

Professional Development Offering

Name of Professional Development Offering

Guiding Children's Behaviors

Brief (15 to 20 Word) Description

Participants will learn how effective teachers monitor, prevent, and redirect behavior by being proactive, rather than reactive.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of "Attachment D" in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select "Other." (Also see Attachment E, Pricing Schedule.) Professional development offerings using "other" delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
X	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

Approaches toward learning (including the utilization of the arts);

Physical well-being and motor development (including adaptive skills); and

Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Gain a deeper understanding of the components of guiding children's behavior in Pre-K classrooms
- Discuss and investigate the implications of the research supporting guiding children's behavior in Pre-K classrooms
- Apply teaching strategies and approaches that promote these components in the classroom

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days

4 Hours per day

16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days

8 Hours per day

16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of "Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable

milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

Lindsey holds a Doctorate in Educational Leadership from the University of Pennsylvania, an M. Ed. in International Education Policy from the Harvard Graduate School of Education and a B.S. in Human Development and Early Childhood Education from Wheelock College.

Katherine Fleer Rowell is a Practice Manager at School Readiness Consulting. She works with Program for Parents in Essex County, New Jersey to develop Professional Learning Communities in a range of early learning settings. In addition, she organizes and facilitates professional development opportunities for early childhood professionals and volunteers in the District of Columbia. She recently partnered with the Montgomery County Department of Health and Human Services and its Child Care Resource and Referral Center to pilot an intensive approach to improving instructional practice through research-based work with teachers, coaches, directors and their supports from the County.

She began her work with young children in college--first, as a Project Literacy volunteer in a local Head Start program; next, with a movement program at the Frank Porter Graham Child Development Center. After graduate school, Katherine worked for six years as a director for child care programs. When she moved to Washington, DC, she worked a classroom observer and child assessor. She continued to support evaluation work on behalf of young children by managing a district-wide quality evaluation for the District of Columbia Public Schools and an implementation evaluation in several states for the American Institutes for Research/Children's Literacy Initiative i3 implementation evaluation. This evaluation work helps to reinforce the value of sustained and intentional work on behalf of young children.

Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

Je'Kendria Trahan is a Practice Associate at School Readiness Consulting. Her current projects include the coaching work with both the District of Columbia Public School's Office of Early Childhood Education and Baltimore City Public School's Office of Early Learning, where she

supports the strategic planning, technical assistance, and professional learning for coaches and their leads. In alliance with the DCPS OECE team, she attended a coaches' professional development session conducted by the National Equity Project. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practice. She also student-advised the final DCPS-sponsored Child Development Associate cohort during the fall of 2014, where local community members received the credentials to educate pre-K aged children in DC.

Je'Kendria started as an AmeriCorps volunteer tutor for Heads Up, a Washington, D.C.C ward 7 and 8 neighborhood initiative that worked with children on improving literacy skills. From there, her work within the district ranges from coordinating Supplemental Educational Service programs for schools in Northeast DC with The Princeton Review, to serving as an educational aide and Rosetta Stone coordinator for Ross Elementary in Northwest DC.

Je'Kendria holds a Master's Degree in Health Promotion (Program Implementation & Evaluation) from Mississippi State University and also a Bachelor's Degree in Chemistry from Howard University.

Cassandra Potler is a Practice Associate at School Readiness Consulting. Her current projects include coaching work with Montgomery County family childcare providers, where she provides evaluations, technical assistance, and professional learning. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practices. Cassandra also supports the Early Childhood Technical Assistance Center. She helps to coordinate, develop and facilitate evidence-based professional development opportunities for teachers and instructional leaders. The work merges high-quality, collaborative, professional learning opportunities with the latest research in early childhood and development. Participants receive an opportunity to network and problem-solve together. This year, the topics included promoting cultural competency, using classroom visits to improve instruction, actively engaging families, readiness for change and emotional intelligence, and assessment literacy.

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9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

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Deitra Nealy-Shane is an Advisor for Professional Learning at School Readiness Consulting. She has served as a teacher, assistant director, Head Start education coordinator, Head Start Fellow, Region III Head Start technical assistance specialist and director of professional development at Teaching Strategies, Inc. In these capacities, she developed and directed early childhood professional development and educational services implementation plans, managed a quality improvement system for a Head Start/Child Care partnership and monitored compliance of Head Start Performance Standards. Deitra also taught a range of early childhood coursework as adjunct faculty at Penn Valley Community College.

