to the fact that about half of our ninth-grade students do not initially pass the Algebra I EOC. Foundational gaps are known to contribute to this problem.

Further, on the monthly mathematics curriculum conference call with the Florida Department of Education, we were advised that Florida finished last in the United States on the most recent TIMSS assessment in areas of mathematics.

DECISION STATEMENT

INTEL Math Professional Development is a national program that provides 80-hours of content professional development for K-8 teachers. The program is taught collaboratively by a math education/practitioner (formerly Kim Verrilli, now Elizabeth Scheilz) and a mathematician who possesses a minimum of a master's degree in applied mathematics (William Veszko, Professor, St. Johns River State College, Former Clay County High School Teacher). All trainers are selected and approved by application with the national INTEL program and are trained by the Intel Foundation and the University of Arizona to deliver this content with fidelity. The trainers are observed by the program director from INTEL a minimum of once per year. Those trained have the elite status of being National Consultants for the program.

The program is centered around a problem-solving approach, and works on closing the gaps between the inadequate training that elementary teachers receive in mathematics and the rigor of math standards by closing gaps in content knowledge from number sense and place value through the content student need prior to entering algebra. This link will take you to the brochure for INTEL Math:

http://ime.math.arizona.edu/intelmath/intelmath_brochure.pdf

Elementary teacher content knowledge is proven be low in Clay County. The district has implemented cohorts of the INTEL Math Professional Development Program previously. There is a pretest/posttest given to assess teacher content knowledge at the beginning and end of the program. Cohorts of a maximum of 30 teachers enroll in the professional development. Clay County data is provided below by cohort for the teacher pre/post assessment:

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Pretest	60.4%	58.0%	52.49%	51.23	47.16
Posttest	78.0%	79.5%	75.64%	76.96	In Progress
Growth	+29%	+37%	+44%	+51%	TBD

As shown above, the growth in teacher content knowledge from the professional development is substantial. The growth in teacher content knowledge has led to a greater sense of teacher self-efficacy towards teaching mathematics, as well as strong student results as measured by the FCAT 2.0 and the FSA. Student data and teacher growth data by strand will be provided upon request.

BACKGROUND / DISCUSSION / RESEARCH

To begin to solve this problem, it is important to assure that teachers are given adequate training to bring their content knowledge up to the highest possible levels. The body of literature has demonstrated that one-shot 3-hour workshops around a single concept do not impact teacher practice or student achievement. Ideally, INTEL trained teachers should receive the opportunity to participate in ongoing, job-embedded professional development, such as lesson study and teamed professional learning communities working with student data and standards. In many cases, teachers have participated in follow up such as that described above after the training.

Additionally, there is a body of research that shows that nature of the problem with mathematical content knowledge across the country. Some of the supporting articles from peer reviewed journals are listed below. These are just a few and I would be happy to provide more.

The question has been raised as to why Ms. Scheilz is contracted at a rate of \$100/hour for days that she provides this professional development that are outside of her contracted days. When Ms. Scheilz is under contract with the district, she performs the professional development as part of her assigned duties.

To minimize the number of days that the teachers are out of the classroom to attend this training, we have scheduled a blended model of substitute days and days that are not student contact or contracted days. On days when Ms. Scheilz is not under contract, she is working for us in the capacity of a national consultant. On the attached brochure, there is a recommended budget for the program.

INTEL suggests that the instructors each be compensated in the amount of \$10,000 for providing the 80 hours of training. This is a rate of \$125.00 per hour. Considering that only three days for the upcoming cohort are on days that are outside of her contracted days, \$2,400 dollars in a small amount of what the district would have to pay to bring in another trained INTEL consultant to provide this critical training. Additionally, the documented rate from the brochure is the old rate.

INTEL has also increased the recommended rate for instructors who provide this program. It is fair and reasonable to compensate her at this reduced rate when she is taking her own time to provide service to develop our teachers. Additionally, the actual amount of time that she puts in on those days, between preparation, set-up, and review at the end of the day, far exceeds the 6 hours per day that she provides us under this contract.

References:

Garet, M., Heppen, J. Walters, K., Parkinson, J. Smith, T. Song, M. Gare, R., Yang, R., & Borman, G. (2016). Focusing on teachers' mathematical content knowledge: Impact of content-intensive professional development. (NCEE 2016-4010). Washington, DC: *National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education*

Hill, H.C., Schilling, S.G., & Loewenberg Ball, D. (2004). Developing measures of teachers' mathematics knowledge for teaching. *The Elementary School Journal*.105(1) 11-30.doi: 10.015.0002505.00

Loewenberg Ball, D., Hill, H.C., & Bass, H. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *American Educator*. 29(1), p.14-17, 20-22, 43.46. Retrieved from <http://www.aft.org/sites/default/files/periodicals/BallF05.pdf>

ALTERNATIVES

There are no alternative PD programs that have provided the results that this program has for teachers and students.

FUNDING

All costs associated with this cohort of INTEL Math Professional Development are fully funded by the DoDEA grants. This program was written into several of the grants due to the high level of growth obtained, and is reported as a measurable outcome in our annual reports to the funder.

RECOMMENDATION

Secure Superintendent's signature

COORDINATION

Who has signed off and/or reviewed this document?

Signature _____

Signature _____

Date: _____

Date: _____