

Reports shall also include copies of all press releases and other public announcements of the Grant. Grantee shall maintain records of receipts and expenditures relating to the Grant and shall make such records available to Grantor for inspection at reasonable times.

6. **Publications; License.** Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as Grantor may establish from time to time. Grantee grants to Grantor an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.

7. **Representation and Warranty Regarding Grantee's Tax Status.** Grantee represents to Grantor that it is a governmental unit described in Section 170(c)(1) or 511(a)(2)(B) of the Code or otherwise exempt from federal income tax under Section 501(c)(3) of the Code, and that it is neither a "private foundation" as defined in Section 509(a) of the Code nor a "Type III" supporting organization as described in Section 509(a)(3)(C) of the Code (other than a "functionally integrated type III supporting organization" as defined in Section 4943(f)(5)(B) of the Code). Such representation and warranty shall continue through the last date that Grantee spends Grant funds. Grantee agrees to notify Grantor immediately of any changes in its tax status or any organizational changes (including any changes in key personnel) during the term of the Grant.

8. **Grant Review.** Grantee will permit representatives of Grantor to visit Grantee's premises and review Grantee's activities, and will permit Grantor, at its own expense, to conduct an independent financial and/or programmatic audit of the expenditure of this Grant.

9. **Notices.** All notices or reports required or permitted under this Agreement shall be deemed to be given when personally delivered to the recipient thereof, or when mailed by certified first class mail, return receipt requested, postage prepaid, addressed to the recipient at the address set forth below, or at such other address designated by written notice in accordance with this Section 9:

Grantor: Intrepid Philanthropy Foundation
c/o Rockefeller Philanthropy Advisors
44 Montgomery Street, Suite 1400
San Francisco, CA 94104

Grantee: Tracy Unified School District
1875 West Lowell Avenue
Tracy, CA 95376

10. **Additional Representations and Warranties.** Grantee represents and warrants to Grantor that (a) this Agreement constitutes the legal, valid, and binding obligation of Grantee, enforceable against Grantee in accordance with its terms except as enforcement may be limited by any applicable bankruptcy, insolvency, reorganization or similar laws affecting creditors' rights generally and except as enforcement may be limited by general principles of equity; (b) Grantee has the absolute and unrestricted right, power, authority and capacity to execute and deliver this Agreement and to perform its obligations hereunder; (c) Grantee does not support or conduct, directly or indirectly, violence or terrorist activity of any kind; and (d)

accepting this Grant, and paying any stipend described in the Proposal, does not constitute a violation of any contract with any teacher's union to which Grantee or the Project participants may be subject.

11. **Relationship; Tax Reporting and Withholding.** Grantor may have helped select the individuals identified in the Proposal to carry out the Project. Should such individuals become unavailable to complete the Project at any time during the term of the Grant, Grantor may help identify and select different or additional individuals to carry out the Project. Notwithstanding the foregoing, nothing herein shall be construed to make Grantee, its employees, independent contractors, officers and agents, or any teacher who may receive a stipend from Grant funds, an employee or independent contractor of Grantor. As a result of the Grant, Grantee, its employees, independent contractors, officers and agents, and any teacher who may receive a stipend from Grant funds, shall not be entitled to worker's compensation, unemployment, disability, health, or retirement benefits, vacation or sick pay, or for any benefits provided to employees under federal, state or local laws, from Grantor, and Grantor shall not withhold any portion of the Grant for these benefits, or for federal or state income taxes, or for social security taxes.

12. **No Assignment.** Grantee shall not assign any of its rights or delegate any of its obligations under this Agreement to any individual or entity without the prior written consent of Grantor, which consent may be given or withheld in the Grantor's sole discretion.

13. **Successor and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and permitted assigns, subject to Section 12 above.

14. **Construction.** Every covenant, term and provision of this Agreement shall be construed simply according to its fair meaning and not strictly for or against any party hereto. All pronouns and variations thereof shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the context may require.

15. **Headings.** Section and other headings contained in this Agreement are for reference purposes only and shall not be used to describe, interpret, define or limit the scope, extent, or intent of this Agreement or any provision hereof.

