

**SERIAL 05144 RFP TITLE III PROFESSIONAL DEVELOPMENT WORKSHOPS - MCSOS
ROHAC EDUCATIONAL - Contract**

DATE OF LAST REVISION: December 30, 2005 CONTRACT END DATE: January 31, 2009

CONTRACT PERIOD THROUGH JANUARY 31, 2009

TO: All Departments

FROM: Department of Materials Management

SUBJECT: Contract for **TITLE III PROFESSIONAL DEVELOPMENT WORKSHOPS - MCSOS**

Attached to this letter is published an effective purchasing contract for products and/or services to be supplied to Maricopa County activities as awarded by Maricopa County on **January 18, 2006**.

All purchases of products and/or services listed on the attached pages of this letter are to be obtained from the vendor holding the contract. Individuals are responsible to the vendor for purchases made outside of contracts. The contract period is indicated above.

Wes Baysinger, Director
Materials Management

SF/ks
Attach

Copy to: Clerk of the Board
Kimberley Meyer, MCSOS
Kathy Sicard, Materials Management



CONTRACT PURSUANT TO RFP

SERIAL 05144-RFP

This Contract is entered into this 18th day of January, 2006, by and between Maricopa County ("County"), a political subdivision of the State of Arizona, and Ron Rohac/Rohac Ed. Solutions, a California corporation ("Contractor") for the purchase of TITLE III PROFESSIONAL DEVELOPMENT WORKSHOPS services.

1.0 TERM

- 1.1 This Contract is for a term of three (3) years, beginning on the 18th day of January, 2006 and ending the 31st day of January, 2009.
- 1.2 The County may, at its option and with the agreement of the Contractor, extend the period of this Contract for additional one (1) year terms up to a maximum of three (3) additional terms. The County shall notify the Contractor in writing of its intent to extend the Contract period at least thirty (30) calendar days prior to the expiration of the original contract period, or any additional term thereafter.

2.0 PAYMENT

- 2.1 As consideration for performance of the duties described herein, County shall pay Contractor the sum stated in Final Pricing, attached hereto and incorporated herein as Exhibit "A." Payment shall be made as set forth in the RFP and or the Best and Final Offer.
- 2.2 Payment under this Contract shall be made in the manner provided by law. Invoices shall be prepared and submitted in accordance with the instructions provided on the purchase order. Invoices shall contain the following information: purchase order number, item numbers, description of supplies and/or services, sizes quantities, unit prices, and extended totals and applicable sales/use tax. The County is not subject to excise tax.

3.0 DUTIES

- 3.1 The Contractor shall perform all duties stated in the Agreed Scope of Work, attached hereto and incorporated herein as Exhibit "B."
- 3.2 Contractor shall perform services at the location(s) and time(s) stated in Exhibit "B," or in the purchase order requesting such services.
- 3.3 During the Contract term, County shall provide Contractor's personnel with adequate workspace for consultants and such other related facilities as may be required by Contractor to carry out its contractual obligations.

4.0 TERMS & CONDITIONS

4.1 INDEMNIFICATION AND INSURANCE:

4.1.1 Indemnification.

To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless the County, its agents, representatives, officers, directors, officials, and employees from and against all claims, damages, losses and expenses, including but not limited to attorney fees and costs, relating to this Contract.

The amount and type of insurance coverage requirements set forth herein will in no way be construed as limiting the scope of the indemnity in this paragraph.

4.1.2 **Abrogation of Arizona Revised Statutes Section 34-226:**

In the event that A.R.S. § 34-226 shall be repealed or held unconstitutional or otherwise invalid by a court of competent jurisdiction, then to the fullest extent permitted by law, **CONTRACTOR** shall defend, indemnify and hold harmless **COUNTY**, its agents, representatives, officers, directors, officials and employees from and against all claims, damages, losses and expenses (including but not limited to attorney fees, court costs, and the cost of appellate proceedings), relating to, arising out of, or resulting from **CONTRACTOR'S** work or services. **CONTRACTOR'S** duty to defend, indemnify and hold harmless, **COUNTY**, its agents, representatives, officers, directors, officials and employees shall arise in connection with any claim, damage, loss or expense that is attributable to bodily injury, sickness, disease, death, injury to, impairment or destruction of property including loss of use resulting therefrom, caused in whole or in part by any act or omission of **CONTRACTOR**, anyone **CONTRACTOR** directly or indirectly employs or anyone for whose acts **CONTRACTOR** may be liable, regardless of whether it is caused in part by a party indemnified hereunder, including **COUNTY**.

The scope of this indemnification does not extend to the sole negligence of **COUNTY**.

4.1.3 Insurance Requirements.

CONTRACTOR, at **CONTRACTOR'S** own expense, shall purchase and maintain the herein stipulated minimum insurance from a company or companies duly licensed by the State of Arizona and possessing a current A.M. Best, Inc. rating of B++6. In lieu of State of Arizona licensing, the stipulated insurance may be purchased from a company or companies which are authorized to do business in the State of Arizona, provided that said insurance companies meet the approval of **COUNTY**. The form of any insurance policies and forms must be acceptable to **COUNTY**.

All insurance required herein shall be maintained in full force and effect until all work or service required to be performed under the terms of the Contract is satisfactorily completed and formally accepted. Failure to do so may, at the sole discretion of **COUNTY**, constitute a material breach of this Contract.

CONTRACTOR'S insurance shall be primary insurance as respects **COUNTY**, and any insurance or self-insurance maintained by **COUNTY** shall not contribute to it.

Any failure to comply with the claim reporting provisions of the insurance policies or any breach of an insurance policy warranty shall not affect coverage afforded under the insurance policies to protect **COUNTY**.

The insurance policies may provide coverage, which contains deductibles or self-insured retentions. Such deductible and/or self-insured retentions shall not be applicable with respect to the coverage provided to **COUNTY** under such policies. **CONTRACTOR** shall be solely responsible for the deductible and/or self-insured retention and **COUNTY**, at its option, may require **CONTRACTOR** to secure payment of such deductibles or self-insured retentions by a surety bond or an irrevocable and unconditional letter of credit.

COUNTY reserves the right to request and to receive, within 10 working days, certified copies of any or all of the herein required insurance policies and/or endorsements. **COUNTY** shall not be obligated, however, to review such policies and/or endorsements or to advise **CONTRACTOR** of any deficiencies in such policies and endorsements, and such receipt shall not relieve **CONTRACTOR** from, or be deemed a waiver of **COUNTY'S** right to insist on strict fulfillment of **CONTRACTOR'S** obligations under this Contract.

The insurance policies required by this Contract, except Workers' Compensation, shall name **COUNTY**, its agents, representatives, officers, directors, officials and employees as Additional Insureds.

The policies required hereunder, except Workers' Compensation, shall contain a waiver of transfer of rights of recovery (subrogation) against **COUNTY**, its agents, representatives, officers, directors, officials and employees for any claims arising out of **CONTRACTOR'S** work or service.

4.1.3.1 Commercial General Liability. **CONTRACTOR** shall maintain Commercial General Liability Insurance (CGL) and, if necessary, Commercial Umbrella Insurance with a limit of not less than \$1,000,000 for each occurrence with a \$2,000,000 Products/Completed Operations Aggregate and a \$2,000,000 General Aggregate Limit. The policy shall include coverage for bodily injury, broad form property damage, personal injury, products and completed operations and blanket contractual coverage including, but not limited to, the liability assumed under the indemnification provisions of this Contract which coverage will be at least as broad as Insurance Service Office, Inc. Policy Form CG 00 01 10 93 or any replacements thereof. There shall be no endorsement or modification of the CGL limiting the scope of coverage for liability arising from explosion, collapse, or underground property damage.

