



# Professional Development & Coaching Contract



Client: Multicultural Academy  
 Contact: Terry Farha  
 Delivered on: March 19, 2025  
 Submitted by: Molly Sholten

# Introduction to IEE

Dear Educator,

We recognize that educating students is an exhausting task and it is probably the most important challenge our communities face today! Our team strives to work alongside your staff to engage teachers and school leaders in the work that matters most.

Research tells us that collaboration is key to improving student outcomes. Our team is trained in Cognitive Coaching and Adaptive Schools to support your school in building collaborative practices around the continuous improvement goals you identify. From improving instruction to developing PLC practices our team knows how to mitigate thinking and move both individuals and teams forward.

We are excited to engage in this partnership to improve student outcomes in your district. Thank you for the opportunity to support the great work you and your team are doing on behalf of kids.

Educationally Yours,

A handwritten signature in black ink, appearing to read 'Molly Sholten', written in a cursive style.

Molly Sholten

Executive Director

The Institute for Excellence in Education

# Our Heart

## OUR VISION

We want to see a world where every educator fosters a learning environment where all children are excited about learning, their natural curiosities are nurtured, and they use innovation and creativity to solve real-world problems in preparation to become the leaders of tomorrow.

## OUR MISSION

Through professional development and coaching, IEE serves as a catalyst to empower educators to exceed the demands of an ever-evolving education environment in order to meet the unique learning needs of every student.

## OUR BELIEFS

Our team's shared beliefs are built from a passion to provide every student with excellent learning opportunities.

- All decisions, big or small, must be made placing the needs of students first.
- Relationships matter...they matter a whole lot, and must be built and maintained with students and colleagues.
- All sustainable, deep school improvement and change must take place from the inside out.
- The adults in every school control all the variables necessary to ensure success for all students.
- The quality of adult conversations in schools mediates the student success.
- Collaboration is not optional, it is absolutely essential to meet the needs of 21st century learners and collaboration is a skill that must be learned and practiced.
- Individual's behaviors are governed by the identities and beliefs they hold.
- There is not a curriculum, a program, or a strategy that can substitute for effective teaching.
- Data must consistently and consciously guide decisions about teaching and learning.
- Coaching supports teachers and administrators as they become self-directed, reflective learners.

## INTERNATIONAL ACCREDITORS FOR CONTINUING EDUCATION & TRAINING

The Institute for Excellence in Education is an IACET Accredited Provider and adheres to IACET's internationally recognized ANSI/IACET Standard for Continuing Education and Training. IEE may award CEUs and SCECHs based on this accreditation. Reach out to the IEE team directly to learn more or to arrange CEUs or SCECHs for your team.



# Scope of Services Offered

## COACHING

Ongoing job-embedded coaching is vital to implementing sustained changes in a school environment as it ensures that new learning is carried out with fidelity. IEE's coaches work side-by-side with educators, modeling new methods and co-teaching in classrooms, for the specific purpose of empowering educators to make continued improvements to their practice. Our team of experienced coaches offers expertise in a variety of areas, such as leadership, instruction, content-area specialties, data, and technology.

## PROFESSIONAL DEVELOPMENT

The Institute for Excellence in Education provides high quality professional learning experiences for all participants. IEE PD is grounded in Learning Forward's Standards of Professional Learning, providing school communities with holistic and systematic experiences that lead to sustained changes in practice. Our presenters are expert facilitators trained in leading adult learners through new processes and cognitive conflict. We work with schools to identify their professional development needs and ensure learning is embedded in the school improvement process.

## WORKSHOPS

Team members of IEE stay on the cutting edge of current research and legislative changes impacting instruction and practice. We bring this information to the practitioners in the field. These short term 1-4 day face to face and virtual training sessions engage participants in research based strategies which transform classrooms and schools. They support the learning of individual teachers and principals rather than the school-wide implementation like that found in our professional development sessions.

## VIRTUAL PROFESSIONAL LEARNING

The Institute for Excellence in Education recognizes the importance of continuous learning and the struggle of being away from the classroom. IEE's professional learning courses allow educators to engage in professional learning on their own time and at their own pace. Courses focused on deepening educator understanding of curriculum standards, special education, on-line instruction and others keep knowledge and skills current. All virtual professional learning courses are competency based.