16. **Dispute Resolution.** In the event of a controversy, dispute or claim between the parties hereto, relating to this Agreement, the parties hereto agree that the following procedure shall be used in an attempt to resolve the dispute:

(a) A meeting (the "Initial Meeting") shall promptly be held at which the parties hereto shall attempt to resolve the dispute through their respective representatives who shall have full decision making authority regarding the matters in dispute.

(b) If an Initial Meeting has not occurred within ten (10) days after a party hereto has requested in writing such a meeting of the other party to this Agreement or if the dispute has not been resolved to the mutual satisfaction of the parties hereto within thirty (30) days following the written request for the Initial Meeting, the dispute shall be submitted to mediation facilitated by a neutral mediator mutually approved by the parties hereto, which approval shall not be unreasonably withheld or delayed by either party hereto. If the parties to this Agreement cannot agree on a mediator, the Superior Court of the County of San Francisco shall

appoint a mediator. Mediation shall be held in San Francisco, California. Any costs and fees, other than attorney fees, associated with the mediation shall be shared equally by the parties hereto.

(c) The parties hereto agree to participate in good faith in the Initial Meeting and the mediation conferences.

If the parties hereto are unable to resolve the dispute through negotiation or mediation, then either party to this Agreement may bring a suit in the Superior Court of the City and County of San Francisco for resolution of the dispute or pursue other applicable legal remedies.

17. **Remedies.** Grantee shall immediately repay to Grantor any portion of the Grant funds which is spent or committed for any purpose other than the purpose for which this Grant was made. If Grantor in its reasonable discretion determines that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit adequate reports when due, Grantor may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and Grantor may demand the return of all or part of the Grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to Grantor. Notwithstanding Section 16 above, Grantor may also avail itself of any other remedies available by law. This Agreement may be enforced by Grantor by an action for specific performance and injunctive relief or by any other appropriate remedy by any court having jurisdiction. Grantee acknowledges and agrees that Grantor shall have the legal standing necessary to bring any suit it deems necessary to enforce the terms of this Agreement.

18. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties with respect thereto.

19. **Amendments.** This Agreement may not be amended except by written instrument signed by the parties hereto.

20. **No Agency.** Grantee and not Grantor is solely responsible for all activities supported by grant funds, the content of any product created with grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

21. **No Waiver.** The failure of any party hereto to enforce at any time or for any period of time any one or more of the terms or conditions of this Agreement shall not be a waiver of such terms or conditions or of that party's right thereafter to enforce each and every term and condition of this Agreement.

22. **Severability.** In the event any provision or portion of a provision of this Agreement is held to be invalid, void or unenforceable, the rest of the Agreement shall, so long as its enforcement is consistent with the intent of the parties in entering into this Agreement, remain in full force and effect and shall in no way be affected, impaired, or invalidated.



23. **Governing Law.** This Agreement, the respective rights and obligations of the parties hereto, and any dispute or claim arising from or relating to this Agreement, shall be construed and interpreted in accordance with the laws of the State of California, without reference to its conflict of laws provisions.

24. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be considered to be an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Grantor and Grantee have approved and executed this Agreement effective as of the date first above written.

Intrepid Philanthropy Foundation

Tracy Unified School District

By: J. Schneider,

By: _____,

Title: Philanthropic Advisor

Title: _____

Date: 4/1/2019

Date: _____



Practical Skills to Develop Creative Interdisciplinary Literacy

Lead School, City, and County	George & Evelyn Stein High School, Tracy Unified School District - Tracy - San Joaquin County
Other School(s) Involved	N/A
Primary Subject Area	Interdisciplinary
Project Goal	This project will strengthen our team commitment to analyze strategies, skills, & lesson approaches among all subjects & integrate these skills into a more complete, and coherent, framework of analysis to ensure academic readiness for all students.
Number of Team Members	4
Grade Level(s)	High School
School Type(s)	Traditional Public
% of Students Qualifying for Free and Reduced Lunch for Each School	72%
% English Learner Students for Each School	George & Evelyn Stein High School - 34 students are English learners
Student Body Demographics for Each School	George & Evelyn Stein High School - American Indian - 1 student Hispanic or Latino - 91 students White - 13 students Asian - 2 students Black - 5 students Filipino - 4 students Multi-Ethnic - 2 students
At Least Two Can Attend the Grantee Convening in August 2019	Yes

Brief Narrative

The goal of our professional development project team of four motivated teachers is to learn from a coach to develop & collaborate with other teachers to create and integrate

practical skills to develop -Interdisciplinary literacy skills in 21st century learning. Integrating these skills into continuation high school curriculum will encourage team to develop meaningful links among the subjects that will intrigue & inspire both teacher & students. They will feel energized using a fresh approach to the content. It will give a long term purpose to a powerful thinking to bridge disciplines & preparing students for their 21st century lives by fostering creative interdisciplinary literacy skills.

