

Appendix A

Statements of Work



Five-Star Technology Solutions
8757 Old State Road 60
Sellersburg, IN 47172

Office: 812.246.5257

www.five-startech.com

June 23, 2015

Anderson Community School Corporation,

In our rapidly evolving culture, school change is a difficult and needed task to prepare our current students as citizens ready for college and careers. Five-Star Technologies partners with schools to transform teaching and learning with the use of technology. We believe that coaching and mentoring education leaders and teachers is the best way to affect transformation for student achievement.

At Five-Star, we assist in building capacity in principals with knowledge, skills, and dispositions to lead and manage complex change. For teachers, we provide sustained, classroom-focused professional development. We use various inputs to provide planning, instructional coaching, leadership mentoring, and measuring of impact.

Strategic Planning--Working with district and school leaders.

Leadership Capacity--Building capacity to lead and manage complex change.

Teacher Capacity--Providing various inputs to provide training and coaching.

Online Courses--Giving educators more time to learn and collaborate.

eCoach Development--Developing capacity in teacher leaders.

Impact Analysis--Providing data and analysis for classroom use and teacher professional development.

Our team welcomes the opportunity to work with Anderson Community Schools to provide valuable and lasting learning experiences for all their students.

Nathan Davidson, Director of eLearning
ndavidson@five-startech.com

Yancy Unger, K-12 Strategic Advisor
yunger@five-startech.com

Our Team

Five-Star Technology Solutions is not another technology company - we affect student learning! Five-Star Technology Solutions was established in 2005 with a mission and vision of making a direct impact on technology integration and student learning in K-12 education.

It is our distinct honor and pleasure to be the eLearning Strategic Partner for the State of Indiana working alongside the Indiana Department of Education (IDOE). In addition, we are also honored to be the Strategic Google Apps for Education partner for the State of Indiana.

Five-Star Technology Solutions is an exclusive K-12 solutions provider in Indiana led by a highly respected Leadership Team of sixteen (16) high profile directors that were all directly involved in K-12 education prior to joining the company. Expertise and skillsets among our Leadership Team range from technology directors, curriculum and assessment directors, building administrators, technology integration specialists, and even state planning coordinators. Given our company is exclusively focused on serving K-12 schools all our services and solutions are created by educators, for educators, with more than 450 years of K-12 experience on staff.

Our technology integration services includes regular instructional assessments, ongoing professional development for all educators in blended formats, leadership development, and strategic planning services.

Features

IMPACT Analysis Report

Our eLearning experts will identify the challenges facing your district and the assets that will help your schools succeed.

We measure learning criteria such as: ISTE Standards, SAMR framework, cognitive levels, and student engagement with surveys, classroom observations, and focus groups.

Strategic Planning

Our eLearning experts work with you to craft a plan of action around professional development for your educators, making it possible for your district to leverage instructional technology effectively while measuring impact on student learning.

- Establishing timelines and milestones for projects
- Identifying current district strengths and barriers
- Providing guidance on communication strategies and methods

Leadership Capacity

Our eLearning experts coach leaders to build capacity around leading and managing complex change.

- Clarifying and amplifying your vision for all stakeholders
- Establishing and managing expectations
- Identifying teacher-leaders through asset-based strategies

Teacher Capacity

Professional Learning Specialists organize and deliver trainings and other targeted learning goals.

- Align and measure to your professional learning plan for the district
- Regular analysis of teacher professional growth data
- Chromebooks, iPads, Google Apps for Education, learning management systems, and more!

Online Courses

Five-Star Academy provides blended learning courses facilitated by a licensed educator. Teachers learn about integrating technology through practical and interactive learning experiences.

- Unlimited course enrollment
- Focus on integrating technology, collaboration, assessment, and data
- Professional growth points for your teachers

eCoach Development

School districts select a staff member to participate in eCoach development allowing them to share, collaborate, and acquire ideas for professional development and strategies to coach teachers in your school district.

