

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Educational Epiphany **EMAIL:** jerry@educationalepiphany.com

ADDRESS: _____

DATES OF SERVICE TO BE COMPLETED: 2026-2027

SCHOOL DISTRICT CONTACT: Dr. Sharon Williams

COMPENSATION: \$ 227,000

DESCRIPTION OF DUTIES:

Year long schedule for professional learning - including workshops and training sessions for Teachers PL Topics, District Designees Cohort PL Topics, Central Office Personnel and Principals Cohort PL Topics, Assistant Principals and Deans of Students Cohort PL Topics, Professional Learning

Is this a Subscription/Software: Yes or No

If NO, go to next section. If YES, complete below, then go to next section (no vendor signature)

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes or No

Requester Name/Building: Administration Center

Budget Code: T+L Dept. TBD

Signature of Vendor: Donyall Dickey **Date:** 06/04/2026

Signature of Budget Administrator: Sharon Williams **Date:** 6/4/26

Superintendent or School Board President

Date

June 4, 2026

Dr. Sharon Williams
Superintendent
Rock Island- Milan School District 41
2000 7th Avenue
Rock Island, IL 61201

Please accept this proposal for a multi-tiered professional learning initiative designed exclusively for key personnel in Rock Island-Milan School District 41. Grounded in research-based instructional practices and informed by the specific needs of your learning community, this proposal outlines a coherent, purposeful framework for professional development that will produce significant and measurable improvements in student outcomes across all grades and disciplines.

The proposal is organized around **four cohorts of professional learning**: (1) teachers, (2) district designees, and (3) central office personnel and principals, and (4) assistant principals. Each cohort will receive targeted, role-specific professional learning designed to build the precise knowledge and skills required to elevate instructional quality at every tier of the system.

Teachers

Epiphany personnel will facilitate two high-impact, in-service learning experiences for a cohort of teachers on each campus embedded within existing structures for site-based professional development — both sessions to be delivered in the Fall of 2026, where scheduling permits. Each workshop will be engaging, hands-on, and laser-focused on the educator behaviors most directly linked to significant gains in student achievement.

Focus 1: Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement

Epiphany personnel will assess and strengthen participant understanding of the transformational power of standards-informed, performance-based objectives — and build participant capacity to use precisely crafted learning targets as concrete road maps for planning, delivering, and evaluating the strength of instruction. Participants will also develop the ability to use those same learning targets as springboards for building deep conceptual understanding of academic language among both faculty and students.

Additionally, participants will explore the immediate and lasting impact of teaching and assessing general and domain-specific academic language across grades and disciplines. Best practices for the seamless integration of the following research-based literacy strategies into daily teaching and learning will be addressed: (a) point-of-use annotation of the objective, (b)

the Universal Language of Literacy, (c) Greek and Latin word parts, (d) the four types of context clues, (e) word walls, (f) high-frequency words, and (g) purposeful exposure to complex texts that bring students up to grade-level demands rather than reducing the demands to meet students where they are.

Focus 2: Revisiting the Gradual Release of Responsibility, the 5Es, and the Planning Table

Epiphany personnel will assess and strengthen participant understanding of two of the most research-validated frameworks for conceptualizing, planning, and delivering instruction — the Gradual Release of Responsibility, applied across English Language Arts, Mathematics, Social Studies, and Electives, and the 5Es of Effective Instruction, applied within Science. Through content-specific, hands-on workshops, participants will develop a precise and practical understanding of the purpose, process, and pedagogical power of each phase of both frameworks — and will leave equipped to use them not as procedural checklists, but as dynamic planning tools that ensure every student has consistent access to instruction that is intentional, sequenced, and designed to promote genuine transfer of conceptual understanding.

District Designees

Epiphany personnel will facilitate six professional learning opportunities for a carefully selected cohort of teacher leaders representing each school and content area across the district. Each of the six sessions will be purposefully sequenced, building participant knowledge and capacity in a deliberate progression — from foundational conceptual understanding to practical application to the kind of deep pedagogical fluency that makes it possible to support the growth of colleagues with confidence, precision, and credibility. The goal is not merely to inform this cohort. It is to develop within them the instructional leadership capacity to extend, reinforce, and protect the integrity of this work long after Epiphany personnel have concluded their direct engagement with the district — ensuring that what is built together is not dependent on any single external voice, but is owned, sustained, and advanced from within. Sessions will align with the following foci, each with a part one and part two:

1. Simulated Demonstration Lessons for English Language Arts, Mathematics, Science and Social Studies [Aligned with Professional Learning for Teachers] and Districtwide Instructional Practices
2. Rethinking Professional Learning Communities
3. Aligning Classroom Design with Student Outcome Data K-12
4. Exploring the Demands of Instructional Leadership

Central Office Personnel and Principals

Epiphany personnel will facilitate six professional learning sessions for central office personnel and principals. Each session is purposefully designed to strengthen instructional leadership capacity and equip district and campus-based leaders with the knowledge, tools, and shared language necessary to support, monitor, and decisively advance high-quality instruction across every building in the district. Sessions will be organized around the following foci:

Focus 1: Instructional Leadership Roundtable/Exploring the Demands of Instructional Leadership

Epiphany personnel will engage participants in a structured, candid roundtable discussion designed to calibrate district and campus-based leaders around a shared, unambiguous vision of strong instructional leadership. This is not a passive listening experience — it is a deliberately facilitated professional conversation that will surface existing assumptions, build common language, and establish the core pillars and correlating actions of instructional leadership as a foundation for everything that follows.