Project Details

	Time Period	What will your professional development project entail? Who will participate in each activity?
Year 1	May – Aug 2019	Stein team teachers will meet during May 2019 & learn from Aug 2019 PD to foster interdisciplinary literacy skills in teaching. A coach from - EdLeader21, a network of Battelle for Kids will train team teachers at site. This is a national not-for-profit organization committed to collaborating with school systems & communities to realize the power & promise of 21st century learning for every student. Stein team will work with the coach about these skills tailored to the needs of all our students.
	Sept – Dec 2019	Team teachers will attend 1st PD at site. Coach from EdLeader21 will provide focused professional development 2 day sessions around the following topics: <ul style="list-style-type: none"> • Steps to Becoming a 21st Century School • Importance of the 4Cs in High School Education Team teachers will learn & craft a network of support that will help to create experts across our school; to foster & support a collaborative work environment to support staff with a sense of self-direction; encourage creativity & problem solving.
	Jan – May 2020	Team teachers will continue planning strategies during second round of professional development. They will observe, share & learn elements that would describe critical activities necessary to ensure 21st century readiness for all our student. Stein team teachers will foster & practice impactful ways to blend strategies, literacy & interdisciplinary content-areas skills, rubrics to support the specialized needs and create the best-suited 21st Century learning environment for all our students.
Year 2	Jun – Aug 2020	To be effective in the technologically savvy times, team will further practice skills to move beyond the focus on basic competency to promote understanding of academic content at higher levels by weaving - Information, Media & Technology Skills into curriculum. Team teachers will collaborate and together focus on - specialized student needs, adequately address the complexity of the problems, communicate, & identify activities they should replace/ focus on the challenges of the 21st century.
	Sept – Dec 2020	Stein team teachers are & will stay the real driving force behind this creative project. The team will attend the 2nd at site PD during Sept 2020 around the following steps: <ul style="list-style-type: none"> • How to develop and implement a - Portrait of a 21st Century High School Graduate - Plan • Preparing Students for their 21st Century Lives - fostering/integrating interdisciplinary literacy skills Teacher will continue to Remix! Interdisciplinary Lessons for student needs and to prepare them for post secondary education.
	Jan – May 2021	During this time of professional training team teachers will further create learning environment that will support differentiated teaching, rigor, literacy & learning skills for students with diverse learning needs and abilities. Team will observe classes & create 21st century skills. They will learn new skills to one key focus - Ability to enact & adapt

		to change aligned instructions, strategies & professional approach to improve students' progress based on essential needs of our modern world.
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Have you engaged in professional learning on this topic before?

This project will provide opportunity for the team to create aligned interdisciplinary lessons with 21st century skills, standards, technology, curriculum, instruction & approaches to improve student learning. The team will learn from the coach to develop rubric based performance to evaluate student progress & skills, and infuse rigor to enhance student learning in real world scenario. This team of committed teachers will promote, develop & use scalable & sustainable lessons that will model the kinds of modern learning that will best promote interdisciplinary learning for all Stein students.

How do you envision this project will have impacted team members' career development in five years?

Our team is passionate about this project, to develop expert team teachers as coaches to support learning in their area(s) of expertise for other educators. Team will use coaching to create effective curriculum for preparing students for citizenship in the changing economic landscape. The possibility of interdisciplinary units are exciting and the team is really passionate that this PD will help them to reach all the students. This project will help our team become more united by spending time to collaborate together and this work will become the standard to which our entire school operates.

How would your professional development affect your school community?