- Mentoring and coaching
- Weekly virtual Roundtable Session with instructional coaches from school districts all over the state
- Participation in the Connected Educator series with a collaborative learning network

Client List

Included below are a few districts nearby utilizing our technology integration services:

Alexandria Community School Corporation

Dr. Alice Johnson, Superintendent

ajohnson@alex.k12.in.us

202 East Washington Street

Alexandria, Indiana 46001

Madison-Grant United School Corporation

Mr. John Trout, Superintendent

jtrout@mgusc.k12.in.us

11580 S. E. 00 W.

Fairmount, IN 46928

South Madison Community School Corporation

Mr. Joe Buck, Superintendent

jbuck@smcsc.com

203 S Heritage Way

Pendleton, IN 46064

Introduction

Message From Our Founder & CEO

We appreciate and welcome your interest in Five-Star Technology Solutions!

Five-Star Technology Solutions is different than other technology companies because our team is made up of experienced educators who truly understand the pressures teachers and schools face across the country. Being former educators, we understand and recognize **the general “one size fits all” approach to Information Technology (IT) dominating the education market is failing both teachers and their students.** Then, as now, we understand the need for strategic planning to exploit and utilize the tremendous benefits technology offers in terms of maximizing student achievement and staff development.

Our experienced engineers, developers, strategic advisors, and leadership team have worked tirelessly to develop a range of innovative products and support services that address your specific needs and expectations. Together these solutions represent the finest available today with confirmation from our clients and partners that we are making a direct impact in terms of improving school success.

By working together we can truly make a difference for your school district, teachers, students, and community.

Sincerely,



Jim Benson
Chief Executive Officer
Five-Star Technology Solutions
www.five-startech.com



Benefits

Benefits of Integration Services

Our services are designed to work with your strategic initiatives, budget requirements, and overall objectives. As part of your organization strategy, there are a wide range of benefits obtained by implementing Technology Integration Services:

Flexible Professional Learning Opportunities

Educators face greater challenges and time commitments today than at any other point in the history of education. Professional Development needs to be flexible and provide access to top-notch tools and strategies. Our solutions are available onsite and online to meet the needs of your educators.

Guidance, Consultation, Plus A Clear Vision

Engaging our team from the beginning with an instructional assessment and/or strategic planning allows us to partner with your leadership team to develop a customized professional development plan for your district.

Professional Learning Communities

Technology improves productivity by enabling communication, collaboration, and knowledge sharing throughout the school district. Through our Connected Educator Sequence of online courses your teachers will share their struggles, successes, and experiences with each other as peers. This collaboration results in contextualized and job-embedded professional learning that teachers find most effective for changing beliefs, practices, and ultimately student learning.

Increased District Capacity

Our experts work with your current leadership team to amplify efforts for student learning within your district. Whether you have a Five-Star eCoach, or we are working with your own eCoach, your district will gain increased capacity through the development of these individuals.

Staff Adaptation

Adapt quickly and efficiently to school district growth or economic downturn.

Educator Support

All educators will have 24/7 access to an eLearning expert for support and assistance.

Up-To-Date Technology Trends

Our mission is to facilitate professional learning your staff identifies as practical, effective, and engaging. Our experts accomplish this by providing your teachers access to the latest information and strategies while connecting them with the most innovative educators across the Midwest.

Peace of Mind

Working with our highly-trained eLearning experts provides you peace of mind knowing your professional learning and technology integration initiatives are research-based and measured on a consistent basis.

Comprehensive Reporting

Acquire an ongoing understanding of your instructional technology landscape with regular surveys and reports.

Features

Features of Integration Services

Our Technology Integration Services are able to scale to any size school district. Included features are outlined below:

IMPACT Analysis

The IMPACT analysis provides data to determine the baseline level of technology integration within your district and measures growth. There are three parts to the IMPACT analysis process - teacher surveys, classroom observations, and focus groups. Our team analyzes the surveys, interviews, and observations to provide insight into the beliefs and behaviors of your schools. Ultimately, you receive recommended strategies and goals using quantitative and qualitative data. An IMPACT analysis is conducted at the beginning and end of each school year to measure professional learning growth.