Focus 2: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas

Building directly upon the learning facilitated in teacher-facing sessions, this focus equips campus-based and central office leaders with the deep conceptual understanding and observational precision necessary to recognize, reinforce, and coach the effective use of standards-informed, performance-based objectives and high-impact academic language strategies across all grades and disciplines. The Epiphany team will model best practices through a series of core content classroom simulations in which half of the participants take on the role of students while the other half serve as fishbowl observers. Following the simulation, participants will collaboratively share observation notes and evaluate whether the established look-fors were achieved — identifying areas of strength and opportunities for continued growth in their instructional leadership practice.

Focus 3: Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas

Many students have learned — through years that if they wait long enough, the adult in the room may do the cognitive heavy lifting on their behalf. In this session, Epiphany personnel will deepen participants' understanding of two cornerstone instructional planning and delivery frameworks — the Gradual Release of Responsibility and the 5Es of Effective Instruction — equipping leaders to recognize and address learned helplessness, honor the full range of cognitive abilities in their buildings, and coach teachers toward instruction that consistently demands the highest levels of student thinking. The Epiphany team will model best practices through a series of core content classroom simulations in which half of the participants take on the role of students while the other half serve as fishbowl observers. Following the simulation, participants will collaboratively share observation notes and evaluate whether the established look-fors were achieved — identifying areas of strength and opportunities for continued growth in their instructional leadership practice.

By the conclusion of this workshop, campus-based leaders will be equipped to support and coach teachers in the following areas:

1. Recognizing and reinforcing the effective use of the Gradual Release of Responsibility model to drive rigorous, student-centered instruction across all grades and disciplines — ensuring

that independence, not dependence, is the consistent destination of every lesson.

2. Identifying and championing best practices for implementing the 5Es model to promote inquiry, discourse, and genuine discovery in science instruction and beyond.
3. Developing a comprehensive, actionable vision for coaching teachers to integrate both models into daily practice — improving instructional coherence, deepening student engagement, and producing measurable improvements in learning outcomes across their school buildings.

Assistant Principals

Epiphany personnel will facilitate six professional learning sessions for assistant principals and deans of students. Each session is purposefully designed to strengthen instructional leadership capacity and equip district- and campus-based leaders with the knowledge, tools, and shared language necessary to support, monitor, and meaningfully advance high-quality instruction across every building in the district. Sessions will be organized around the following focus areas:

Focus 1: Instructional Leadership Roundtable/Exploring the Demands of Instructional Leadership

Epiphany personnel will engage participants in a structured, candid roundtable discussion designed to calibrate district and campus-based leaders around a shared, unambiguous vision of strong instructional leadership. This is not a passive listening experience — it is a deliberately facilitated professional conversation that will surface existing assumptions, build common language, and establish the core pillars and correlating actions of instructional leadership as a foundation for everything that follows.

Focus 2: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas

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2. Identifying and championing best practices for implementing the 5Es model to promote inquiry, discourse, and genuine discovery in science instruction and beyond.
3. Developing a comprehensive, actionable vision for coaching teachers to integrate both models into daily practice — improving instructional coherence, deepening student engagement, and producing measurable improvements in learning outcomes across their school buildings.

Proposed Professional Learning Schedule by Cohort

	Teachers PL Topics	Month
1	Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement	September
2	Revisiting the Gradual Release of Responsibility, the 5Es, and the Planning Table	November

	District Designees Cohort PL Topics	Month
1	Part I: Simulated Demonstration Lessons for English Language Arts, Mathematics, Science and Social Studies [Aligned with Professional Learning for Teachers] and Districtwide Instructional Practices	July
2	Part II: Simulated Demonstration Lessons for English Language Arts, Mathematics, Science and Social Studies [Aligned with Professional Learning for Teachers] and Districtwide Instructional Practices	August

3	Aligning Classroom Design with Student Outcome Data K-12	September
4	Part I: Rethinking Professional Learning Communities	October
5	Part II: Rethinking Professional Learning Communities	November
6	Part I: Exploring the Demands of Instructional Leadership	January

	Central Office Personnel and Principals Cohort PL Topics	Month
1	Instructional Leadership Roundtable/Exploring the Demands of Instructional Leadership	July
2	Part I: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas	August
3	Part II: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas	September
4	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- ELA/ Social Studies	October
5	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- Mathematics	November
6	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- Science	January

	Assistant Principals and Deans of Students Cohort PL Topics	Month
1	Instructional Leadership Roundtable/Exploring the Demands of Instructional Leadership	July
2	Part I: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas	August
3	Part II: Supporting Leveraging Performance-Based Objectives and Academic Language to Promote Significant Student Achievement through Demonstration Lessons for the Core Content Areas	September
4	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- ELA/ Social Studies	October
5	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- Mathematics	November
6	Supporting Leveraging Gradual Release of Responsibility and the 5Es Demonstration Lessons for the Core Content Areas- Science	January

Compensation Agreement

Rock Island-Milan School District 41 agrees to compensate Educational Epiphany a total of **\$227,000.00** for all services rendered under this agreement. Travel-related expenses are included within the total compensation and will not be billed separately. The breakdown of this agreement is as follows:

Professional Learning	Quantity	Price	Amount
Teachers Professional Learning (Two Individual Campus Visits)	12	\$7,500	\$90,000.00
District Designees Cohort	6	\$7,500	\$45,000.00
Central Office Personnel and Principals Cohort	6	\$7,500	\$45,000.00
Assistant Principals and Deans of Students Cohort	6	\$7,500	\$45,000.00
Additional Supplies for Modeled Classroom Set-up	1	\$2,000	\$2,000.00
Total			\$227,000.00

Thank you for the opportunity to support the improvement of student outcomes at Rock Island- Milan School District 41. I personally look forward to implementing this thoughtful plan of action in support of educators and children.

Sincerely,



Donyall D. Dickey, Ed.D.
 Founder and Chief Executive Officer