Deitra received her M.S. in Early Childhood Curriculum Development from Emporia State University and her M.P.A. in Non-Profit Management from the University of Missouri at Kansas City.

Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently, Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with all of the Personal and Social Development Foundation Blocks (Self-Concept, Self-Regulation, Approaches to Learning, Interaction with Others, Social Problem Solving), and one History and Social Science Block (Civics/Citizenship).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with History and Social Science (Civics), Health (Community Health and Wellness) and Physical Education (Responsible Behaviors).

Within Virginia's *Milestones for Child Development*, the session is aligned with all strands of Social and Emotional Development (Relationships with Others, Learning about Self, Expression of Feelings and Self-Regulation).

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Managing Instructional Time

Brief (15 to 20 Word) Description

Participants will learn to run a smooth classroom through implementation of routines, effective transitions from one activity to the next and being prepared for activities in order to maximize the time spent learning.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
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X	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
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	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);

Physical well-being and motor development (including adaptive skills); and

Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Gain a deeper understanding of the components of managing instructional time for Pre-K classrooms
- Discuss and investigate the implications of the research supporting effective time management in Pre-K classrooms
- Apply teaching strategies and approaches that promote these components in the classroom

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days

4 Hours per day

16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days

8 Hours per day

16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

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8. Describe qualifications of the individuals/staff who developed this offering.

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Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

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Deitra received her M.S. in Early Childhood Curriculum Development from Emporia State University and her M.P.A. in Non-Profit Management from the University of Missouri at Kansas City.

Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently, Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with all of the Personal and Social Development Foundation Blocks (Self-Concept, Self-Regulation, Approaches to Learning, Interaction with Others, Social Problem Solving), and one History and Social Science Block (Civics/Citizenship).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with History and Social Science (Civics), Health (Community Health and Wellness) and Physical Education (Responsible Behaviors).

Within Virginia's *Milestones for Child Development*, the session is aligned with all strands of Social and Emotional Development (Relationships with Others, Learning about Self, Expression of Feelings and Self-Regulation).

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Facilitation Methods that Enhance Learning Experiences

Brief (15 to 20 Word) Description

Participants will learn to provide interesting materials and how to facilitate activities so that students are engaged while learning from the lessons.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
X	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

Approaches toward learning (including the utilization of the arts);

Physical well-being and motor development (including adaptive skills); and

Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Explore facilitation methods that enhance learning experiences in preschool
- Discuss research supporting effective facilitation methods
- Apply strategies and approaches that promote facilitation of learning experiences

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days

4 Hours per day

16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days

8 Hours per day

16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer. .

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of "Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for

Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

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She began her work with young children in college--first, as a Project Literacy volunteer in a local Head Start program; next, with a movement program at the Frank Porter Graham Child Development Center. After graduate school, Katherine worked for six years as a director for child care programs. When she moved to Washington, DC, she worked a classroom observer and child assessor. She continued to support evaluation work on behalf of young children by managing a district-wide quality evaluation for the District of Columbia Public Schools and an implementation evaluation in several states for the American Institutes for Research/Children's Literacy Initiative i3 implementation evaluation. This evaluation work helps to reinforce the value of sustained and intentional work on behalf of young children.

Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

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Je'Kendria started as an AmeriCorps volunteer tutor for Heads Up, a Washington, D.C. ward 7 and 8 neighborhood initiative that worked with children on improving literacy skills. From there, her work within the district ranges from coordinating Supplemental Educational Service programs for schools in Northeast DC with The Princeton Review, to serving as an educational aide and Rosetta Stone coordinator for Ross Elementary in Northwest DC.

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9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

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10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with one of the Personal and Social Development Foundation Blocks (Approaches to Learning).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with Science (Scientific Investigation, Reasoning, and Logic).

Within Virginia's *Milestones for Child Development*, the session is aligned with all strands of Approaches to Learning (Persistence Initiative and Curiosity, Creativity and Inventiveness, Reasoning and Problem-Solving).

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by

including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Promoting Cognition Within the Classroom

Brief (15 to 20 Word) Description

Participants will learn to use instructional discussions and activities to promote students' higher-order thinking skills in contrast to a focus on rote instruction.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
X	c. Early literacy skills
X	d. Early mathematics skills
X	e. Early scientific development skills
X	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

Approaches toward learning (including the utilization of the arts);

- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Understand what promoting cognition within the classroom is in preschool
- Consider how children develop and use critical thinking skills
- Reflect on the adult's role in promoting cognition within the classroom

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days

4 Hours per day

16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days

8 Hours per day

16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of "Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for

Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

Lindsey holds a Doctorate in Educational Leadership from the University of Pennsylvania, an M. Ed. in International Education Policy from the Harvard Graduate School of Education and a B.S. in Human Development and Early Childhood Education from Wheelock College.