Strategic Planning

Our eLearning experts will meet regularly with your leadership team to assist with planning your technology integration initiatives. We provide recommendations regarding risk-management, budgets, staff development, learning environments, policies, procedures, and measurements of success. In addition, your district will receive access to our Digital Playbook with resources for planning and continuous improvement.

eCoach Development Service

School district eCoaches will be offered all five courses of the Connected Educator Sequence and attend weekly virtual roundtable sessions with our eLearning experts, along with other school district eCoaches. This will support the ongoing development of your eCoach by allowing them to share, collaborate, and acquire ideas for professional development and strategies to engage educators in your school district.

Unlimited Online Courses

All online courses are created and facilitated by leading educators. These eight module, sixteen week, online courses cover cutting-edge strategies and resources to assist educators in engaging today's learners. Online course curriculum can be covered anytime, anywhere, allowing educators to access the course material virtually from any location.

Unlimited Professional Development

Professional Development is most effective when it engages the participant and is delivered in a practical format. Our professional learning experiences are facilitated by education experts with a wealth of experience engaging today's learners. We emphasize hands-on and question-based learning to meet your teachers at their current level of need while reinforcing professional development objectives. This low pressure learning environment allows teachers to try new strategies and tools with an eLearning expert readily available to provide immediate support. All professional development opportunities are provided onsite or via webinar in an online format.

Unlimited Educator Support

As problems or questions present themselves in the classroom, or during lesson planning, all educators within your school district will have constant access to an eLearning expert for support and assistance.

Contract Renewal

Contracts automatically renew month to month with a thirty day out clause. See example below.

Term of Service.

This Agreement shall commence on September 1, 2015 and shall continue in full force and in effect until terminated by either party upon at least thirty (30) days prior written notice. Absent a termination notice, no event (except breach) may terminate this Agreement prior to September 1, 2016. Upon termination of this Agreement, Company shall transfer and make available to Customer all property and materials in Company's possession or subject to Company's control that are the rightful property of Customer. Company shall make every reasonable effort to secure all written or descriptive matter that pertains to the Services or Work Product and agrees to provide reasonable cooperation to arrange for the transfer of all property, contracts, agreements, supplies, and other third-party interests, including those not then utilized, and all rights and claims thereto and therein. In the event of loss or destruction of any such material or descriptive matter, Company shall immediately notify Customer of the details of the loss or destruction in writing and provide the necessary information for a loss statement or other documentation to Customer.

Hiring and Recruiting Provision

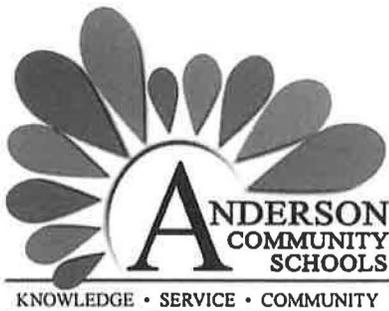
Five-Star will not actively recruit and hire from the staff at Anderson Community Schools during the contracted services.

Service Specifications

Five-Star Service Specifications

Integration Services contains the following components and/or services:

- A. **Strategic Planning.** Strategic planning and consulting services shall be provided for planning technology integration initiatives and providing expert advice and recommendations.
- B. **IMPACT Analysis.** Provides data to determine baseline level of technology integration within your district and measures growth via teacher surveys, classroom observations, and focus groups.
- C. **eCoach Development Meetings.** Weekly roundtable communication sessions providing Customer support and collaboration with technology integration initiatives.
- D. **Leadership Team Meetings.** Integration of Company experts with Customer's leadership team for technology integration strategy planning sessions establishing goals, initiatives, and project plans. Meetings shall be conducted onsite or virtually as decided by Company.
- E. **Online Courses.** Agreement includes unlimited access to Company online course catalog of professional development sessions.
- F. **Professional Development.** Agreement includes unlimited access to Company provided professional development sessions. Professional development sessions must be scheduled at least two (2) weeks in advance, for Company staff resource scheduling, and shall be provided by Company onsite or virtually as decided by Company.
- G. **Educator Support.** Educator support shall be available Monday thru Friday 8:00am until 5:00pm.