The policy shall contain a severability of interest provision, and shall not contain a sunset provision or commutation clause, or any provision which would serve to limit third party action over claims.

The CGL and the commercial umbrella coverage, if any, additional insured endorsement shall be at least as broad as the Insurance Service Office, Inc.'s Additional Insured, Form CG 20 10 10 01, and shall include coverage for **CONTRACTOR'S** operations and products.

4.1.3.2 Automobile Liability. **CONTRACTOR** shall maintain Automobile Liability Insurance and, if necessary, Commercial Umbrella Insurance with a combined single limit for bodily injury and property damage of no less than \$1,000,000, each occurrence, with respect to **CONTRACTOR'S** vehicles (including owned, hired, non-owned), assigned to or used in the performance of this Contract. If hazardous substances, materials, or wastes are to be transported, MCS 90 endorsement shall be included and \$5,000,000 per accident limits for bodily injury and property damage shall apply.

- 4.1.3.3 Workers' Compensation. **CONTRACTOR** shall carry Workers' Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction of **CONTRACTOR'S** employees engaged in the performance of the work or services, as well as Employer's Liability insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

CONTRACTOR waives all rights against **COUNTY** and its agents, officers, directors and employees for recovery of damages to the extent these damages are covered by the Workers' Compensation and Employer's Liability or commercial umbrella liability insurance obtained by **CONTRACTOR** pursuant to this agreement.

In case any work is subcontracted, **CONTRACTOR** will require the Subcontractor to provide Workers' Compensation and Employer's Liability insurance to at least the same extent as required of **CONTRACTOR**.

4.1.4 Certificates of Insurance.

- 4.1.4.1 Prior to commencing work or services under this Contract, Contractor shall furnish the County with certificates of insurance, or formal endorsements as required by the Contract in the form provided by the County, issued by Contractor's insurer(s), as evidence that policies providing the required coverage, conditions and limits required by this Contract are in full force and effect. Such certificates shall identify this contract number and title.

- 4.1.4.2 Prior to commencing work or services under this Contract, Contractor shall have insurance in effect as required by the Contract in the form provided by the County, issued by Contractor's insurer(s), as evidence that policies providing the required coverage, conditions and limits required by this Contract are in full force and effect. Such certificates shall be made available to the County upon 48 hours notice. **BY SIGNING THE AGREEMENT PAGE THE CONTRACTOR AGREES TO THIS REQUIREMENT AND FAILURE TO MEET THIS REQUIREMENT WILL RESULT IN CANCELLATION OF CONTRACT.**

In the event any insurance policy(ies) required by this contract is(are) written on a "claims made" basis, coverage shall extend for two years past completion and acceptance of **CONTRACTOR'S** work or services and as evidenced by annual Certificates of Insurance.

If a policy does expire during the life of the Contract, a renewal certificate must be sent to **COUNTY** fifteen (15) days prior to the expiration date.

- 4.1.4.3 Cancellation and Expiration Notice.

Insurance required herein shall not be permitted to expire, be canceled, or materially changed without thirty (30) days prior written notice to the County.

4.2 NOTICES:

All notices given pursuant to the terms of this Contract shall be addressed to:

For County:

Maricopa County
Department of Materials Management
Attn: Director of Purchasing
320 West Lincoln Street
Phoenix, Arizona

For Contractor:

Ron Rohac/Rohac Ed. Solutions
2342 Boulder Bluffs
Riverside, California 92506

4.3 REQUIREMENTS CONTRACT:

Contractor signifies its understanding and agreement by signing this document, that this Contract is a requirements contract. This Contract does not guarantee any purchases will be made. Orders will only be placed when County identifies a need and issues a purchase order.

Contractor shall take no action under this Contract unless specifically requested by County, which shall submit a written purchase order to Contractor requesting that work be performed or product be delivered.

County reserves the right to cancel purchase orders within a reasonable period of time after issuance. Should a purchase order be canceled, the County agrees to reimburse the Contractor for actual and documented costs incurred by the Contractor pursuant to the purchase order. The County will not reimburse the Contractor for any costs incurred after receipt of cancellation, or for lost profits, or shipment of product or performance of services prior to issuance of a purchase order.

Contractor agrees to accept verbal cancellation of purchase orders.

4.4 ESCALATION:

Any requests for reasonable price adjustments must be submitted thirty (30) days prior to the Contract expiration date. Requests for adjustment in cost of labor and/or materials must be supported by appropriate documentation. If County agrees to the adjusted price terms, County shall issue written approval of the change. The reasonableness of the request will be determined by comparing the request with the Producer Price Index or by performing a market survey.

4.5 TERMINATION:

County may unconditionally terminate this Contract for convenience by providing thirty (30) calendar days advance notice to the Contractor.

County may terminate this Contract if Contractor fails to pay any charge when due or fails to perform or observe any other material term or condition of the Contract, and such failure continues for more than ten (10) days after receipt of written notice of such failure from County, or if Contractor becomes insolvent or generally fails to pay its debts as they mature.

4.6 STATUTORY RIGHT OF CANCELLATION FOR CONFLICT OF INTEREST:

Notice is given that pursuant to A.R.S. § 38-511 the County may cancel this Contract without penalty or further obligation within three years after execution of the contract, if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County is at any time while the Contract or any extension of the Contract is in effect, an employee or agent of any other party to the Contract in any capacity or consultant to any other party of the Contract with respect to the subject matter of the Contract. Additionally, pursuant to A.R.S § 38-511 the County may recoup any fee or commission paid or due to any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County from any other party to the contract arising as the result of the Contract.

4.7 OFFSET FOR DAMAGES;

In addition to all other remedies at law or equity, the County may offset from any money due to the Contractor any amounts Contractor owes to the County for damages resulting from breach or deficiencies in performance under this contract.

4.8 ADDITIONS/DELETIONS OF SERVICE:

The County reserves the right to add and/or delete products and/or services provided under this Contract. If a requirement is deleted, payment to the Contractor will be reduced proportionately to the amount of service reduced in accordance with the proposal price. If additional services and/or products are required from this Contract, prices for such additions will be negotiated between the Contractor and the County.

4.9 SUBCONTRACTING:

The Contractor may not assign this Contract or subcontract to another party for performance of the terms and conditions hereof without the written consent of the County, which shall not be unreasonably withheld. All correspondence authorizing subcontracting must reference the Proposal Serial Number and identify the job project.

4.10 AMENDMENTS:

All amendments to this Contract must be in writing and signed by both parties.

4.11 RETENTION OF RECORDS:

The Contractor agrees to retain all financial books, records, and other documents relevant to this Contract for five (5) years after final payment or until after the resolution of any audit questions which could be more than five (5) years, whichever is longer. The County, Federal or State auditors and any other persons duly authorized by the Department shall have full access to, and the right to examine, copy and make use of, any and all said materials.

If the Contractor's books, records and other documents relevant to this Contract are not sufficient to support and document that requested services were provided, the Contractor shall reimburse Maricopa County for the services not so adequately supported and documented.