## MASTERING MIDDLE SCHOOL

The Institute for Excellence in Education is now offering a micro-credential series, called a stack, aimed at improving the skills, knowledge, and practices of middle school educators. The "Mastering Middle School Young Adolescent Development" series supports educators as they explore the unique needs and characteristics of young adolescents. Once educators are able to differentiate the needs of students ages 10-15 from elementary students and high school students, they understand why traditional primary and secondary approaches are not effective for middle school students.

Practitioners examine and develop practices and systems which meet the unique demands of middle-grades students through additional micro-credential courses offered in the stack.



# PRODUCTS

IEE offers a wide range of products to support instruction. Here are a few of them:



## Focused Instructional Model (FIM)

The Focused Instructional Model is a research-based instructional method that trains teachers to develop integrative lessons that naturally demonstrate real-world application. Teachers use the process to monitor their students' mastery of the content and provide interventions when appropriate. It is an integrative, holistic approach to teaching built upon instructional best-practices. The FIM system is available in mathematics, science, and English language arts.



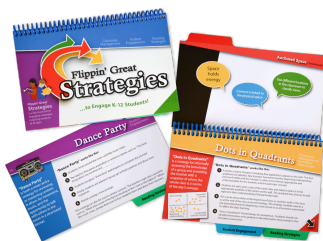
## FIM Brag Tags

Brag Tags work alongside IEE's Focused Instructional Model Mathematics program, as a classroom incentive system that are used to encourage, promote, and celebrate positive behavior and learning goals. There are 2 types of tags, Character and Mathematical. The mathematic tags are directly linked to the FIM program-as the students take the Progress Monitoring Tests and learn required math skills, they receive math achievement tags. When a student demonstrates a behavior that the teacher feels is exemplary, a non-cognitive tag is rewarded to that student.



## Math Strengths & Stretches Sets

With Math Strengths and Stretches teachers move students through the learning continuum, concrete to abstract, using the Build, Draw, Solve process. This tool provides the intervention teachers everywhere are looking for to support student learning. Math Strengths and Stretches includes a series of grade specific practice manuals and personal or school wide professional development. Put Math Strengths and Stretches to work in your classroom!



## Flippin' Great Strategies

Students are motivated to learn when they are engaged in unique ways. The Flippin' Great Strategies book supports teachers in quickly identifying strategies that support student learning. This desktop reference book provides teachers with easy access to multiple strategies.



## Strides Kit

Close and critical reading is paramount to student success on standardized assessments. But what is it and how can teachers teach students to value multiple reads of the same text? The IEE Stride Kit can help. Each kit contains 4 easy to follow steps. Summarization, Analysis, Purpose Attainment, and Connections provide students and teachers with a different focus for each read. Each step has its own set of cards with explanations, questions, strategies, how it works, key vocabulary, application, and additional web resources in order to ensure that the teachers and the students have a well rounded understanding of the concept. Purchase your Strides Kit today and support your students in their close and critical reading strategies.

# Proposed Services

## COACHING

Coaching Area:	Number of Days:	Cost per Day:
English Language Arts	17	\$ 1,000.00
		\$
		\$
		\$

The Institute for Excellence in Education will provide coaching support to teachers focusing on Tier I Instruction, Best Practices and Student Engagement to support English Language Arts.

## PROFESSIONAL DEVELOPMENT

Topic:	Number of Days:	Cost per Day:
		\$
		\$

TYPE DESCRIPTION HERE

PRODUCTS

Description	Price	Qty	Subtotal
	\$0	0	\$0
	\$0	0	\$0
	\$0	0	\$0

TYPE DESCRIPTION OF PRODUCTS HERE

# Project Details

## TIME FRAME

This work will be completed during the 2024-2025 school year. Specific professional development days are:

## OUTCOMES

As a result of the work described in this proposal, participants will...

## EVALUATION

IEE will gather and provide information to you about the progress and impact of the project. This information can be utilized to support your required reporting on the Program Evaluation Tool, Advanced-Ed Annual Report, and School Improvement Processes. The information provided by IEE should not be used for teacher/administrator evaluation purposes or other high stakes decisions. (Check those that apply)

### Description

<input type="checkbox"/> Narrative Report	\$0
<input type="checkbox"/> Progress Monitoring Test	\$0
<input type="checkbox"/> Standardized Test	\$0
<input type="checkbox"/> Survey Data	\$0
<input type="checkbox"/> Teacher Feedback	\$0
<input checked="" type="checkbox"/> Other	\$0

# Your Investment

Below is the budget we've estimated based on the project details outlined earlier in this proposal. If you have any questions about our pricing or need to increase or decrease the scope of work, please leave a comment and let us know.