Team teachers will model for school community and students how to learn in an interdisciplinary fashion, because discipline based learning is the standard teaching structure. Team teachers are super excited and enthusiastic to learn to synthesize & integrate insights from a range of disciplines into an inclusive framework of learning. The most inspiring part of this 2 yr EdLeader21 project is to learn effective team ideas, focus & move beyond examination of an issue from the lens of multiple disciplines, to the synthesis & integration of team insight into an inclusive framework of learning.

What are the characteristics of your team that would support the success of your project?

We have a passionate team of four high school teachers with an excellent blend of comprehensive and alternate education teaching experience representing social studies, English, science and art departments. We will put our new knowledge and skills to work to improve our instruction. We as a team believe teaching quality and quality professional development are vital factors in raising student achievement. The blend of our dedication & team spirit will support this project & result in positive changes in our team practices, focus on student needs, improve student engagement, and performance.

How will you share what you learn?

By working collaboratively, team teachers will create communities that will positively change the culture and instruction of our departments and our school as a whole. This team will build a program to address ideas & the rest of the recipe for this endeavor. Team will use PLC time & model effective practices, curriculum & instructions & provide other teachers with a clear vision of best practices that include lesson plans and peer observations. The team will provide coaching and support to other teachers involving the sharing of content, and reflection focused on teachers' individual needs.

For College Teacher Applicants Only

N/A

Other Information (Optional)

This team will undergo training with a coach from EdLeader21 PD. It is an essential component of our comprehensive system of teaching that will support students to develop the knowledge, skills & competencies they need to thrive in the essential changing learning landscape. To ensure a coherent system that supports our teachers, the team will foster their experiences in preparation, as well as to teaching skills. This project will include sustained engagement in collaboration, mentoring & coaching opportunities to ensure a comprehensive focus on the growth and development of the Stein high team.

Team Member Information

Name	Current Teaching Position	Years at Current School	Total Years Teaching	Contact Information
Ranvir Gill (Team Lead)	Grades - 9-12 Teacher Subjects - Biological Sciences - (Biology & Human Physiology) Head of Science Department, Testing, Curriculum & NGSS site lead	14.5 Years	20 yrs of teaching (ELD, testing & PD coordinator)	rgill@tusd.net 209-275-7566
Jennifer Sprecksel	Grades 9 -12 English ELD coordinator	2 years	19 years	jsprecksel@tusd.net
Terra Tuttle	High School Art (9 - 12) Art and computer graphics	2.5 years	4 years	ttuttle@tusd.net
John Moss	High School - Grades 9 - 12 World History, U S History and Physical Education	2 years	4 years	jmosse@tusd.net
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	

Principal Information

Principal Name	# of Years at Current School	Email Address	Phone Number
Amy Thompson	2.5 years	athompson@tusd.net	209-620-4607

Additional Principal(s) Information: George & Evelyn Stein High School Principal Ms. Amy Thompson is equally excited as our project team teachers are about this project. She is very supportive & encouraging us to learn from EdLeader21 coaches & integrate creative interdisciplinary skills & strategies into our daily teaching. She is a team player and

motivator. She provides resources, curriculum & instruction leadership to learn, collaborate, use PLC time to discuss ideas & options to integrate skills to make learning more effective.

Grant Administration

Recipient Organization	Tax ID	Contact	Phone	Email
George & Evelyn Stein High School Team (Tracy Unified School District)	TUSD Tax ID - 94-1055500	Lori Nelson - Budget Analyst at Tracy Unified School District	209-830-3200 x 1116	lnelson@tUSD.net

Grant Processing Fees

Tracy Unified School District charges 4.66% grant processing fee as an indirect cost.

If your grant recipient is your school district, are you required to submit an Intent to Apply? Does the grant have to be officially approved at a board meeting?

We have contacted - Tracy Unified School District and informed the budget analyst about our project and The Light Awards.

Yes, our school district requires that incoming grant be approved at a board meeting.