1600 Hillcrest Avenue • Anderson, Indiana 46011 • 765.641.2000 • FAX 765.641.2081

**CONTRACT FOR CURRICULUM CONSULTING
SERVICES**

The Anderson Community School Corporation
("ACSC") and Mrs. Elizabeth Clark hereby agree as
follows:

1. ACSC will contract with Elizabeth Clark as an independent contractor to provide services generally provided by Assistant Superintendent for Elementary Services and the Assistant Superintendent for Secondary Services. The focus of Mrs. Clark's responsibilities will be providing leadership for the training of all personnel employed by Anderson Community School Corporation about the 8 Step Instructional Process. She will provide support in the form of process check meetings on three dates to be determined at the end of each nine week grading period. Preparation time to analyze data and to prepare her presentations will be compensated on an hourly rate of \$62.50. Mrs. Clark will work with and report directly to Mr. Ryan Glaze and Mrs. Amanda McCammon.
2. The compensation for Mrs. Clark's services will be five hundred dollars (\$500.00) per day.
3. The services will commence on July 1, 2015, and expect to continue through May 31, 2016. If there is a need for additional hours, this arrangement will be authorized by the signing of a new Consulting Contract. The first date of service is Monday, July 27, 2015 at our New Teacher's Orientation focused on the 8 Step Instructional Process and WIDA Training.
4. Mileage reimbursement for approved business travel will be reimbursed at the current Internal Revenue Service mileage reimbursement rate. Additionally, other reasonable expenses authorized in advance by the Superintendent will be reimbursed.

This Agreement effective July 1, 2015 but entered into this 28TH day of May, 2015.

ANDERSON COMMUNITY SCHOOL
CORPORATION

Mrs. Elizabeth Clark

By: 
Terry Thompson, Superintendent

By: 
NAME

"Whatever It Takes"

TO: Terry Thompson
FROM: Beth Clark *bc*
DATE: May 29, 2015
RE: Contract for Curriculum Consulting

After having met with Ryan Glaze and Amanda McCammon this afternoon around the Eight Step Process, I am providing some additional information to you.

The consultation during the 2015 – 2016 academic year will include:

- New teacher orientation – Eight Step Process and WIDA Instructional Framework (July 27, 2015);
- Three Process Checks (October 21, 2015, January 13, 2016 and March 30, 2016);
- Monitoring of Learning Log Meetings at all building sites in preparation for the Process Checks;
- Review of Learning Log Meeting Agendas and Minutes;
- Review of respective Eight Step instructional calendars;
- Short classroom observations, anchored in observing Instructional Focus and compliance with the Eight Step calendar; and
- Periodic review meetings with Ryan Glaze and Amanda McCammon around Eight Step Process and next steps for its support and promotion.

I don't anticipate any full day events, but the consultation activities will occur by the hour.

I will keep an accurate log of hours and documentation of activities and submit such with a claim.

I anticipate submitting a claim monthly.

I anticipate that the cumulative days will not exceed ten (10) unless solicited and authorized by ACSC.

Other than the training for new teachers, I am not yet clear on the specifics of my potential involvement in instructional support for WIDA throughout the coming year. I will stay in touch with Ryan and Pam Storm in that regard.

cc: Ryan Glaze



Anderson Community School Corporation

Addendum to the Contract Curriculum Consulting Services Beth Clark

Pending SIG funding, Mrs. Clark's days of service will be extended for the secondary buildings of Highland Middle and Anderson High School.

Additionally, Ms. Clark's consultation services will be extended beyond the 2015-2016 academic school year, if SIG funds are granted.

06/23/2015

Amanda McCammon
Student Services Director
Anderson Community Schools
1600 Hillcrest Avenue
Anderson, Indiana 46011

Hey Amanda,

Thank you for your interest in Naviance. I look forward to speaking with you today to learn more about the specific goals that your corporation is working to achieve.