4.12 AUDIT DISALLOWANCES:

If at any time County determines that a cost for which payment has been made is a disallowed cost, such as overpayment, County shall notify the Contractor in writing of the disallowance. County shall also state the means of correction, which may be but shall not be limited to adjustment of any future claim submitted by the Contractor by the amount of the disallowance, or to require repayment of the disallowed amount by the Contractor.

4.13 VALIDITY:

The invalidity, in whole or in part, of any provision of the Contract shall not void or affect the validity of any other provision of this Contract.

4.14 RIGHTS IN DATA:

The County shall have the use of data and reports resulting from this Contract without additional cost or other restriction except as provided by law. Each party shall supply to the other party, upon request, any available information that is relevant to this Contract and to the performance hereunder.

4.15 INTEGRATION

This Contract represents the entire and integrated agreement between the parties and supersedes all prior negotiations, proposals, communications, understandings, representations, or agreements, whether oral or written, express or implied.

IN WITNESS WHEREOF, this Contract is executed on the date set forth above.

CONTRACTOR

AUTHORIZED SIGNATURE

PRINTED NAME AND TITLE

ADDRESS

DATE

MARICOPA COUNTY

BY: _____
DIRECTOR, MATERIALS MANAGEMENT

DATE

BY: _____
CHAIRMAN, BOARD OF SUPERVISORS

DATE

ATTESTED:

CLERK OF THE BOARD

DATE

APPROVED AS TO FORM:

DEPUTY MARICOPA COUNTY ATTORNEY

DATE

EXHIBIT A

PRICING

SERIAL 05144 - RFP
PRICING SHEET S083402/B0602716 (NIGP 92416)

BIDDER NAME: Ron Rohac/Rohac Ed. Solutions
F.I.D./VENDOR #: W000001755
BIDDER ADDRESS: 2342 Boulder Bluffs, Riverside, CA 92506
BIDDER PHONE #: 909-238-3606
BIDDER FAX #: 951-682-0794
COMPANY WEB SITE: www.rohac.com
COMPANY CONTACT (REP): Ron Rohac
E-MAIL ADDRESS (REP): ron@rohac.com

WILLING TO ACCEPT FUTURE SOLICITATIONS VIA EMAIL: YES

ACCEPT PROCUREMENT CARD: YES

REBATE (CASH OR CREDIT) FOR UTILIZING PROCUREMENT CARD: ____ YES ____ NO __5__ % REBATE
(Payment shall be made within 48 hrs utilizing the Purchasing Card)

INTERNET ORDERING CAPABILITY: YES

OTHER GOV'T. AGENCIES MAY USE THIS CONTRACT: YES

PAYMENT TERMS: BIDDER IS REQUIRED TO SELECT ONE OF THE FOLLOWING.
TERMS WILL BE CONSIDERED IN DETERMINING LOW BID.
FAILURE TO SELECT A TERM WILL RESULT IN A DEFAULT TO NET 30.
BIDDER MUST INITIAL THE SELECTION BELOW.

- NET 10 _____
- NET 15 _____
- NET 20 _____
- NET 30 RR _____
- NET 45 _____
- NET 60 _____
- NET 90 _____
- 2% 10 DAYS NET 30 _____
- 1% 10 DAYS NET 30 _____
- 2% 30 DAYS NET 31 _____
- 1% 30 DAYS NET 31 _____
- 5% 30 DAYS NET 31 _____

INDICATE PERCENTAGE OF M/WBE PARTICIPATION IF ANY HERE: _____%

PLEASE INDICATE HOW YOU HEARD ABOUT THIS SOLICITATION:
NEWSPAPER ADVERTISEMENT
MARICOPA COUNTY WEB SITE
PRE-SOLICITATION NOTICE
OTHER (PLEASE SPECIFY)

PROPOSERS SHALL UNDERSTAND, FEES/COMPENSATION OFFERED IS PER INCREMENTAL
WOEKAHOP NOT PER INDIVIDUAL PARTICIPANT

EXHIBIT A

PRICING

1.0 PRICING:

ITEM DESCRIPTION	Fee/compensation per workshop
1.3 S.D.A.I.E. Workshops	
1.3.1 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 1-35. SEI Provisional Endorsement hours.	\$5,000.00/each
1.3.2 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 1-35. SEI Full Endorsement hours.	\$10,000.00/each
1.3.3 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 36-50 SEI Provisional Endorsement hours.	\$5,000.00/each
1.3.4 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 36-50. SEI Full Endorsement hours.	\$9,000.00/each
1.3.5 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 51-75. s. SEI Provisional Endorsement hours.	\$5,000.00/each
1.3.6 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 51-75. SEI Full Endorsement hours.	\$10,000.00/each
1.3.7 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 76-100.. SEI Provisional Endorsement hours.	\$5,000.00/each
1.3.8 S.D.A.I.E. Workshop, in full accordance with the statement of work found herein, and the proposer's response for a group of 76-100. SEI Full Endorsement hours.	\$10,000.00/each

EXHIBIT A

PRICING

Pricing Supplement

In order to provide the best training at the lowest price it was important to separate the fee structure of the trainer's cost and the materials cost. Since the County specified three distinct sizes based upon participants it was easy to determine best price per group.

Materials for each participant include the following:

1. Training manual – SDAIE Methods by Ron Rohac plus supplementary materials
2. Web Access www.Rohac.com (web access for as long as they remain an Arizona teacher)
3. DVD video clips
4. CD of newsletters and other activities
5. CD – Inspiration/Kidspiration Evaluation CD's
6. Perishable items for activities including construction paper, glue, reagents for science activities, math manipulatives, pens, pencils, colored pencils, plain paper, chart paper, and other consumable items.

Provisional Training :(2 Days)

1-35 teachers -- \$30.00 per participant (For training with 35 teachers would be \$5,000.00 (base fees) + \$1,050.00 = \$6,050.00 (\$172.86 per teacher)

36-50 teachers -- \$28.00 per participant (For training with 50 teachers would be \$5,000.00 (base fees) + \$1,400.00 = \$6,400.00 (\$128.00 per teacher)

51-75 teachers -- \$26.00 per participant (For training with 35 teachers would be \$5,000.00 (base fees) + \$1,950.00 = \$6,950.00 (\$92.67 per teacher)

76-100 teachers -- \$25.00 per participant (For training with 100 teachers would be \$5,000.00 (base fees) + \$2,500.00 = \$7,500.00 (\$75.00 per teacher)

Full Endorsement Training: (4 Days)

1 – 35 Teachers -- \$25.00 per participant (For training with 35 teachers would be \$10,000.00 (base fees) + \$875.00 = \$10,875.00 (\$310.71 per teacher)

36 – 50 Teachers -- \$23.00 per participant (For training with 50 teachers would be \$10,000.00 (base fees) + \$1,150.00 = \$11,150.00 (\$223.00 per teacher)

51 – 75 Teachers -- \$21.00 per participant (For training with 50 teachers would be \$10,000.00 (base fees) + \$1,575.00 = \$11,575.00 (\$154.33 per teacher)

76 – 100 Teachers -- \$20.00 per participant (For training with 50 teachers would be \$10,000.00 (base fees) + \$2,000.00 = \$12,000.00 (\$120.00 per teacher)

EXHIBIT B**SCOPE OF WORK****2.0 - Scope of Work**

- 2.3 **S.D.A.I.E. Workshops:** The content of the Specially Designed Academic Instruction in English will focus on language development through the use of content instruction. Teachers will be involved in a program that Walks the walk” so to speak. The program is designed to engage teachers in the process and provide them with real alternatives to traditional methods of instruction that will allow EL students to actively participate along side English speakers to gain content comprehension and develop English language skills.