Board meeting dates for the following months are mentioned below:

March - 3/12/2019 and 3/26/2019

April - 4/9/2019

May - 5/14/2019 and 5/28/2019

Budget Notes

This funded coaching professional project will be very effective for our team working as instructional leaders because, it will occur in the context of our daily work. This project will help our team of very enthusiastic and eager teachers to learn from EdLeader21 coach to demonstrate and model for students the interdisciplinary skills based learning. Funding will help cover substitute teachers costs, technology tools for the team to be familiar with how to synthesize and integrate insights from a range of disciplines into an inclusive framework of analysis. This funded project will also energize our dynamic team of teachers to draw on multiple disciplines to acquire a deep and thorough understanding of complex issues and challenge students to understand what each of the disciplines offers. The funding will motivate our team to initiate and engage in an ongoing cycle of academic improvement with the practice skills to develop a creative interdisciplinary literacy trend at our school.

George & Evelyn Stein High School Grant Budget for - The Light Awards - 2019-2021

Project Name		
Practical Skills to Develop Creative Interdisciplinary Literacy		
Category	Amount	Explanation
Conferences, Workshops, and Trainings (fees & registration)	\$3,000.00	Online coaching, collaboration, online software/materials feedback and Q/A charges
Consultants	\$13,500.00	At site 2X 2 day coaching - year 1 & 2 plus 1 day observations, collaboration & feedback (year 2 for 1 coach) = \$10,250 plus air fair from Tucson (Texas), food, rental car twice to & from the airport & 5 days, and 5 day lodging for 1 coach.
Materials/Supplies/Equipment	\$5,600.00	Office supplies (note pads, post its) two laptop for project team, a hard drive for back-up work, safety and quick reference, consultant recommended online curriculum guide for team reference & use
Travel	\$0.00	Coaching and training will be at site and online with new update and so no travel changes for team teachers
Substitute Teachers	\$3,500.00	Substitute teacher coverage for 4 teachers (twice in 2 yrs) (plus 1 observation & feedback day in year 2 = $175 \times 4 = 700 \times 5 = \3500)
Stipends	\$2,000.00	\$250 stipend per team member (4 team members), per year for 2 years ($250 \times 4 \times 2 = 1000 \times 2 = \2000).
Other/Incidentals/Administrative	\$2,400.00	Meals, snack, coffee during 1st & 2nd year meetings, observations and collaboration (\$1002), and district grant processing 4.66% = \$1398 (total)
TOTAL GRANT BUDGET	TOTAL	
	\$30,000.00	



LIGHT Awards Program Application

Team Member Agreement Form

Project Name: PRACTICAL SKILLS to DEVELOP CREATIVE INTERDISCIPLINARY LITERACY

By signing this document, you are acknowledging that you are part of a team that is applying for a grant from the LIGHT Awards Program. While the Team Lead identified in the LOI and Application will be the main contact, all Team Members are responsible for reading and responding to communication regarding the LIGHT Awards Program, committing the time needed to conduct the work described in the Application, and attending LIGHT Awards-related events and activities. At least two team members can attend the grantee convening in Calistoga, CA on August 1-2, 2019. In addition, you are agreeing to be added to the LIGHT Awards email list. You are free to unsubscribe from the list at any time.

Signatures of all Team Members of Project named above:

1) RANVIR GILL
Printed Name (Team Lead)

Ranvir Gill 1/9/19
Signature and Date

2) _____
Printed Name

Signature and Date

3) Terra Tuttle
Printed Name

Terra Tuttle 1/9/19
Signature and Date

4) Jennifer Spreckel
Printed Name

Jennifer Spreckel 1/9/19
Signature and Date

5) John Moss
Printed Name

John Moss 1/9/19
Signature and Date

6) _____
Printed Name

Signature and Date

GEORGE & EVELYN STEIN HIGH SCHOOL

650 W. 10th Street ~ Tracy, California 95376
(209) 830-3395 ~ Fax (209) 830-3396

January 8, 2019

To: Light House Awards Committee
From: Amy Thompson, Principal
Re: Principal Support Letter

On behalf of my team of teachers who are hoping to receive the support of the Light House Award Grant, I would like to say that we are honored to have been given the opportunity to submit a full application. As their administrator, my intent is to be as support or active as possible; originally, I was sent the application information and then prompted my teachers to consider to apply as I knew the grant could support our students learning and engagement but advancing our teachers ability to grow in their integrated curriculum and professional development.