Hobsons already helps millions of educators, administrators, students, and families maximize success through every stage of the learning lifecycle. As a result of this experience, Hobsons is the logical, natural choice of education administrators in achieving goals similar to those you outlined in our conversations.

Hobsons is committed to exceeding your expectations through teamwork, innovation, and industry leadership. No other education technology company can provide such a comprehensive set of solutions through one integrated system. We believe these are important factors to consider as you make your decision.

Thank you for the opportunity to submit the attached proposal. I look forward to speaking with your team today and discussing this in more detail. I am excited about the possibility of Naviance helping Anderson Community Schools in your mission to educate and inspire students to achieve their personal best.

Sincerely,

Dustin Hurst
Account Executive
703-859-7324
dustin.hurst@hobsons.com

➤ Investment Summary – High School Only

Hobsons - K12 Division

Anderson Community School (High School Only)

6/23/15

Expires: 9/23/15

of Schools

High Schools

Total Schools

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
High Schools	1	1	1	1
Total Schools	1	1	1	1

Enrollment

High School Enrollment

Total Enrollment

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
High School Enrollment	1900.00	1900.00	1900.00	1900.00
Total Enrollment	1900.00	1900.00	1900.00	1900.00

Software Solutions

Naviance for High School

Naviance Curriculum

Naviance Course Planner- School

Naviance eDocs (HS only)

Naviance Alumni Tracker (HS Only)

Achieveworks

Total Software Solutions Investment

Platform Price Per Student

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Naviance for High School	\$ 3,990.00	\$ 3,990.00	\$ 3,990.00	\$ 3,990.00
Naviance Curriculum	\$ 3,990.00	\$ 3,990.00	\$ 3,990.00	\$ 3,990.00
Naviance Course Planner- School	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00
Naviance eDocs (HS only)	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Naviance Alumni Tracker (HS Only)	\$ 425.00	\$ 425.00	\$ 425.00	\$ 425.00
Achieveworks	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00
Total Software Solutions Investment	\$ 12,705.00	\$ 12,705.00	\$ 12,705.00	\$ 12,705.00
Platform Price Per Student	\$ 6.69	\$ 6.69	\$ 6.69	\$ 6.69

Professional Services

Implementation Package (I-Guide, FEP, TEP)

Implementation Consulting (20 Hours)

Professional Development (20 Hours Private Web)

Total Professional Services Investment

Implementation Package (I-Guide, FEP, TEP)	\$ 1,500.00	\$.	\$.	\$.
Implementation Consulting (20 Hours)	\$ 4,000.00	\$.	\$.	\$.
Professional Development (20 Hours Private Web)	\$ 4,000.00	\$.	\$.	\$.
Total Professional Services Investment	\$ 9,500.00	\$.	\$.	\$.

Total List Price

Total List Price	\$ 22,205.00	\$ 12,705.00	\$ 12,705.00	\$ 12,705.00
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Pricing Notes: Client is responsible for travel costs of the trainer associated with onsite services. Training is required first year only.

➤ Hobsons Overview

At Hobsons, our mission is to maximize student success and institutional effectiveness to create the world-changers of tomorrow. We believe in the transformative power of education and the opportunity it provides for successful outcomes in all aspects of life.

Since our founding in 1974 we've grown to become one of the leading education technology companies in the world, serving millions of students across more than 10,000 colleges, universities and nonprofits. Our strong relationships in the teaching and learning community provide us with the knowledge we need to offer a broad range of solutions that meet the challenges faced by students at all stages of the "P-20" education pipeline.



We understand that the decisions students make are cumulative, and academic choices made early on have a far-reaching impact on their futures. Students who make the connection between learning and life success become more personally invested in their education and are more apt to take advantage of the resources available to them.

The solutions offered by Hobsons increase student and family engagement as well as provide a robust set of tools to improve academic performance. By capturing more data and reporting and analytics, Hobsons empowers teachers, counselors and administrators with new ways to monitor and evaluate students' progress.

At the core of the Hobsons K-12 portfolio is Naviance, the world's most widely adopted college and career readiness platform.