Provisional Training SDAIE 1 – 11 hours (2 days)

S.E.I. Full Endorsement SDAIE 2 – 25 hours (4 days)

2.3.1 Experience and Qualifications:

Mr. Rohac is an experienced classroom teacher having opened his own classroom 23 times. The last 12 years working with ELL students in secondary science classrooms. He has more than 12 years of consulting experience and has been asked to teach classes at more than 50 universities around the country including ASU. He is currently a part time faculty member of California State University at Long Beach. With clients seeking his training and advice in 35 states and three other countries his widely sought after in the field of SDAIE and ELD support. He has completed training in many parts of Arizona including districts in Phoenix, Tucson, Flagstaff and other districts in the state. He has successfully completed provisional trainings in several districts including the Cave Creek school district and the Fowler school district.

2.4 Instructional Materials:

Please see submitted materials including Training manual, supplementary materials, DVD Video clip samples, Inspiration/Kidspiration sample CD and web access to site: www.Rohac.com . Members section username: rohac : password: tennis

2.5 Workshop Evaluation

We will be happy to comply with whatever form(s) is deemed necessary.

2.6 Availability:

Mr. Rohac will be available to provide training by setting up a schedule with the County supervisory staff. Trainings may be offered during the day 8:00 A.M– 4:30 P.M., Monday through Saturday. We might also arrange after school ½ day sessions.

2.7 Travel

All travel expenditures including but limited to air fare, rental cars, fuel, insurance, meals and hotels have already been factored into the consultant fee structure.

- 2.8 **USAGE REPORT:** As requested, Mr. Rohac will furnish a detailed quarterly usage report.

- 2.9 **Facilities:** It will important that Mr. Rohac has some input into the selection of facilities to insure that “best practice” can be utilized during the training. In the past, the county has always consulted with Mr. Rohac with regards to facilities and they have always been ideal settings. Mr. Rohac will provide computer technology, DVD player, and LCD projector and speaker system for the presentations. If required, the facility will provide a microphone and a screen for the presentation.

- 2.10 **Tax:** Tax arrangements as described are suitable.

- 2.11 **Delivery:** Mr. Rohac agrees to the terms stated. This seems reasonable and fair.

3.0 Special Terms and Conditions

3.1 **Contract Term:** Mr. Rohac understands that the contract proposal is for three years.

3.2 **Option to Extend:** Agreed to as stated.

3.3 **Escalation:** Agreed to as stated.

3.4 – 3.8 **Indemnification and Insurance:** Liability insurance is already in place. Upon a successful bid any and all policy numbers, etc will be provided upon request.

Course Description for S.E.I. Training (S.D.A.I.E. Component to Meet State of Arizona’s Endorsement 11 Hours)

The following topics will be addressed over the 15 hour course:

1. Theories of second language acquisition principles/SEI Terminology
2. Program Design and Legal Requirements
3. SEI Methods for content Instruction – SDAIE/SIOP
4. Reading and writing strategies – Assessment in guiding ELL instruction
5. Curriculum development for EL students – ELL Proficiency Standards
6. Differentiated Instruction – Alternative Methods of Assessment
7. Testing and evaluating EL students in the Content Areas
8. Materials development for content instruction – Cultural implications

Course Overview

The course will meet the state requirements for content. However, the lion’s share of the time will be dedicated to content instruction and strategies for modifying instruction to meet the needs of EL students. The program is interactive and as such teachers are actively participating throughout the training. I believe that I need to “walk the walk” and not just “talk the talk”. Teachers not only leave the program with a host of new ideas and strategies, they have actually worked through and participated in many of them. Teachers will also have to opportunity to see many of the strategies implemented on video. They will see teachers in the field interacting with their classes demonstrating how to use the strategies and how effective they can be.

By design, the program can be modified to meet the needs of teachers at different grade levels. Appropriate examples of lesson plans and activities have been considered for elementary levels, middle school levels and high school. In the event that the audience is representative of all levels, the instructor will select examples from all levels. The lesson plan examples are also representative of a wide variety of content that includes science, mathematics, social studies, language arts, physical education and more. Particular emphasis will also be paid to reading and writing skills and working towards State standards during the training.

All participants will receive evaluation CD’s of graphic organizer programs (Inspiration and kidspiration) and activities to illustrate their value to instruction. All teachers will also receive the S.D.A.I.E. Training manual to support the course and provide concrete examples of S.D.A.I.E. lesson designs and strategies. Teachers will also receive complementary access to the web site www.Rohac.com. This web site contains hundreds of lesson plans and activities for EL instruction in the content areas.

Example Activities:

Science: Genetics activity, Scientific Method activities,

Math: Number sense activities, geometry activities, algebra activities

Language Arts: Poetry writing, descriptive writing, conventions, reading analysis

Social Studies: Federal Government budget activity, Micro-economics, Cause and Effect.

Strategies: Vocabulary building, questioning techniques for different language levels, scaffolding strategies, note taking skills, feed back mechanisms, white board work, study skills, reading comprehension activities, promotion of critical thinking, brain storming, writing strategies, modifying lectures, contextualizing presentations, cooperative learning, differentiated instruction strategies, test preparation, alternative methods of assessment, and graphic organizers.

Goals and Objectives:

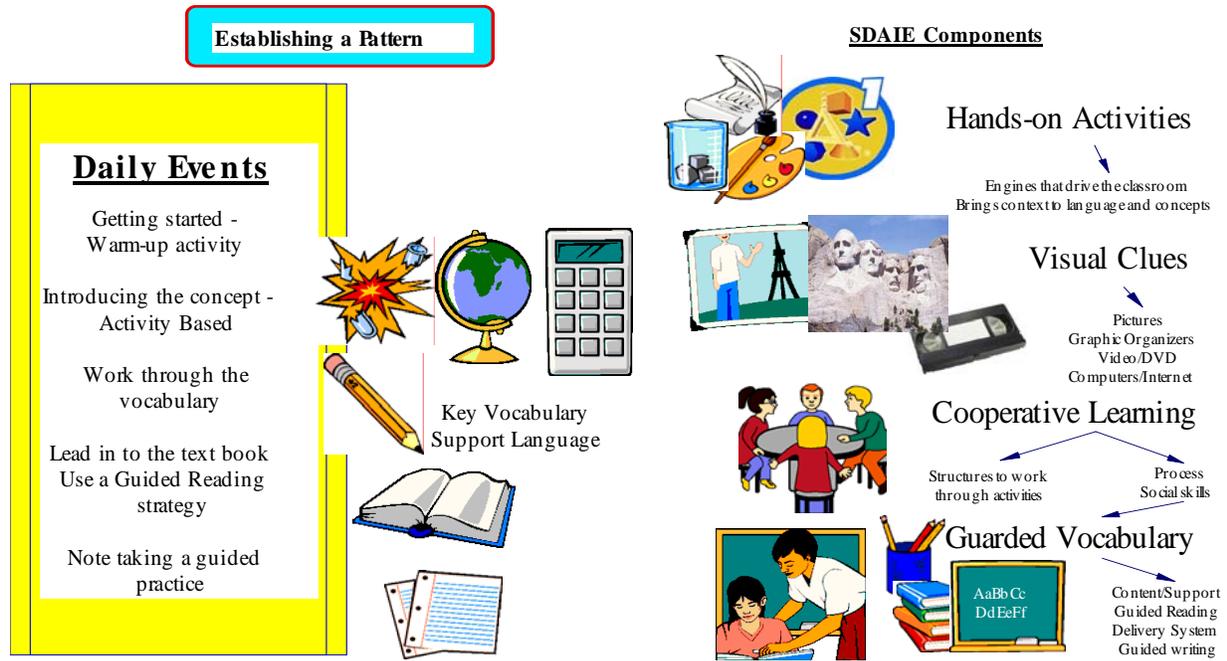
1. Teachers are expected to actively participate in all class activities and discussions.
2. Teachers will develop a lesson plan that illustrates an understanding of SEI methods and differentiated instruction.
3. Teachers will be able to develop alternative reading strategies like Cued Retelling and illustrate how it promotes success with weak readers.
4. Teachers will recognize the importance and value of Cooperative learning.
5. Teachers will understand how to modify questioning techniques to maximize active student participation.
6. If included in the program, teachers will participate in the peer coaching and observation program. A portfolio of designed materials may also be assigned by district mandate. (Rubric available upon request)
7. Teachers can identify SEI components in lesson plans and activities.
8. Teachers will be able to explain how language acquisition theory applies to SEI lesson design.