## CORE BUDGET CHART

Description	Price	Qty	Subtotal
Coaching Rate	\$1,000	17	\$17,000
PD Rate	\$0	0	\$0
FIM Daily Practice	\$0	0	\$0
Total			\$17,000



# IEE - Backed by Research

## FIM | Focused Instructional Model

### Proven, Evidence-Based

Supporting Effective Educator Development  
Grant from the U.S. Department of Education

In 2015, The Institute for Excellence in Education was part of a team of educators that received the Supporting Effective Educator Development (SEED) grant. IEE and its Focused Instructional Model took the lead on the math side of the Power of Two project, which was an initiative of the National Forum to Accelerate Middle Grades Reform. The Power of Two provided students with a paired intervention experience in English Language Arts and mathematics classrooms. The purposeful pairing of these subject areas addressed the need for students to make rapid academic growth in a short period of time (one school year).

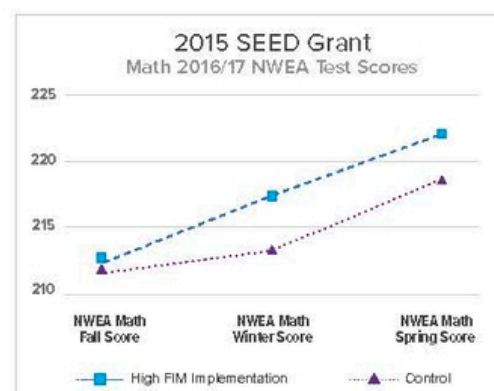
6th and 7th grade teachers in Michigan (multiple districts), North Carolina (Charlotte-Mecklenburg Schools), Illinois (Chicago Public Schools), and California (Moreno Valley School District) received training and coaching around the Focused Instructional Model. There was a **robust data collection** component of the SEED project – a randomized controlled trial (RCT) was spearheaded by the Center for Prevention Research and Development (CPRD) from the University of Illinois. Using a treatment vs. control study, data was collected from 53 classroom pairs across the 4 states, with 1,095 students involved in the study.

Treatment students that used the Focused Instructional Model for one year in classrooms where the model was implemented with high fidelity showed statistically significant greater math achievement than students in control classrooms. These students were more likely to initiate positive interactions with each other, were more motivated to do well in school, held higher academic expectations, lower negative mindset, and lower disruptive behavior when compared to students in the control classrooms.

The project team was encouraged and excited to see these results after only one year of implementation of the Focused Instructional Model. During the second year of the study, control classes received the FIM training and coaching. Positive results from this study resulted in other schools and grade levels in these four states adopting the Focused Instructional Model in hopes of replicating these increases in student achievement.