Connect Learning to Life



› The Naviance Platform

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. Its comprehensive college and career planning solutions optimize student success, enhance school counselor productivity, and track results for school and district administrators.

Naviance enables schools and districts to create personalized success plans for each of their students, and aligns to many state mandates for individual learning plans. The solution offers a core set of functionality that enables students and counselors to connect college and career planning to individual student goals. The platform allows students to collaborate with educators to: set personal goals and tasks; search for colleges; and explore careers based on personal skills and interests.

In addition, the Naviance platform offers schools and districts the flexibility to customize the solution to their needs, and add additional functionality that extends the reach of their college and career readiness efforts. These solutions include:

- The Naviance College & Career Readiness Curriculum
- Adaptive Test Preparation for ACT Aspire, ACT, SAT and Advanced Placement exams
- Electronic Transcript and Document Exchange
- Course Planning
- Alumni Tracking

The Naviance Marketplace provides a wide variety of third-party solutions that complement a school's Naviance implementation. Learn more at <http://www.naviance.com/marketplace>

The following sections provide more detailed information on the elements of the Naviance platform included in this proposal.

The Naviance Family Connection portal provides students with web-based and mobile access to help students plan for their futures and stay in communication with school staff about their post-secondary goals. Parents have visibility into their students' progress and can see where they may need extra help.

Self-Discovery and Career Exploration

Naviance empowers middle and high school students to learn more about themselves by reflecting on their strengths and interests. Students can identify careers that match their interests and understand the academic preparation required to ensure workplace readiness.

GALLUP® StrengthsExplorer® Recommended for students in grades 6 – 10, Gallup StrengthsExplorer® identifies each student's three strongest emerging talents. The results include strategies for capitalizing on those strengths to apply them towards success in school, career and life.

No. 0431 F. 2



TEACHERS COLLEGE
DEPARTMENT OF EDUCATIONAL STUDIES

Muncie, Indiana 47306-0610
Phone: 765-285-5481

June 29, 2015

Dr. Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent Ritz:

As the Ball State University Professional Development School liaison for the Anderson secondary schools, I am writing this letter in full support of Anderson Community School Corporation's application to the School Improvement Grant Initiative (Section 1003(g) of Title I). ACS's vision for this grant initiative clearly aligns with the philosophy and mission of our Professional Development School relationship and would provide much needed resources in support of ACS's focused efforts to improve student achievement.

For the past sixteen years, Anderson High School and Highland Middle School teachers and administrators have collaborated with Ball State University in a variety of initiatives in the broad areas of curriculum development, pre-service teacher education, professional development for in-service teachers, educational reform, and research. At the heart of all of these initiatives has been a deep commitment to improving student achievement. Also integral to our work has been the recognition that through our partnership, we can bring to bear the expertise and experiences of each partner to the challenges we each face and subsequently fulfill our individual mandates in ways that, because of the symbiotic nature of our relationship, are inherently more powerful.

Serving as the PDS Liaison, I have had the opportunity to see first hand the incredible drive and commitment ACS teachers and administrators maintain toward continual improvement. I am frequently in awe of the tremendous amount of time and effort expended by these professionals—all in the pursuit of one goal—the academic and personal success of their students. The initiatives that would be possible with this funding would certainly support and advance their efforts immeasurably.

The ACS grant proposal has my complete and unqualified support.

Sincerely,

Cathy J. Siebert, Assistant Professor
Anderson Professional Development School Liaison
(765) 285-5465 (office)
(765) 730-1616 (cell)
cjsiebert@bsu.edu

Jul. 1. 2015 2:07PM



**Memorandum of Understanding
for
Clinical Practice Network Professional Development School Partnership**

Ball State University (BSU) and Anderson H.S. (School) agree to participate in a Professional Development School (PDS) Partnership as described in this Agreement. A Ball State University Professional Development School Partnership is a collaborative agreement between a public or private P-12 school or corporation and Ball State University to engage in pre-service education. Partners are committed to the mission of this network:

Through collaborative partnerships, the Ball State University Professional Development School (PDS) Network is committed to coherent curriculum and instructional strategies to positively impact learning, educator preparation, and faculty development.