Instructional Format:

Teachers will be involved in group activities (whole class and cooperative teams), as well as individual activities to model and demonstrate strategies and principles of the course work. Reading assignments, interactive lectures, audiovisual materials, and computer/internet activities will be weaved into the course work.

Resources/Materials

Working with Limited English Proficient Students in the Content Classroom, by Ron Rohac, www.Rohac.com , a website dedicated to SEI activities and strategies, Inspiration/Kidspiration software, selected readings will be used from a variety of sources.



S.D.A.I.E. - Specially Designed Academic Instruction in English

Ron Rohac, educational consultant,
S.D.A.I.E. Specialist

S.D.A.I.E. or Sheltered English is a teaching style established to provide meaningful instruction in the content areas for transitioning Limited English Proficient students to make sure they continue to move forward academically while they reach English fluency. The pedagogy surrounding the logic of this design is based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development of the “Contextual Interaction Theory” and the hypotheses therein provide the cornerstones for S.D.A.I.E. methodology and program design. At the heart of the theory are two major components that impact S.D.A.I.E. methods. These are comprehensible second language input and a supportive affective environment. Teacher training in S.D.A.I.E. revolves around developing strategies to provide these components to allow for optimal English language development and content comprehension.

The purpose of using content in the development of English is simply to provide meaningful context for the students. Instead of watering down the curriculum the teacher provides methods of instruction that are supported to allow students to negotiate meaning of complex content in lecture, activities and reading and writing. Teachers borrow from many disciplines such as multiple intelligences, gifted and talented or special education to provide this meaningful or comprehensible input. Teachers find a way to allow ALL students to participate. However, unlike ESL, S.D.A.I.E. does not directly focus on language development. Rather, S.D.A.I.E. methods focus on content comprehension and English is acquired through this process. S.D.A.I.E. was originally intended for students that had reached intermediate fluency in English. That is, simply stated students were orally proficient in English but were reading and writing below grade level. At present however, teachers face a wide spectrum of language abilities due to increasing numbers of LEP students, shrinking numbers of qualified bilingual teachers and most recently legislation that all but eliminates primary language instruction. Multiple languages, multiple language levels and limited access to primary language support has left districts scrambling for answers to ensure quality instruction and compliance with state and federal mandates for education.

The development of lessons needs to be based upon the theoretical components of linguistic theory. That said, we are looking for the best tools to provide comprehensible input. Since the basis of S.D.A.I.E. is to provide context for language then one of the simplest ways to provide that is to start lessons with an activity. I like to say that these hands-on activities are the engines that drive the S.D.A.I.E. classroom. These activities provide the linguistic hooks for students to pin new language upon. It will provide context for complex language and a vehicle to send us to the text book for reading and writing activities. Teachers will explore ways to provide verbal and nonverbal cues to help students understand what it is they want them to accomplish. Simple processes like setting a predictable routine,

starting certain content by standing in a certain place in a room, ringing a bell to start an activity or simply modeling what is expected are only a few examples. Teachers are schooled to understand the significance of the different stages of language development and develop questioning strategies to allow all students the opportunity to actively participate. Scaffolding strategies are utilized to expand language experience. Teachers find a way to engage the learner and encourage participation.

In the development of lessons teachers pay particular attention to a number of areas. These components of S.D.A.I.E. lessons include hands-on activities, guarded vocabulary, cooperative learning and visual clues. Included in lesson design, teachers would also concern themselves with student organizational skills and student study skills. Hands-on activities engage the learner in meaningful experiences so students comprehend the concepts the teacher is trying to convey. Part of its objective would be to help students link key vocabulary to the experience. Guarded vocabulary is somewhat of a catch-all phrase that encompasses a wide assortment of teacher behaviors surrounding language. Teachers are conscious of the selection of language used, how it will be introduced, practiced and incorporated into all components of their lessons. Teachers scan text materials for their content vocabulary and decide which terms might cause further comprehension problems in instruction and direction (support vocabulary). The teacher provides activities, games and other low stress activities to build and work on this new vocabulary. S.D.A.I.E. teachers constantly monitor their rate of speech, syntax and language structure. Pre-reading activities are laced with appropriate questioning strategies that tap in to prior knowledge and experience, make concessions for language levels and promote critical thinking. Reading and writing activities are considered for the most part, guided activities. Teachers provide graphic organizers and other tools to help prepare and support students work and promote success. The third component of lesson design is using cooperative learning strategies. Cooperative learning takes advantage of student strengths and builds upon student weaknesses. Small teams, which is characteristic of cooperative learning, can reduce stress or lower the affective filter. The affective filter or student stress levels has been shown to interfere with language acquisition. Cooperative learning provides peer support, exposes students to other ways to solve complex problems, develops social skills and provides an excellent vehicle to practice oral language skills. Part of the peer support might be pairing students with the same primary language for translation when S.D.A.I.E. strategies fail to give enough comprehensible input! Last on this list are visual clues. These visual clues provide literally a visual way to describe key words and concepts. Teachers may find pictures, models, manipulatives, gestures and body language, realia (the real stuff), or demonstrations to represent the concept. The idea is to simply make abstract concepts concrete. Visual clues should be used in all aspects of the lessons including lectures and even assessment. Curricular materials should be sought after that reflects such methodology. One such program out there at present is Houghton Mifflin's K-6 science program, "DiscoveryWorks 2000". In this program the publisher went out of their way to provide all of these methods within the program and adds suggestions in practically every lesson for teachers to explore and try to help their English Language learners. S.D.A.I.E. methodology forces the teacher to scrutinize every aspect of their lesson delivery system. In essence, it makes us better teachers. We learn to frequently check our students for understanding, monitor how well we are presenting materials and how well we are meeting the needs of the variety of learners we face every day. As one of my colleagues so aptly put it, "these students are language different, not learning disabled. I just have to find the right way to present my lessons so they understand and can prove it to me." In a very real sense, the world is shrinking, and with it, we are becoming less isolated. With this lack of isolation, we must be prepared to accept and welcome peoples with different beliefs, backgrounds, and languages into our society. With this welcome, we will need to provide a vehicle within our educational system for students to acquire English so that they may continue their education and learn the language of their new country. As the newest members of the United States of America, English will be a tool they will need to be successful in business and the communities in which they live. S.D.A.I.E. seems to provide some of the most viable and effective ways for students to learn English.

