

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141

150
15-182



August 11, 2015

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT AWARD: Professional Development

RECOMMENDATION: That the School Committee award a contract to the following vendor for Professional Development; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
Harvard Graduate School of Education 14 Appian Way Cambridge, MA 02138	8/15/15 – 6/30/16	\$125,000.00

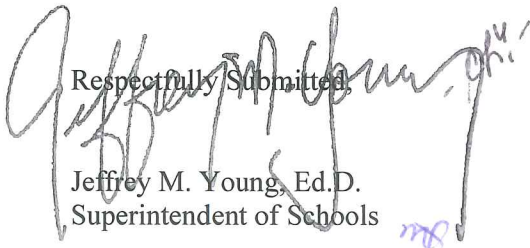
DESCRIPTION: This contract is for consultation to the district level Social Emotional learning (SEL) Steering Committee to provide professional development, targeted programmatic support, technical assistance and evaluation.

SUPPORTING DATA: RULES OF THE SCHOOL COMMITTEE: Chapter III, Section 12..."motions calling for the appropriation or expenditure of money shall require the affirmative vote of four members."

BUDGET REFERENCES:

ACCOUNT: 53107 Professional Development
FUND: 15000 General Fund
ORG: 891660 Elementary Education/Professional Development
PROJ:

Respectfully Submitted,


Jeffrey M. Young, Ed.D.
Superintendent of Schools

Scope of Work for CPSD-Making Caring Common Partnership

Overview

The team at the Harvard Graduate School of Education, led by Luba Falk Feigenberg and Stephanie Jones (“Harvard”) will work with the Cambridge Public Schools (CPSD) to develop, implement, and evaluate a framework for social-emotional learning (SEL) across the district. Harvard will provide consultation to the district-level SEL Steering Committee, provide professional development and training, offer targeted programmatic support and technical assistance, and provide evaluation support for CPSD. The partnership will be part of the Making Caring Common Project: <http://sites.gse.harvard.edu/making-caring-common>.

A select group of schools will be identified as Early Adopter Schools. These schools will work with Harvard more intensively and will receive training, will implement strategies and practices to promote SEL, and will participate in data collection to show the process and outcomes of this partnership. All training opportunities and resources will be open and available to teachers and schools around the district in the first year of implementation.

More specifically, Harvard will:

1. Support the district-level SEL Steering Committee in making decisions about the development and implementation of a framework for social-emotional learning across the district.
2. Provide training for teachers and school-based SEL teams on the brain science of social-emotional learning, executive function, and adult self-regulation skills in the classroom.
3. Develop and administer a needs-assessment for schools that will identify key skills and areas of school climate to target.
4. Work with school-level SEL teams in the Early Adopter Schools to design implementation plans based on the specific needs of their schools, as identified from a needs-assessment.
5. Support Early Adopter Schools in the implementation of a set of strategies and practices designed to promote social-emotional learning by providing on-site coaching and technical assistance.
6. Identify and highlight existing effective practices and strategies across the district that promote SEL in schools.
7. Facilitate a Community of Practice for teachers and/or SEL teams that are interested in implementing strategies in schools that are not Early Adopter Schools.
8. Implement research-based assessments that will provide information about students’ skill development and school climate across the district as well as the impact of the strategies and practices in Early Adopter Schools.

159

MAKING
CARING
COMMON
PROJECT



9. Provide training and support to Family Liaisons about how to share information with families.
10. Work with CPSD to pursue additional funding opportunities to extend and enhance the implementation over time.
11. Work with the City of Cambridge to provide training opportunities to Out of School Time providers that align with what teachers receive.

Harvard shall coordinate the performance of the services through Carolyn Turk, Deputy Superintendent of the Cambridge Public Schools, and shall provide reports directly to Carolyn Turk.

Key Dates

- August 11: Attend School Committee meeting to review scope of work
- Before August 24: Convene SEL Advisory Council
- Before August 24: Invite Early Adopter Schools
- August 24: Workshop (half-day) for all principals. Assistant principals and SAMs will be invited.
- September 2: Workshop (half-day) for teachers and school-based SEL teams on social-emotional learning skills, executive function, adult self-regulation. Focus will be on the brain science and how it plays out in the classroom. Required for Early Adopter schools, open to all across the district as space allows.

Roles and Responsibilities

District-level Steering Committee: The Steering Committee will be comprised of the Deputy Superintendent and the Assistant Superintendents for Elementary Education, Curriculum and Instruction, and Student Services. The Committee will serve as the primary leadership team, make decisions about all aspects of the project, communicate with the Superintendent about progress, and facilitate logistics internal to the district for the project.

District-level Advisory Council: The Advisory Council will be comprised of key stakeholders internal and external to the district, including the Office of Student Services leadership team, the Director of Health and Wellness, the Bilingual Education Coordinator, and representatives from the following groups:

- School principals
- Classroom teachers
- Special subjects teachers
- Family liaisons
- Behavior specialists
- Community partners
- Safety Net
- Out of School Time
- Department of Health and Human Services



- Parents

Project Director: Luba Falk Feigenberg will serve as the Project Director. She will be responsible for overseeing the entire project, work with the district-level Steering Committee, facilitate professional development, support the development and implementation of the strategies in schools, participate in the development and implementation of the assessments and evaluation of the project, and supervise the two staff on the project.

Project Advisors: Stephanie Jones will serve as the Project Advisor. She will participate in all planning and support of the project and be the primary contact for logistics internal to Harvard for the project. Rick Weissbourd will also advise to the project as needed.

School Liaisons: The project will employ 2 *full-time positions (to be hired)* to provide direct support and technical assistance to the schools. One would be more elementary focused, and the other would focus primarily on the upper schools and high schools. These positions will require a background in and experience with classroom teaching, social-emotional learning curriculum, and staff training. CPSD and HGSE will work together to hire the positions; they will be HGSE staff.

Project Budget

Making Caring Common will cover all costs related to in-direct and administrative costs, typically charged by Harvard for off-site projects.

Position	FTE	Cost
Project Director	.2	\$20,000
Project Advisor	.1	\$20,000
Elementary School Liaison	1.0	\$75,000
Middle/High School Liaison	1.0	\$75,000
Materials		\$10,000
Total Project Cost		\$200,000
In-kind		(\$75,000)
Total Cost to CPSD		\$125,000