



AMENDMENT NO. 1 to Professional Services Agreement

Dated August 1, 2025

This Amendment is entered into on August 25, 2025, between the Alameda Unified School District (District) and Milton Reynolds Consulting (CONTRACTOR). The District entered into a PSA with CONTRACTOR for professional development and training at AHS , and the parties agree to amend that Agreement as follows:

1. Services

Provide professional development and training through three in-person sessions to staff at Lincoln Middle School

2. Compensation

Original PSA: \$25,500.00

Amendment No 1: \$9,000.00.

Amended PSA: **\$34,500.00.**

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- ☒ There are no previous amendments to this Agreement.
☐ This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)

"DISTRICT"

By: 
Kirsten Zazo (08/26/2025 11:51:51 PDT)

Name: Kirsten Zazo
Assistant Superintendent,
Education Services

"CONTRACTOR"

By: 

Name: Milton Reynolds
Consultant

August 19, 2025

Lincoln School Proposed Scope of Work 2025/26 School Year

Cultivating and Identity Safe Learning Environment Educator Learning Seri

This work is a continuation of and a deepening of the work that was initiated at the Lincoln Middle School site in September of 2024.

The workshops being proposed are informed by the deeply held understanding that constructivist pedagogical practices are essential to implementation of effective, inclusive, empowering, and life affirming educational experiences. Intentional and research grounded shifts in instructional practices offer the possibility of challenging commonly held assumptions about student engagement, individual versus collective learning, and the role of the educator in the learning environment.

Creating a student-centered and constructivist classroom and school can deepen student learning, mitigate the role of identity contingencies in the learning domain and help create a better sense of connection and relevance for all students. These instructional shifts are especially effective for students who may not always experience full membership in the school community.

Evidence Based Concepts:

- **Stereotype threat**, is a phenomenon that occurs when there is the opportunity or perceived opportunity for an individual to satisfy or confirm a negative stereotype of a group of which he or she is a member.
The threat of possibly satisfying or confirming the stereotype can interfere with the one's performance in a variety of tasks, including but not limited to academic performance.
- **Identity safety**, a series of intentional instructional decisions to mitigate stereotype threat. By being cognizant of the ways in which these negative traditions enter the classroom and are transacted through practice, we can use the primary tools of our craft, pedagogy and reflective content to mitigate the role these dynamics play in the classroom and improve student learning and enhance teacher efficacy and effectiveness.

Session #1 – September 17 (2:10 – 4:15)

Connecting, Reflection and Reengaging

Build community and connections between educators/staff, setting the context for our work, create a space for reflection on last year's work taking time to identify concepts/ideas/practices that are still resonating from last year, identify places that need further clarification/exploration, begin to establish connections to this year's overall site-specific goals.

- *Fire Writing, Connect Extend Challenge*

Session #2 – October 15 or 31 (2:40 – 3:40 or 2:00 -3:00)

Learning is a Process, Not an Event

Illuminate the relationship between pedagogical practices that shift the cognitive/affective load on the students and why that's important for intellectual and emotional growth. We will emphasize two elements of the critical thinking dispositions.

- Committing the Rewire
- Sitting with Dissonance

Session #3 – January 30, 2026 (TBD)

Pedagogy Does the Heavy Lifting: Leveraging the Power of Constructivist, Student-Centered Practice

Investing in practices that transform learning environments is an effective and sustainable approach to generating better outcomes for all students. Strategic and thoughtful utilization of different pedagogical practices over time, is shown to increase engagement, promote connections amongst learners and deepen learning outcomes.

- Moving Beyond Essentialism
- Understanding Positionality
- Valuing Competing Narratives

Cultivating and Identity Safe Learning Environment Educator Learning Series

Experience: Teacher Workshops	Description: 3 half-days (1-4hrs) @ \$3,000.00
Dates: Sept, Oct, Jan	Amount: \$9,000

Cultivating and Identity Safe Learning Environment Educator Learning Series \$9,000.00
\$9,000.00