With our proposed Practical Skills to Develop Creative Interdisciplinary Literacy project, I will support my teachers learn literacy standards and strategies for all content areas and implement what they have learned in our classrooms by the following:

- ❖ Provide sub support/classroom coverage as needed
- ❖ Allow for release time during the school day for collaboration, observations and conferences/professional development
- ❖ Give them site Professional Development time and staff meeting time to train other teachers at our site
- ❖ Continue to foster teacher leadership amongst the cohort who has opted to participate in the project
- ❖ Provide Curriculum and Instruction leadership
- ❖ Conduct observations of their integrated lessons and provide effective feedback
- ❖ Be flexible and supportive
- ❖ Be a team player and motivator
- ❖ Designate support staff to help the team with the project; especially with items such as budget, phone calls during the day, travel etc...
- ❖ Assist with district communications and resources

In addition to preparing myself to provide enthusiastic support to my teachers, I understand that, as part of the potential award, our team of teachers may be eligible for stipends in recognition of the hard work they are putting into the project. To the best of knowledge, these potential stipends would not be barred by any union contract or other employment requirements imposed on the participating teachers. Thank you for your time and consideration, please feel free to call or email me for any additional information at (209) 830-3395, ext. 8455 or athompson@tusd.net.

With Sincere Gratitude,



Amy Thompson,
Principal



LIGHT Awards 2019 Grant Cycle Application Follow-Up Questions

Practical Skills to Develop Creative Interdisciplinary Literacy

Can you explain why the purchase of two laptops is necessary for the project team?

Adoption of Common Core State Standards, New Generation Science Standards and ELD standards have introduced rapid changes and increased complexity in modern education. New strategies, ideas and technology embedded interdisciplinary lesson plans encourage our team teachers to plan their curriculum around topics that reflect the patterns, interactions, and interdependencies of the different fields e.g. English, Math, Science, technology and social sciences and other subjects. To plan and integrate differentiated instruction, the 21st century knowledge, and practice skills to teach interdisciplinary lessons our team teachers need modern technology tools such as laptops.

Our school district technology has heavy-duty filters that limit our teachers from accessing and using some software/videos/sites that they need to understand, plan and design multi-disciplinary lessons, and project based learning – e.g. Google drive, sharing documents, and using Microsoft 365 etc. This limits their research and approach to adopt new technologies in teaching and during professional development. Technology and technology tools play a major role in any professional training. Our school does not have enough technology budget that we can buy laptops for our professional development/PLC use.

In tech savvy world, educators need modern technology tools to plan, train and collaborate with other educators. Our team of four teachers will learn, train, and implement new software, technology tools, skills, and strategies used for designing multidisciplinary lessons. They will use two laptops to work in two groups. They will plan and train on these two devices exclusively for professional development. Team teachers will have two new working laptops they can use during PLCs and professional development trainings. One laptop will limit team and teacher ideas, time and output during training and sharing with other teachers. Two laptops will give great opportunity for our team teachers to be more productive and make best use of professional training made possible with The Light Award.

Can you explain why you think EdLeader21 is the right PD provider for this project? Do you have any prior background with the organization, or did you do any reference checks with other schools?

EdLeader21 is the right PD provider for this project for the following reasons:

It is imperative that all students, including English learners (ELs) and students with special learning needs achieve high academic standards and have opportunities to participate in science, technology, engineering, and mathematics (STEM) learning has become even more urgent and complex given shifts in science and mathematics. Our team wants to offers courses, tool and strategies so that all our students' get ready for college and careers.

Our team leader contacted some institutes and academic trainers and presenters offering Staff Development for Educators in California and other states. We have adopted Common Core State Standards, New Generation Science standards and revised ELD standards. We received some pertinent and some not so applicable information from the trainers about at site and off site/online professional development topics offered for teachers.

Our team teachers learned that EdLeader21 team is a national not-for-profit organization committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student. They have offered professional services to more than 220 member school districts across 45 states. This team realizes and promise of 21st century learning for every student. EdLeader21

Their collective leadership in 21st century education now encompasses learning, during school (K–12), **including continuation school culture and beyond school experiences**. This is an education-focused organization, to reimagine the educational experience. They create positive momentum toward making 21st century learning a reality for all students. This team is comprised of professionals with a variety of backgrounds with expertise in education, technology, communications, project management, and business and they all share passion for learning and innovative problem solving.