Katherine Fleeer Rowell is a Practice Manager at School Readiness Consulting. She works with Program for Parents in Essex County, New Jersey to develop Professional Learning Communities in a range of early learning settings. In addition, she organizes and facilitates professional development opportunities for early childhood professionals and volunteers in the District of Columbia. She recently partnered with the Montgomery County Department of Health and Human Services and its Child Care Resource and Referral Center to pilot an intensive approach to improving instructional practice through research-based work with teachers, coaches, directors and their supports from the County.

She began her work with young children in college--first, as a Project Literacy volunteer in a local Head Start program; next, with a movement program at the Frank Porter Graham Child Development Center. After graduate school, Katherine worked for six years as a director for child care programs. When she moved to Washington, DC, she worked a classroom observer and child assessor. She continued to support evaluation work on behalf of young children by managing a district-wide quality evaluation for the District of Columbia Public Schools and an implementation evaluation in several states for the American Institutes for Research/Children's Literacy Initiative i3 implementation evaluation. This evaluation work helps to reinforce the value of sustained and intentional work on behalf of young children.

Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

Je'Kendria Trahan is a Practice Associate at School Readiness Consulting. Her current projects include the coaching work with both the District of Columbia Public School's Office of Early Childhood Education and Baltimore City Public School's Office of Early Learning, where she supports the strategic planning, technical assistance, and professional learning for coaches and

their leads. In alliance with the DCPS OECE team, she attended a coaches' professional development session conducted by the National Equity Project. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practice. She also student-advised the final DCPS-sponsored Child Development Associate cohort during the fall of 2014, where local community members received the credentials to educate pre-K aged children in DC.

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Deitra Nealy-Shane is an Advisor for Professional Learning at School Readiness Consulting. She has served as a teacher, assistant director, Head Start education coordinator, Head Start Fellow, Region III Head Start technical assistance specialist and director of professional development at Teaching Strategies, Inc. In these capacities, she developed and directed early childhood professional development and educational services implementation plans, managed a quality improvement system for a Head Start/Child Care partnership and monitored compliance of Head Start Performance Standards. Deitra also taught a range of early childhood coursework as adjunct faculty at Penn Valley Community College.

Deitra received her M.S. in Early Childhood Curriculum Development from Emporia State University and her M.P.A. in Non-Profit Management from the University of Missouri at Kansas City.

Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently,

Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with one of the Personal and Social Development Foundation Blocks (Approaches to Learning).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with Science (Scientific Investigation, Reasoning, and Logic).

Within Virginia's *Milestones for Child Development*, the session is aligned with all strands of Approaches to Learning (Persistence Initiative and Curiosity, Creativity and Inventiveness, Reasoning and Problem-Solving).

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by

including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Purposeful Conversations

Brief (15 to 20 Word) Description

Participants will learn to extend students' learning by incorporating a variety of evidence-based responses to students' ideas, comments, and work.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
X	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
X	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
X	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

Approaches toward learning (including the utilization of the arts);

- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Understand what purposeful conversations are in preschool
- Develop a working understanding of the research supporting purposeful conversations
- Practice strategies that promote purposeful conversations in the classroom

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days

4 Hours per day

16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days

8 Hours per day

16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

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Je'Kendria started as an AmeriCorps volunteer tutor for Heads Up, a Washington, D.C. ward 7 and 8 neighborhood initiative that worked with children on improving literacy skills. From there, her work within the district ranges from coordinating Supplemental Educational Service programs for schools in Northeast DC with The Princeton Review, to serving as an educational aide and Rosetta Stone coordinator for Ross Elementary in Northwest DC.

Je'Kendria holds a Master's Degree in Health Promotion (Program Implementation & Evaluation) from Mississippi State University and also a Bachelor's Degree in Chemistry from Howard University.