The vision of the collaborative partnership is to:

- Recognize and value each partner's unique culture
- Impact student achievement
- Promote current best-practice curriculum
- Provide effective modeling
- Provide extended opportunities for authentic clinical practice
- Support data-driven decision making
- Explore and evaluate innovative practices in education
- Initiate school reform in a supportive manner
- Achieve goals aligned to the NCATE Standards for PDS
- Provide equitable resources to support the PDS effort
- Communicate promising practices to external audiences
- Contribute to the larger body of knowledge of best practices in teaching, learning, and quality educator preparation
- Be a recognized leader in educator preparation

The importance of field-based clinical practice to the overall quality and success of educator preparation cannot be overestimated. The BSU expectation is that all students will have their field experiences in schools with qualified clinical faculty. This means teacher candidates can learn from and with experienced, effective teachers who understand and exemplify teaching excellence. This also provides BSU teacher candidates with placements in schools where teachers collaborate with one another, critically reflect on their practice, and see themselves as learners as well as teachers.

Formally initiated in 1997-1998, the scope and profile of the Ball State University PDS has evolved to respond to trends and changes in the field of P-16 education. Accordingly, this profile of the Professional Development School is developed to sustain and expand the legacy of shared partnership values and high quality teacher educator preparation. A BSU Clinical Practice Network Professional Development School includes the following elements:

1. Commitments as a Professional Development School site

- A. Committing to a continuing collaborative partnership of three or more years.
- B. Hosting and training cohorts of BSU teacher candidates, of which the cohort size and frequency are mutually agreed upon.

- C. Assigning a P-12 faculty member or administrator as the site's clinical faculty adjunct, responsible for collaborating with the BSU faculty liaison in guiding PDS initiatives.
- D. Supporting the work of the PDS clinical faculty adjunct.
- E. Identifying and providing qualified teachers to serve as clinical faculty members in the preparation of teacher candidates.
- F. Encouraging participation of clinical faculty in professional development for the co-teaching mentoring model.
- G. Supporting and maintaining the co-teaching mentoring model at the PDS school site.
- H. Participating in shared decision-making of BSU teacher candidate placements.
- I. Promoting school-wide engagement with the PDS partnership.
- J. Incorporating into school planning the setting, implementation, and evaluation of goals aligned to NCATE PDS Standards.
- K. Participating actively in the BSU Clinical Practice Network governance.
- L. Sharing of data in mutually agreed upon research endeavors.
- M. Engaging in and public sharing of the PDS initiatives or results of deliberate investigations of practice.
- N. Hosting pre-service courses on-site, when possible.
- O. Sharing resources to support PDS initiatives.

2. Benefits for participation as a Professional Development School

- A. Using the co-teaching mentoring model to positively impact P-12 student academic performance.
- B. Providing teacher leadership opportunities.
- C. Creating the opportunity to identify and recruit excellent new teachers.
- D. Collaborating with a BSU faculty liaison who works with the school to support professional development and PDS initiatives.
- E. Offering professional development for teachers through BSU to build and improve mentoring and collaboration skills.
- F. Stimulating increased reflective practice by clinical faculty working with teacher candidates or engaged in PDS initiatives.
- G. Making shared and collaborative decisions in the placement of teacher candidates.
- H. Participating in opportunities to collaboratively design appropriate experiences for teacher candidates during field experiences.
- I. Sharing resources to support PDS initiatives.
- J. Having priority consideration for teacher candidate placements and practicum experiences.
- K. Having priority consideration for hosting on-site courses for pre-service teachers providing practicum hours in classrooms.

- L. Participating in opportunities for grant-funded initiatives.
- M. Engaging in opportunities to participate in Teachers College committees.
- N. Allowing for new ideas, innovations, and practices to be incorporated in the schools.
- O. Being a partner in a school-university relationship.