Day 1 Agenda

Morning Session:

1. Introduction and warm-up activities (choices based upon grade level of teachers)
(½ hour)
2. Setting the tone – Overview of the program and objectives
3. Activity 1 – Example of SEI Methods using content – Selected from lessons in science, social studies, mathematics, language arts or other content. *(The specific purpose is to allow teachers to interact with content to experience the SEI Strategies using SDAIE methods. Teachers will debrief the activities and through a guided discussion build the design of the lessons.)* (2 hours)
4. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not*

language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.) (1 hour)

5. Theoretical Principles of Language Acquisition. *(Theoretical principles of language acquisition are developed by looking back and debriefing the lessons already presented. This insures appropriate comprehensible input and context for the discussion. Walk the walk!) (½ hour)*

Lunch

1. Cooperative Groups Activity – Cultural Scavenger Hunt *(Teachers need to be aware of the various cultures within their classroom and school. The activity illustrates the role of culture and how to cultural awareness to classrooms.) (½ hour)*
2. Cooperative Grouping and Strategies – *(The selected activities illustrate how to effectively design cooperative classrooms. Teachers will work through activities that model at least 5 different cooperative structures and how ELL students can actively participate. Alternative assessment options will also be discussed.) (1 hour)*
3. Multimedia Presentation – Power Point presentation on SDAIE/SEI Components and Video clips to show teachers and students interacting with these strategies. *(1 hour)*
4. Writing activity (X-ray writing) – Demonstrates the integration of ELL proficiency standards in content instruction. *(The activity demonstrates the use of ELL standards, building the schema for students to interact with the activity and complete the task. Vocabulary building, graphic organizers and scaffolding are demonstrated and modeled.) (1 ½ hours)*
5. Reflective Journal writing activity and summation.

Day 2 Agenda

Morning Session:

1. Warm-up activities (choices based upon grade level of teachers) (¼ hour)
2. Questions from Reflective Journal Writing previous day. (½ hour)
3. Activity 1 – Comparing Lessons Illustrating Comprehensible Input and a Lack of Comprehensible Input. *(In this session we place the teachers in the same kind of situations they place their students. In one lesson, you are completely dependent upon language, oral or written to follow and participate. In the second lesson, context clues and activities provide access to the vocabulary and the concepts.) (1 ½ hour)*
4. (1 ½ hour)
5. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.) (1 ½ hour)*
6. Significant Legal and Historical events that lead to SEI *(A brief presentation that outlines events that lead to legislation and development of SEI programs and other elements of bilingual education. A hands-on activity is included to illustrate their importance and relevance to education today.) (¼ hour)*

Lunch

7. Web Site Access and Graphic Organizer - *(Teachers will be introduced and shown how to gain access to the web site www.Rohac.com . This web site has thousands of pages of lesson plans, strategies and activities ready for teachers to add to their curriculum. A bulletin board, video downloads and additional educational links along with an option for continued consultations are available to the teacher through their computer. Teachers will also be provided with evaluation CD's of the programs Inspiration and Kidspiration. These graphic organizer programs provide teachers with the ability to visualize and connect concepts and vocabulary. A brief demonstration followed by an activity enhanced with graphic organizers concludes this portion of the session.) (1 hour)*

8. Reading Activity – Cued Retelling (*A reading strategy to promote reading comprehension and reading speed. Combined with readability tools found in such software as Microsoft word teachers can edit and design reading materials for a variety of reading abilities so that they can be differentiated to meet the needs of students at a number of reading levels.*
(1 ½ hours)
9. Multimedia presentation to summarize the course – (*Seven Teaching Tips for ELL Students, a video that ties many of the SEI principles together is the lead component in a power point presentation that links the major components to SEI lesson design and ELL proficiency standards.*) (1 hour)
10. Reflective Journal writing and evaluation of the course.

Course Description for S.E.I. Training (S.D.A.I.E. Component to Meet State of Arizona’s Endorsement 45 Hours)

The following topics will be addressed over the 45 hour course:

9. Theories of second language acquisition principles/SEI Terminology
10. Program Design and Legal Requirements
11. SEI Methods for content Instruction – SDAIE/SIOP
12. Reading and writing strategies – Guided reading strategies
13. Curriculum development for EL students – ELL Proficiency Standards
14. Differentiated Instruction – Meeting the needs of ALL students
15. Authentic Assessment Techniques – Technology support and more
16. Materials development for content instruction – Lesson planning for success

Course Overview

The course will meet the state requirements for content. As in the provisional course, the lion’s share of the time will be dedicated to content instruction and strategies for modifying instruction to meet the needs of EL students. The program is interactive and as such teachers are actively participating throughout the training. The full SEI program however is designed to take teachers farther along the process. They continue to explore new strategies for delivery and lesson design but they are also challenged to observe teachers in the field and evaluate and question what they see. Using several different observation forms teachers decide whether or not what they see is best practice or something less! They will also spend time exploring how their own school handles specific situations with ELL students. Within the design of the program teachers will build SDAIE lessons, complete reading strategies and other interactive strategies and will report back as to their effectiveness in the classroom. By the completion of the course teachers should have the skill and expertise to deliver content to EL students and recognize how to adapt, modify and gain useful feedback to measure progress. Teachers will be able to “walk the walk”.

By design, the program can be modified to meet the needs of teachers at different grade levels. Appropriate examples of lesson plans and activities have been considered for elementary levels, middle school levels and high school. In the event that the audience is representative of all levels, the instructor will select examples from all levels. The lesson plan examples are also representative of a wide variety of content that includes science, mathematics, social studies, language arts, physical education and more. Particular emphasis will also be paid to reading and writing skills and working towards State standards during the training.

All participants will receive evaluation CD's of graphic organizer programs (Inspiration and kidspiration) and activities to illustrate their value to instruction. All teachers will also receive the S.D.A.I.E. Training manual to support the course and provide concrete examples of S.D.A.I.E. lesson designs and strategies. Teachers will also receive complementary access to the web site www.Rohac.com. This web site contains hundreds of lesson plans and activities for EL instruction in the content areas.

Example Activities:

Science: Periodic Table, Molecular Formula, Scientific Method activities,

Math: Number sense activities, Attacking Story problems, disguising drill and kill!

Language Arts: Poetry writing, descriptive writing, differentiating writing assignments, conventions, cued retelling, pantomime a tale

Social Studies: Modifying essays and reports, identifying main ideas/key facts from the text, JR Simplot activities

Strategies: Vocabulary building, questioning techniques for different language levels, scaffolding strategies, note taking skills, feed back mechanisms, white board work, study skills, reading comprehension activities, promotion of critical thinking, brain storming, writing strategies, modifying lectures, contextualizing presentations, cooperative learning, differentiated instruction strategies, test preparation, alternative methods of assessment, and graphic organizers.