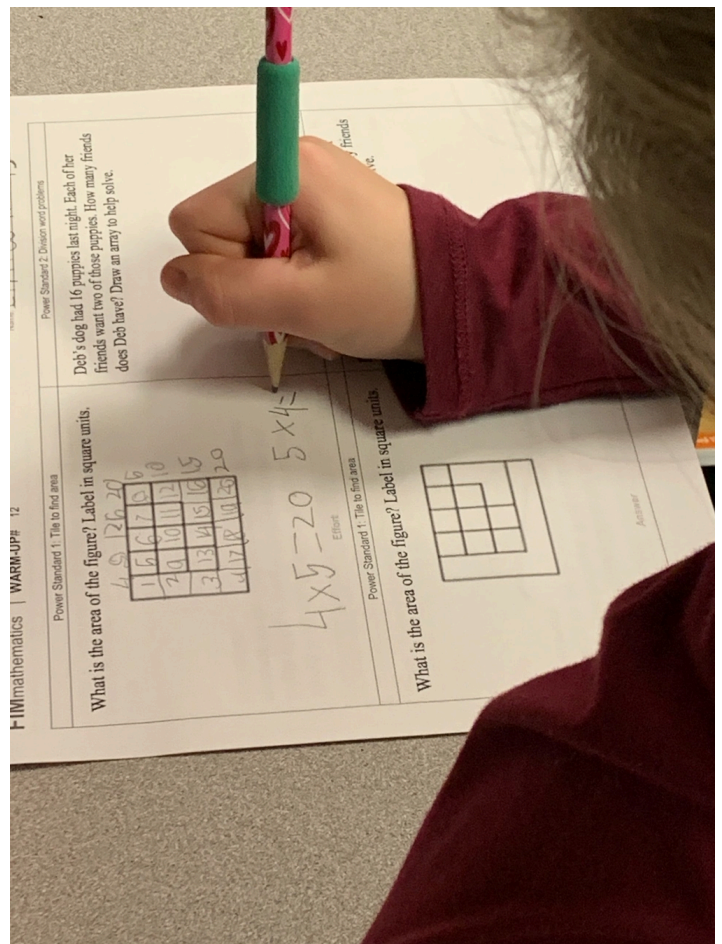
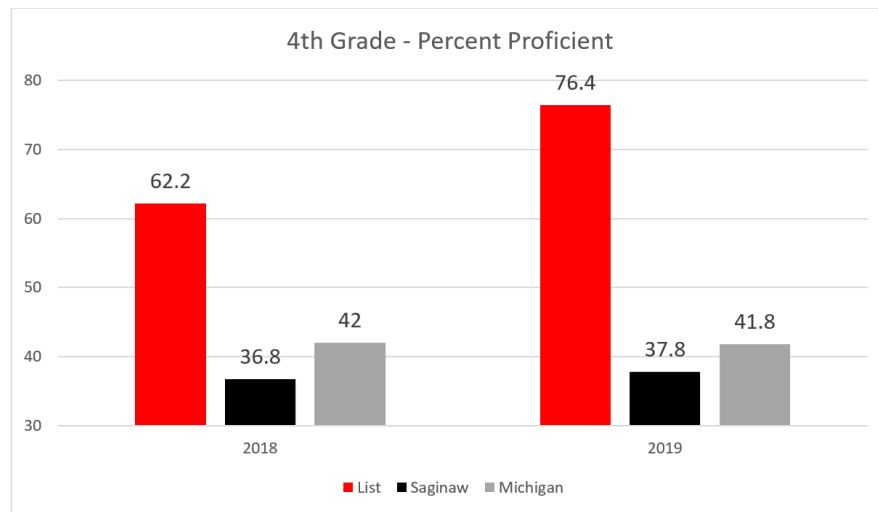
*A teacher at JM Alexander Middle School in Charlotte, North Carolina guides her students through the FIM process.*



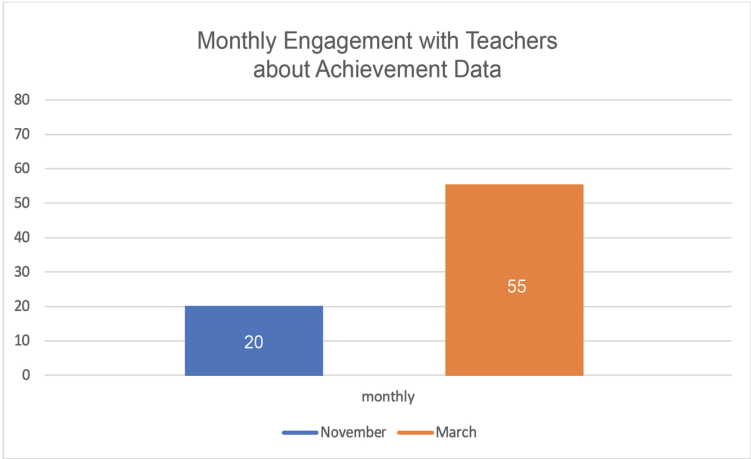
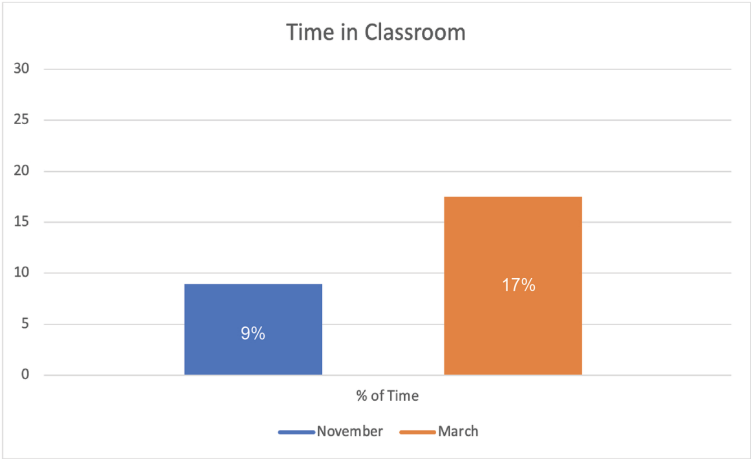
*Statistically significant changes in NWEA Math Score for Treatment vs Control*