Cassandra Potler is a Practice Associate at School Readiness Consulting. Her current projects include coaching work with Montgomery County family childcare providers, where she provides evaluations, technical assistance, and professional learning. She is also currently assisting with the

creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practices. Cassandra also supports the Early Childhood Technical Assistance Center. She helps to coordinate, develop and facilitate evidence-based professional development opportunities for teachers and instructional leaders. The work merges high-quality, collaborative, professional learning opportunities with the latest research in early childhood and development. Participants receive an opportunity to network and problem-solve together. This year, the topics included promoting cultural competency, using classroom visits to improve instruction, actively engaging families, readiness for change and emotional intelligence, and assessment literacy.

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Cassandra holds a Master's degree in Curriculum and Instruction from the George Mason University Graduate School of Education, with a concentration in early childhood. She has completed the New and Aspiring School Leaders program at The Principals' Center at the Harvard Graduate Center of Education. Cassandra has a Bachelor's of Science degree from James Madison University in Media Arts and Design and a concentration in Journalism.

Deitra Nealy-Shane is an Advisor for Professional Learning at School Readiness Consulting. She has served as a teacher, assistant director, Head Start education coordinator, Head Start Fellow, Region III Head Start technical assistance specialist and director of professional development at Teaching Strategies, Inc. In these capacities, she developed and directed early childhood professional development and educational services implementation plans, managed a quality improvement system for a Head Start/Child Care partnership and monitored compliance of Head Start Performance Standards. Deitra also taught a range of early childhood coursework as adjunct faculty at Penn Valley Community College.

Deitra received her M.S. in Early Childhood Curriculum Development from Emporia State University and her M.P.A. in Non-Profit Management from the University of Missouri at Kansas City.

Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently,

Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, Kindergarten *Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with two of the Literacy Foundation Blocks (Oral Language, Vocabulary), and one of the Personal and Social Development Foundation Blocks (Approaches to Learning).

Within Virginia's Kindergarten *Standards of Learning*, the session is aligned with English (Oral Language) and Science (Scientific Investigation, Reasoning, and Logic).

Within Virginia's *Milestones for Child Development*, the session is aligned with all strands of Approaches to Learning (Persistence Initiative and Curiosity, Creativity and Inventiveness, Reasoning and Problem-Solving) and one strand of Language and Literacy (Listening and Speaking).

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Actively Engaging Families

Brief (15 to 20 Word) Description

As a means to supporting family engagement and children's learning, it is crucial that schools implement strategies for developing partnerships with families. This session will examine strategies that are appropriate for the diverse population programs serve and reflect a commitment to outreach.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of "Attachment D" in the header above.

Select one and only one:

- I. **In-person (face-to-face)**
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select "Other." (Also see Attachment E, Pricing Schedule.) Professional development offerings using "other" delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
	a. Quality of teacher-child interactions
	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
X	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
X	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.**

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Examine strategies for engaging diverse or hard to reach families (non-English speaking families, highly-mobile families, or non-literate parents)
- Assess policies and programs at their schools related to reporting and communicating to families about children’s progress

EXAMPLES

Face-to-Face Professional Development

The example “X” below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment “on your own.”

4 Days
4 Hours per day
16 Total (4 x 4)

Online Professional Development

The example “Y” below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days
8 Hours per day
16 Total (2 x 8)

The example “Z” below provides the delivery time for online professional development that is in a “listen and learn” format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

- Develop, review, or revise metrics for tracking family engagement at their schools
- 6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

- 7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

- 8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of

"Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

Lindsey holds a Doctorate in Educational Leadership from the University of Pennsylvania, an M. Ed. in International Education Policy from the Harvard Graduate School of Education and a B.S. in Human Development and Early Childhood Education from Wheelock College.

Katherine Fleer Rowell is a Practice Manager at School Readiness Consulting. She works with Program for Parents in Essex County, New Jersey to develop Professional Learning Communities in a range of early learning settings. In addition, she organizes and facilitates professional development opportunities for early childhood professionals and volunteers in the District of Columbia. She recently partnered with the Montgomery County Department of Health and Human Services and its Child Care Resource and Referral Center to pilot an intensive approach to improving instructional practice through research-based work with teachers, coaches, directors and their supports from the County.

She began her work with young children in college--first, as a Project Literacy volunteer in a local Head Start program; next, with a movement program at the Frank Porter Graham Child Development Center. After graduate school, Katherine worked for six years as a director for child care programs. When she moved to Washington, DC, she worked a classroom observer and child assessor. She continued to support evaluation work on behalf of young children by managing a district-wide quality evaluation for the District of Columbia Public Schools and an implementation evaluation in several states for the American Institutes for Research/Children's Literacy Initiative i3 implementation evaluation. This evaluation work helps to reinforce the value of sustained and intentional work on behalf of young children.

Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

Je'Kendria Trahan is a Practice Associate at School Readiness Consulting. Her current projects include the coaching work with both the District of Columbia Public School's Office of Early Childhood Education and Baltimore City Public School's Office of Early Learning, where she supports the strategic planning, technical assistance, and professional learning for coaches and their leads. In alliance with the DCPS OECE team, she attended a coaches' professional development session conducted by the National Equity Project. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practice. She also student-advised the final DCPS-sponsored Child Development Associate cohort during the fall of 2014, where local community members received the credentials to educate pre-K aged children in DC.

Je'Kendria started as an AmeriCorps volunteer tutor for Heads Up, a Washington, D.C. ward 7 and 8 neighborhood initiative that worked with children on improving literacy skills. From there, her work within the district ranges from coordinating Supplemental Educational Service programs for schools in Northeast DC with The Princeton Review, to serving as an educational aide and Rosetta Stone coordinator for Ross Elementary in Northwest DC.

Je'Kendria holds a Master's Degree in Health Promotion (Program Implementation & Evaluation) from Mississippi State University and also a Bachelor's Degree in Chemistry from Howard University.

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Cassandra began her career as a corps member with Teach for America, a non-profit that recruits leaders with records of achievement to work in under-resourced areas and expand educational opportunity. Through the program, she taught kindergarten in the greater Washington, DC, area. After teaching kindergarten, Cassandra served as an assistant director at a child development center in Arlington, Virginia.

Cassandra holds a Master's degree in Curriculum and Instruction from the George Mason University Graduate School of Education, with a concentration in early childhood. She has completed the New and Aspiring School Leaders program at The Principals' Center at the Harvard Graduate Center of Education. Cassandra has a Bachelor's of Science degree from James Madison University in Media Arts and Design and a concentration in Journalism.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of "Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

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10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with the investment of families in all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with the investment of families in all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with the investment of families in all strands.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Promoting Cultural Competency in the Classroom

Brief (15 to 20 Word) Description

This session will focus on effectively meeting the needs of children from diverse backgrounds. It will include strategies to work toward building cultural competence among children, staff, and families alike.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
X	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
X	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
X	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.**

3. Who is your target audience? (Check all that apply.)

- Teachers**
- Coaches**
- Administrators**
- Teacher Assistants**
- Other service providers (specify here: _____)
- Parents and families**

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Reflect on the elements of culture and how it affects all aspects of working in early childhood
- Assess their work environment for culturally competent practices

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days
4 Hours per day
16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days
8 Hours per day
16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

- Discuss and apply strategies that support an anti-biased approach in early childhood education
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she

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Deitra Nealy-Shane is an Advisor for Professional Learning at School Readiness Consulting. She has served as a teacher, assistant director, Head Start education coordinator, Head Start Fellow, Region III Head Start technical assistance specialist and director of professional development at Teaching Strategies, Inc. In these capacities, she developed and directed early childhood professional development and educational services implementation plans, managed a quality improvement system for a Head Start/Child Care partnership and monitored compliance of Head Start Performance Standards. Deitra also taught a range of early childhood coursework as adjunct faculty at Penn Valley Community College.

Deitra received her M.S. in Early Childhood Curriculum Development from Emporia State University and her M.P.A. in Non-Profit Management from the University of Missouri at Kansas City.

Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently, Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with the embedding of cultural competencies in all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with the embedding of cultural competencies in all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with the embedding of cultural competencies in all strands.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Using Classroom Visits to Improve Instruction

Brief (15 to 20 Word) Description

Classroom visits are vital for early childhood programs to provide and maintain high levels of quality by helping and supporting teachers. This session will focus on using classrooms visits within programs, and with other schools, to coach teachers using reflective practice that improves instruction.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
X	c. Early literacy skills
X	d. Early mathematics skills
X	e. Early scientific development skills
X	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

Approaches toward learning (including the utilization of the arts);

Physical well-being and motor development (including adaptive skills); and

Social and emotional development.