Goals and Objectives:

9. Teachers are expected to actively participate in all class activities and discussions.
10. Teachers will develop a lesson plan that illustrates an understanding of SEI methods and differentiated instruction.
11. Teachers will be able to develop alternative reading strategies like Cued Retelling and illustrate how it promotes success with weak readers.
12. Teachers will recognize the importance and value of Cooperative learning.
13. Teachers will understand how to modify questioning techniques to maximize active student participation.
14. Teachers will show competency in feedback mechanisms like the three levels of “think-pair-share” strategy and “White-board” activities.
15. Teachers will participate in video analysis to identify “Best Practice” in lessons presented.

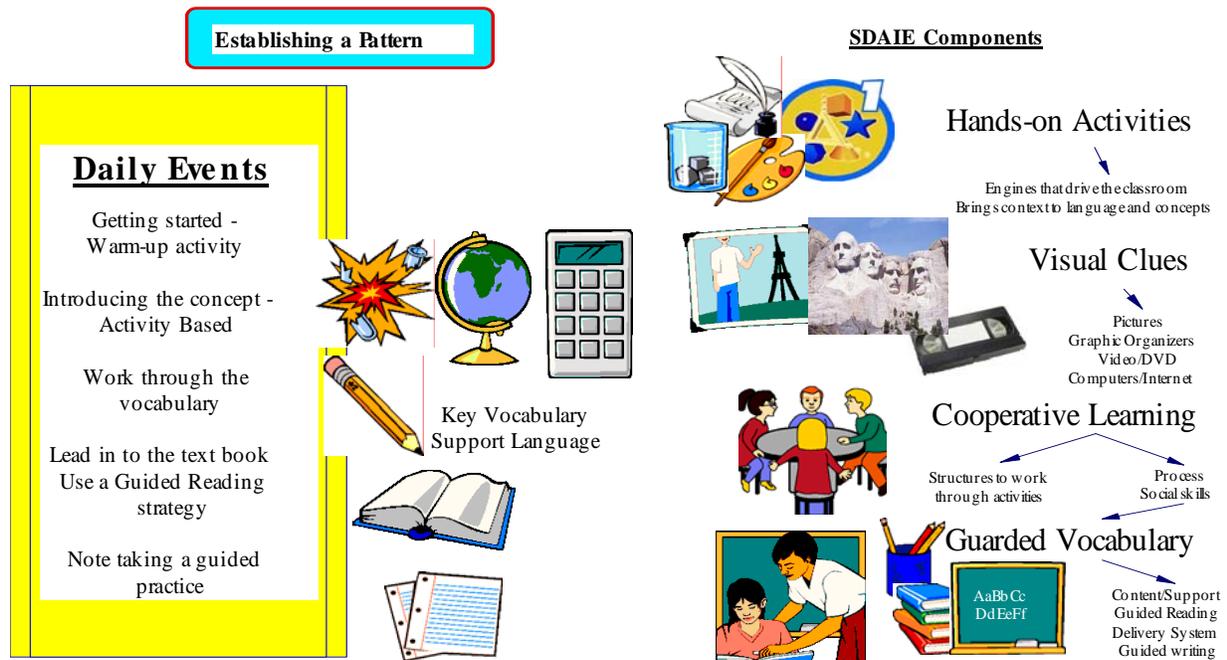
16. Teachers can identify SEI components in lesson plans and activities and use observation form to support decisions.

Instructional Format:

Teachers will be involved in group activities (whole class and cooperative teams), as well as individual activities to model and demonstrate strategies and principles of the course work. Reading assignments, interactive lectures, audiovisual materials, and computer/internet activities will be weaved into the course work.

Resources/Materials

Working with Limited English Proficient Students in the Content Classroom, by Ron Rohac, www.Rohac.com , a website dedicated to SEI activities and strategies, Inspiration/Kidspiration software, selected readings will be used from a variety of sources.



S.D.A.I.E. - Specially Designed Academic Instruction in English

Ron Rohac, educational consultant,
S.D.A.I.E. Specialist

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The development of lessons needs to be based upon the theoretical components of linguistic theory. That said, we are looking for the best tools to provide comprehensible input. Since the basis of S.D.A.I.E. is to provide context for language then one of the simplest ways to provide that is to start lessons with an activity. I like to say that these hands-on activities are the engines that drive the S.D.A.I.E. classroom. These activities provide the linguistic hooks for students to pin new language upon. It will provide context for complex language and a vehicle to send us to the text book for reading and writing activities. Teachers will explore ways to provide verbal and nonverbal cues to help students understand what it is they want them to accomplish. Simple processes like setting a predictable routine, starting certain content by standing in a certain place in a room, ringing a bell to start an activity or simply modeling what is expected are only a few examples. Teachers are schooled to understand the significance of the different stages of language development and develop questioning strategies to allow all students the opportunity to actively participate. Scaffolding strategies are utilized to expand language experience. Teachers find a way to engage the learner and encourage participation.

In the development of lessons teachers pay particular attention to a number of areas. These components of S.D.A.I.E. lessons include hands-on activities, guarded vocabulary, cooperative learning and visual clues. Included in lesson design, teachers would also concern themselves with student organizational skills and student study skills.

Hands-on activities engage the learner in meaningful experiences so students comprehend the concepts the teacher is trying to convey. Part of its objective would be to help students link key vocabulary to the experience. Guarded vocabulary is somewhat of a catch-all phrase that encompasses a wide assortment of teacher behaviors surrounding language. Teachers are conscious of the selection of language used, how it will be introduced, practiced and incorporated into all components of their lessons. Teachers scan text materials for their content vocabulary and decide which terms might cause further comprehension problems in instruction and direction (support vocabulary). The teacher provides activities, games and other low stress activities to build and work on this new vocabulary. S.D.A.I.E. teachers constantly monitor their rate of speech, syntax and language structure. Pre-reading activities are laced with appropriate questioning strategies that tap in to prior knowledge and experience, make concessions for language levels and promote critical thinking. Reading and writing activities are considered for the most part, guided activities. Teachers provide graphic organizers and other tools to help prepare and support students work and promote success. The third component of lesson design is using cooperative learning strategies. Cooperative learning takes advantage of student strengths and builds upon student weaknesses. Small teams, which is characteristic of cooperative learning, can reduce stress or lower the affective filter. The affective filter or student stress levels has been shown to interfere with language acquisition.

Cooperative learning provides peer support, exposes students to other ways to solve complex problems, develops social skills and provides an excellent vehicle to practice oral language skills. Part of the peer support might be pairing students with the same primary language for translation when S.D.A.I.E. strategies fail to give enough comprehensible input! Last on this list are visual clues. These visual clues provide literally a visual way to describe key words and concepts. Teachers may find pictures, models, manipulatives, gestures and body language, realia (the real stuff), or demonstrations to represent the concept. The idea is to simply make abstract concepts concrete. Visual clues should be used in all aspects of the lessons including lectures and even assessment. Curricular materials should be sought after that reflects such methodology. One such program out there at present is Houghton Mifflin's K-6 science program, "DiscoveryWorks 2000". In this program the publisher went out of their way to provide all of these methods within the program and adds suggestions in practically every lesson for teachers to explore and try to help their English Language learners.

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of my colleagues so aptly put it, “these students are language different, not learning disabled. I just have to find the right way to present my lessons so they understand and can prove it to me.” In a very real sense, the world is shrinking, and with it, we are becoming less isolated. With this lack of isolation, we must be prepared to accept and welcome peoples with different beliefs, backgrounds, and languages into our society. With this welcome, we will need to provide a vehicle within our educational system for students to acquire English so that they may continue their education and learn the language of their new country. As the newest members of the United States of America, English will be a tool they will need to be successful in business and the communities in which they live. S.D.A.I.E. seems to provide some of the most viable and effective ways for students to learn English.