A district administrator from another state recommended EdLeader21, during a recent model school symposium. Yes, we have done reference checks with other schools and school districts who have collaborated with EdLeader21 team.

EdLeader21 promise 21st century learning for every student. They directly reach and influence thousands of school districts, schools, early-learning organizations, and state departments of education, education-related nonprofits, and other educational organizations. Our team leader contacted some of the visionary schools and school districts that are leading the way in some states and learned more about their collaborative experience with EdLeader21. By engaging in this tailored professional learning, our team teachers will influence other teachers who are also committed to building 21st century education system for every student at our school in this era of education. They will train our team of teachers to create and integrate differentiated instruction, the 21st century knowledge, skills to teach interdisciplinary, and mindsets our teachers and students need to become lifelong learners and contributors to modern society. **EdLeader21** has a history of helping to build educators' capacity to transform multiple measures of a well-rounded education into meaningful and actionable information by developing a strong culture to facilitate productive strategies, data-informed discussions, establishing structure through regular, scheduled opportunities for collaboration and planning and by providing access to appropriate data across buildings, grade levels, and multi-disciplinary subjects.

The following discussed trainers/presenters and PD institutes were contacted by our team leader. They have different focus, for example:

1. Staff Development for Educators (SDE)

282 Corporate Drive, Suite 1, Portsmouth, New Hampshire, 03801 offers a four-day total immersion in - Differentiated Instruction. Various speakers share their expert ideas during different sessions. They offer/shared research-based tools and strategies for reaching all learners.

Network with other educators, foster joyful learning, and tap into the knowledge and experience of DI experts at an educator conference during summer.

2. **Kendrick Johnson** an education consultant inspires action and change and is on a mission to transform behavior/classroom management, data-driven instruction, and culturally relevant and responsive teaching. He also speaks about –

- Critical Thinking in the ELA Classroom: Cultivating Reasoning & Rigor
- Effective Coaching & Instructional Feedback: What's It All About?

We learned from Kendrick Johnson that he does not offer any specially tailored professional training for educators needing/ looking for - Practical skills to develop Interdisciplinary Literacy in a continuation high school environment.

3. **Rick Wormeli** one of the first National Board Certified teachers in America is also an education consultant. He has devoted over 36 years to teaching math, science, English, physical education, health, and history, and has coached teachers and principals. He shares his experiences and innovative ideas about high standards, but he also does not offer tailored professional training for educators planning to learn - Practical skills to develop Interdisciplinary Literacy in a continuation high school culture.

4. **Bureau of education & research (BER)** offers subject specific online PD courses for teachers. They do not offer training for teachers to cultivate practical skills to develop Interdisciplinary Literacy in a continuation high school culture. BER offers online test where teachers read the content and take tests for college units and reading. BER offers a variety of following mentioned onsite and offsite trainings but they wanted to involve more teachers and offer set of professional development courses they have.

- Self-directed 5-6 hour courses; work at own pace
- Video-based; see strategies in action
- Differentiated Instruction & flipped learning
- Discipline & classroom management
- STEM and writing - <http://www.ber.org/onsite/multi-day.cfm>

5. **K12 Academics** - <https://www.k12academics.com/>

This professional development team offers online resources covering major and minor topics in education skills and knowledge both for personal development and for career advancement for educators. They are not open to specific 21st century tailored professional development based on some technology integration, practical skills to develop interdisciplinary literacy for student learning needs.

Some other professional speakers and institutes offer following mentioned sessions:

- Motivating Staff & Colleagues to Differentiate
- Maximize Student Learning with Anchor Activities
- Time, classroom behavior in student centered learning
- Engage underserved students and reduce achievement gap
- Effective assessment

EdLeader21 and other professional Development training teams:

Our team leader approached various other professional speakers and institutes and discussed that they were found not very flexible and willing to offer professional development training specific to our school staff needs - with online resources, Question and Answer sessions based on new curriculum, CCSS, NGSS and EL standards, in-class observations and hands on professional development for team teachers. Other teams were little more pricy and not as affordable and flexible as per our team and continuation high school needs.