# IEE School Partners Leading the Way...

Lorenz C. List Elementary School in Frankenmuth is home to approximately 520 K-4th grade students. The teachers are dedicated to providing the best possible learning opportunities for their students. In the winter of 2018, List teachers received training on IEE's Focused Instructional Model (FIM) for math. Teachers were active and engaged throughout the PD and implemented FIM for a few months at the end of the school year in order to get the program up and running in classrooms. The 2018-2019 school year was the first full year of FIM implementation for List Elementary, and their M-STEP scores skyrocketed! Jill Waliczek, principal at List, said, "*The Focused Instructional Model in Math has provided us with not only a focus on the power standards that our students need most, but also data to support curricular decision making. We have never experienced such purposeful focus on math, based on solid data, to drive our instructional practices.*" Let's celebrate the persistence and determination of the teachers and students at List by examining some of the academic growth made by 3rd and 4th grade students.



School leaders in Bay City Public Schools are laser focused on improving student achievement through concentrated support focused on developing instructional leadership capacity. Monthly seminars combined with weekly leadership coaching provides building principals, assistant principals and teacher leaders with opportunities to collaborate with a thought partner focused on helping them reach their individual and collective instructional goals. Participant feedback has been powerful and demonstrates how a focused effort moves the needle in practice and performance. The district is only eight months into the project and already they are seeing shifts in school leader practices.



# References

DON'T FORGET TO DO YOUR HOMEWORK. CHECK OUR REFERENCES...

**Bay City Public Schools**

Patrick Malley, Chief Academic Officer | malleypp@bcschools.net | (989) 671-8164

**Watervliet Public Schools**

Ric Seager, Superintendent | rseager@watervlietps.org | (269) 463-0300

**Wyandotte Public Schools**

Jessica Shipman, Instruction & Assessment Coordinator | shipmaj@wy.k12.mi.us | (734) 759-6021

# Agreement



**Professional Services Agreement Between  
The Institute for Excellence in Education  
And  
Multicultural Academy**

WHEREAS, this **PROFESSIONAL SERVICES AGREEMENT** ("Agreement") is made effective as of March 19, 2025, by and between **The Institute for Excellence in Education** (hereafter referred to as the "**INSTITUTE**") and **Multicultural Academy** (here after referred to as "**CLIENT**").

Client Name: Multicultural Academy

Contact: Terry Farha

Address:

WHEREAS, the **INSTITUTE** is engaged in an independent business and has complied with all federal, state and local laws regarding business permits and licenses of any kind that may be required to carry out the Professional Services to be performed under this Agreement, and the **INSTITUTE** acknowledges its responsibility for payment of income and self-employment (social security) tax as required by law;

WHEREAS, the **CLIENT** would like to contract with the **INSTITUTE** for professional development activities;

THEREFORE, in consideration of the foregoing representations and the following terms and conditions, the parties agree as follows:

**1. Professional Services to be Performed:**

The **INSTITUTE** will provide 17 days of literacy coaching to support teachers focusing on Tier I, Best Practices and Student Engagement. The cost of the coaching is \$1,000 per day for a total cost of \$17,000. In the event that the school moves to a virtual teaching environment the coaching will also continue virtually. Coaching may become virtual when it is in the best interest of the client and the Institute.

## **2. Compensation and Terms of Payment:**

For the performance of the tasks referenced in section 1 of this Agreement, Client will pay the **INSTITUTE** a total of \$17,000.00. Payment will be due upon the below payment schedule.