Important Note: The schedule presented is designed to be flexible enough so that it can be adjusted to meet the needs of the teachers in the training. Examples activities may be substituted to better meet the needs with respect to content and/or grade levels in the group. The sequence may also be adjusted by the instructor to insure comprehension of the group and to follow important concerns.

Day 1 Agenda

Morning Session:

6. Introduction and warm-up activities (choices based upon grade level of teachers) (½ hour)
7. Setting the tone – Overview of the program and objectives
8. Activity 1 – Example of SEI Methods using content – Selected from lessons in science, social studies, mathematics, language arts or other content. *(The specific purpose is to allow teachers to interact with content to experience the SEI Strategies using SDAIE methods. Teachers will debrief the activities and through a guided discussion build the design of the lessons.)* (2 hours)
9. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.)* (1 hour)
10. Video Analysis: 7 Teaching Tips for ELL Students. Worksheets included to support discussion.

Lunch

6. Cooperative Groups Activity – Design a Cultural Scavenger Hunt *(Teachers need to be aware of the various cultures within their classroom and school. The activity illustrates the role of culture and how to cultural awareness to classrooms.)* (½ hour)
7. Cooperative Grouping and Strategies – *(The selected activities illustrate how to effectively design cooperative classrooms. Teachers will work through activities that model at least 5 different cooperative structures and how ELL students can actively participate. Alternative assessment options will also be discussed.)* (1 hour)
8. Multimedia Presentation – Power Point presentation on SDAIE/SEI Components and Video clips to show teachers and students interacting with these strategies. (1 hour)
9. Writing activity (X-ray writing) – Demonstrates the integration of ELL proficiency standards in content instruction. How to differentiate the lesson to include different writing genres. *(The activity demonstrates the use of ELL standards, building the schema for students to interact with the activity and complete the task. Vocabulary building, graphic organizers and scaffolding are demonstrated and modeled.)* (1 ½ hours)
10. Reflective Journal writing activity and summation.

Day 2 Agenda

Morning Session:

11. Warm-up activities (choices based upon grade level of teachers) (¼ hour)
12. Questions from Reflective Journal Writing previous day. (½ hour)
13. Activity 1 – Comparing Lessons Illustrating Comprehensible Input and a Lack of Comprehensible Input. *(In this session we place the teachers in the same kind of situations they place their students. In one lesson,*

you are completely dependent upon language, oral or written to follow and participate. In the second lesson, context clues and activities provide access to the vocabulary and the concepts.)

14. (1 ½ hour)
15. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.)* (1 ½ hour)
16. Program Design – Effective programs in schools. Teachers work through several successful designs available to schools based upon resources, community and philosophical positions.

Lunch

17. Web Site Access and Graphic Organizer - *(Teachers will be introduced and shown how to gain access to the web site www.Rohac.com. This web site has thousands of pages of lesson plans, strategies and activities ready for teachers to add to their curriculum. A bulletin board, video downloads and additional educational links along with an option for continued consultations are available to the teacher through their computer. Teachers will also be provided with evaluation CD's of the programs Inspiration and Kidspiration. These graphic organizer programs provide teachers with the ability to visualize and connect concepts and vocabulary. A brief demonstration followed by an activity enhanced with graphic organizers concludes this portion of the session.)* (½ hour)
18. Reading Activity – Cued Retelling – Review the strategy with a substantially more sophisticated reading. Teachers are expected to design their own “Cued Retell with their classroom materials. *(A reading strategy to promote reading comprehension and reading speed. Combined with readability tools found in such software as Microsoft word teachers can edit and design reading materials for a variety of reading abilities so that they can be differentiated to meet the needs of students at a number of reading levels.* (1 ½ hours)
19. Video Presentation – “Our Kids”. (Parts 1 and 2) An excellent video to illustrate student identification, placement, testing and strategies to help with early days in the classroom. (1 hour)
20. Reflective Journal writing and evaluation of the course.

Day 3 Agenda

Morning Session:

21. Warm-up activities (choices based upon grade level of teachers) (¼ hour)
22. Questions from Reflective Journal Writing previous day. (½ hour)
23. Activity 1 – How did you get so moldy? An excellent activity to illustrate how ELD and SDAIE can be blended to work on reading, vocabulary, critical thinking, and the scientific method. (½hour).
24. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.)* (1 ½ hour)
25. Video Presentation – Comparing a SDAIE Lesson and Traditional Lesson: The same teacher teaches the same lesson twice. First to English speakers and then to ELL students. Teachers get to see first hand where instruction is modified, how questions are developed and how he establishes “comprehension” in all students. (1 hour)

Lunch

26. Planning SDAIE Lessons: Teachers will be engaged in planning SDAIE lesson materials. (1 ½ hour)
27. Reading Activity Pantomime A Tale – Review the strategy and participate in the fun. Teachers would then decide where and how to implement the strategy in their own content area. (1 hours)
28. JR Simplot Activity – Mining Chocolate chip cookies. This is a reasonably sophisticated approach to presenting supply and demand concepts. ((1 hour)
29. Video Presentation – Support Vocabulary Woes. A veteran teacher gets into problems with her EL students because she fails to think through her support vocabulary before the lesson. Work sheet supports the discussion after viewing. (½ hour)
30. Reflective Journal writing and evaluation of the course.

Day 4 Agenda

Morning Session:

31. Warm-up activities (choices based upon grade level of teachers) (¼ hour)
32. Questions from Reflective Journal Writing previous day. (½ hour)
33. Activity 1 Discussing the Lesson Plans – Teachers will work in small groups and discuss how their planned lessons went in their classrooms. General discussion lead by instructor to follow/supported with PowerPoint presentation on SDAIE lessons. (1 hour)
34. Vocabulary Building and feedback mechanisms. *(Teachers will look at, design and discuss useful vocabulary building activities. Teachers need to recognize that their goal is to get language out, not language in and as a result how vocabulary is developed and practiced requires active participation and student engagement.)* (½ hour)
35. Video Presentation – Observation of teachers demonstrating different aspects of SDAIE methods. Teachers to debrief each clip. (1 ½ hour)

Lunch

36. Authentic Assessment Discussion: Teachers will discuss and interact with materials that reflect specific authentic assessment techniques. One powerful example is a set of computer assisted tests designed to run on PowerPoint. These secondary science exams illustrate how questions can be visually supported to test knowledge of the content area and support ELD in the process. (1 hour)
37. Social Studies activity: An activity to illustrate the value and potential of graphic organizers. “New Years Celebrations in 3 Countries” is designed to have teachers research, organize and present materials using graphic organizers. Which tool to use and why is demonstrated in the activity. (1 hour)
38. Reading Activity – Cued Retelling – Review the strategy with a substantially more sophisticated reading. Teachers are expected to design their own “Cued Retell with their classroom materials. *(A reading strategy to promote reading comprehension and reading speed. Combined with readability tools found in such software as Microsoft word teachers can edit and design reading materials for a variety of reading abilities so that they can be differentiated to meet the needs of students at a number of reading levels.* (1 hours)
39. Video Presentation – “Our Kids”. (Parts 3 and 4) An excellent video to illustrate student identification, placement, testing and strategies to help with early days in the classroom. (1 hour)
40. Reflective Journal writing and evaluation of the course.

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