3. Commitments from Ball State University as a Professional Development School Partner

- A. Providing well-prepared teacher candidates who have successfully completed all requirements prerequisite to student teaching.
- B. Assigning a BSU faculty liaison to serve as collaborator and facilitator between Ball State University and the PDS.
- C. Providing continuity of University Supervisor personnel as much as possible.
- D. Supporting the work of the BSU faculty liaison to participate in the school community.
- E. Supporting the work of the BSU faculty liaison to collaborate with the PDS on initiatives to improve teacher quality.
- F. Providing and supporting ongoing clinical faculty professional development in the co-teaching mentoring model.
- G. Facilitating professional development opportunities to meet PDS goals.

Both Ball State University and School agree to:

- support the mission and vision of the BSU Clinical Practice Network PDS Partnership;
- participate in shared decision-making in planning, implementing, assessing, and improving the clinical experiences of pre-service teachers;
- engage in Professional Development School initiatives and school improvement efforts;
- engage in and provide collaborative leadership for the governance of the Clinical Practice Network; and,
- sustain this partnership for a period of no less than 3 years. If one or both partners decide to terminate the agreement, notice will be given at least one year in advance.

Agreed by BSU and PDS School site as of the 6th day of February, 2013, as evidenced by the signatures of their authorized officials below.

Ball State University

Bernard M. Hannon
Assoc. V.P., Business Affairs & Asst. Treas.

Date

John E. Jacobson

John E. Jacobson, Dean
Teachers College

2/6/13

Date

Peggy A. Lewis

Peggy A. Lewis
Director of BSU Schools Network

2/6/2013

Date

PDS Faculty Adjunct

[Signature]

Science Teacher

2/6/2013

Date

Name and Title

PDS School Administrator

Suzanne D. Mulford

Principal

9/27/12

Date

Name and Title

School District Representative

Felix Chow

Superintendent

10/1/12

Date

Name and Title



**BSU FACULTY LIAISON
Role and Responsibilities**

Role

The Ball State University (BSU) Professional Development School (PDS) Faculty Liaison serves as collaborator between Ball State University and the PDS site. The PDS Liaison participates in the school community and facilitates communication between the PDS site and the university.

Functions and Responsibilities

The PDS Liaison engages in a continuous and intentional collaborative dialogue and interaction with the PDS site personnel and the BSU students at the site. The PDS liaison will:

- Become thoroughly informed about the school site, including familiarity with the faculty and administrators, understanding of the curriculum and organization of the school, and knowledge of the school and community culture.
- Participate in the life of the school by attending staff meetings, appropriate committee meetings, and other school events and functions, as possible.
- Collaborate with the site adjunct and administration to develop a comprehensive plan that facilitates the teacher candidates' professional development.
- Familiarize school site personnel with PDS standards, elements of Ball State's teacher preparation program (e.g. Conceptual Framework) and expectations of BSU students placed in the school.
- Collaborate with the school personnel to set annual PDS goals, aligned with school goals and initiatives, which will positively impact all learners.
- Collaborate in the placement of BSU teacher candidates and serve as mentor/coach for site personnel in whose classrooms BSU students are placed.
- Be knowledgeable about the co-teaching mentoring model, teacher evaluation, and other initiatives impacting educator preparation.
- Collaborate with the site administration to identify teachers for clinical faculty training in the co-teaching mentoring model.
- Support the co-teaching mentoring model for clinical faculty and teacher candidates.
- Collaborate with the university supervisor to monitor the overall performance and satisfaction with BSU teacher candidates currently placed at the site.
- Seek ways to strengthen the school-university relationship to achieve the goal of improving teacher quality.
- Seek ways to provide professional development to achieve the PDS goals.
- Identify needs that BSU might address at the site (professional development needs, research evidence, etc.) and facilitate ways that BSU might contribute to the progress and improvement of the school.

Expectations and Requirements

- Commit at least 45 hours of engaged work at the PDS site per semester.
- Make regular visits to the PDS site each semester.
- Document PDS activities throughout the semester.
- Hold a conference with department chair at least one time per semester to review documents.
- Attend network and liaison meetings, as appropriate.
- Complete a final report of progress at the end of the year, in consultation with the building principal, to be submitted to the department chair and PDS Director.