\$8,500.00 due August 1, 2025

\$8,500.00 due February 1, 2026

Payment will be made to **The Institute for Excellence in Education** and mailed to:

711 West Pickard Street  
Suite M  
Mt. Pleasant, MI 48858

## **3. Period of Performance:**

The period of performance for this Agreement is July 1, 2025 through June 30, 2026.

## **4. Non-Competition and Conflicts of Interest:**

**CLIENT** acknowledges that The Institute is engaged or may engage directly or indirectly in other business or ventures and **CLIENT** reserves no rights with respect to those activities.

## **5. Confidentiality and Non-Disclosure:**



The **INSTITUTE** understands that while providing Professional Services identified in this Agreement, The Institute may have access to confidential, private and/or proprietary information of **CLIENT**. The **INSTITUTE** agrees to maintain the confidentiality and privacy of this information and further agrees not to use any of this information for any reason other than the performance of the Professional Services outlined in this Agreement.

The **INSTITUTE** agrees that all confidential information will remain in a secure location and under the control of the Institute at all times. Once the legitimate needs for the **INSTITUTE'S** access to this information has ended, the **INSTITUTE** agrees to promptly remove and destroy all confidential, private, and/or proprietary information in its possession or return control of this information to **CLIENT**.

#### **6. Termination:**

This agreement shall terminate on June 30, 2026. Either party may terminate agreement with 30 day written notice to the other party. If **CLIENT** chooses to terminate agreement within 90 days of the end of the contract **CLIENT** will pay the **INSTITUTE** 50% of the outstanding balance of the contract. The **INSTITUTE** shall be reimbursed for all obligations properly incurred prior to date of termination.

#### **7. No Hire Clause:**

During the term of this Agreement and for a period of one (1) year after the execution of this Agreement, **CLIENT** agrees not to, directly or indirectly, initiate employment discussions with, hire or use in any way the services of an employee or contractor of the **INSTITUTE**. The **CLIENT** specifically agrees that a material, uncured breach of this provision will entitle the **INSTITUTE** to agree upon liquidated damages in the amount of One Hundred Thousand dollars \$100,000 per occurrence. Subject to the time limitation set forth in the first sentence of this paragraph, this provision applies to employees and contractors who are no longer employed by the **INSTITUTE** but were so employed at any time during the term of this Agreement.

#### **8. Data Use:**

**CLIENT** agrees to allow the **INSTITUTE** to use classroom, school-wide, grade level data for the sole purpose of reporting and marketing.

#### **9. Indemnification:**

**CLIENT** agrees to indemnify and hold the **INSTITUTE** and its employees or agents harmless from any and all suits, claims, damages, costs, and expenses of every kind and nature which may or might be asserted against the Institute and its employees or agents by another or others resulting directly or indirectly from the acts of omissions of **CLIENT**.

#### **10. Amendments, Changes, and Modifications:**

This Agreement may be supplemented, amended, or revised only in writing by agreement of the parties.

#### **11. Governing Law:**

This Agreement will be governed by and construed pursuant to the laws of the State of Michigan.

#### **12. Entire Agreement:**

This Agreement constitutes the entire Agreement and supersedes any and all prior statements, representations or understandings whether oral or in writing.

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The parties have caused this Agreement to be executed as of the day and year first written above.

#### **INSTITUTE FOR EXCELLENCE IN EDUCATION**



2025-05-07 20:41:56 (ADT)

Molly Sholten

Institute for Excellence in Education

#### **Multicultural Academy**



2025-05-02 16:39:47 (ADT)

Terry Farha

Multicultural Academy

# Final Steps

1. Please read the contract on the previous page to make sure you understand all the details. It's really important to us that our descriptions meet your schools needs and we hold a common understanding of the work.
2. If you have any questions at all, please let us know. We're happy to clarify any points and there may be some items that we can sort out together. We're committed to finding the best way to work together.
3. Once you feel confident about everything and are ready to move forward, please click the 'sign here' button on the final page of the contract.
4. Sign in the box that pops up to make the acceptance official.
5. Once we receive notification of your acceptance, we'll contact you shortly to get the project rolling.
6. We'll email you a separate copy of the signed contract for your records.
7. If you'd like to speak to us by phone, don't hesitate to call 989-317-3510.