3. Who is your target audience? (Check all that apply.)

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Understand how classroom visits can be used as embedded professional development that helps teachers develop new knowledge and skills in teaching and learning
- Explore different classroom visit models to consider in planning and implementing at their own schools and programs

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days
4 Hours per day
16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days
8 Hours per day
16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

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Deitra Nealy-Shane is an Advisor for Professional Learning at School Readiness Consulting. She has served as a teacher, assistant director, Head Start education coordinator, Head Start Fellow, Region III Head Start technical assistance specialist and director of professional development at Teaching Strategies, Inc. In these capacities, she developed and directed early childhood professional development and educational services implementation plans, managed a quality improvement system for a Head Start/Child Care partnership and monitored compliance of Head Start Performance Standards. Deitra also taught a range of early childhood coursework as adjunct faculty at Penn Valley Community College.

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Michelle Marbury is an Advisor for Professional Learning at School Readiness Consulting. She is also a Master Child Development Associate (CDA) Instructor.

Michelle has trained over a thousand early childhood providers in successfully achieving the CDA credential, and has also served as their advisor during the CDA renewal process. Currently, Michelle works for the Council for Professional Recognition as a CDA Bilingual Representative and a Member of the CDA Advisory Panel. She has been the Director of Northwood Presbyterian Child Care Center for over 13 years serving children ages 2-12. Michelle is currently a Bilingual International Trainer for Teaching Strategies, providing e-CDA for teachers in South Africa as well as training on the Creative Curriculum for Infants, Toddlers and Twos, and the Creative Curriculum for Preschool and Gold assessment system. Michelle brings over fifteen years of experience training early childhood providers in the DC Metropolitan area in a bilingual setting and is fluent in English and Spanish.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Within Virginia's *Foundation Blocks for Early Learning*, the session is aligned with using classroom visits to improve execution of all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with using classroom visits to improve execution of all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with using classroom visits to improve execution of all strands.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No pre-requisites are required for participation. A space with a projector and room for the all of the participants to sit at tables and/or desks where they can collaborate with one another is needed.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide

documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

N/A

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

N/A

12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

1 Days

6 Hours per day

1 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

1 Days of Face-to-Face Professional Development

6 Hours per day of Face-to-Face Professional Development

0 Total Hours Online Professional Development

0 Minimum time for each segment/lesson of Online Professional Development

The session will be 6 hours long, over the course of one day, or split into two half-day sessions. It will include opportunities for optional follow-up assignments for participants to deepen their reflections on the material. These assignments could take an additional 3-6 hours of participants' time.

Professional Development Offering

Name of Professional Development Offering

Readiness for Change and Emotional Intelligence

Brief (15 to 20 Word) Description

As school leaders, being in tune with your staff is paramount to the success of your school team, and subsequently the children and families you work with. This session will delve into what it means to understand how ‘ready’ a person is to change their behavior in order to reach their goals, as well as how to monitor and manage behaviors in positive ways.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Our material is delivered to participants in a way that directly impacts children, and each training is complete with: an accompanying workbook; photographs and videos of the designated age group aligned with the topic; a balance between content, activities, and reflections; pre and post tests; and feedback surveys.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
	a. Quality of teacher-child interactions
	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

Language and literacy development;

Cognition and general knowledge (including early mathematics and early scientific development);

- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.**

3. Who is your target audience? (Check all that apply.)

- Teachers
- Coaches**
- Administrators**
- Teacher Assistants
- Other service providers (specify here: _____)
- Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

6 Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

Participants will:

- Reflect on the elements of change and emotional intelligence and how it affects school leadership
- Assess their teams and work style using the readiness for change model
- Discuss and apply leadership strategies that support emotionally intelligent practices

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

4 Days
4 Hours per day
16 Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

2 Days
8 Hours per day
16 Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer.

10 Total Hours

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

Pre and post-tests will be given at the start and end of the session, using the same questions. We will use data from pre-tests to see which learning goals and objectives need to be focused on more deeply throughout the session. We will use data from post-tests to see that all participants met the learning goals and objectives.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

This session is intended for use in early childhood education settings, including public and private preschool programs, to facilitate participants' use of developmentally appropriate content, pedagogy, and support. It is structured on scientifically based research demonstrated to facilitate child development and improve student academic achievement.

This offering includes many interactive learning opportunities, provides participants with opportunities to collaborate, and provides follow-up assignments to deepen reflections on the material. Ways to support all children, including those with special needs and limited English proficiency, are included.

Feedback surveys will be given at the conclusion of this session, and data from them will be used to make adjustments as needed. When given in the past, this offering has improved and increased participants' knowledge of the academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.

Lindsey T. Allard Agnamba is the Founder and Executive Director of School Readiness Consulting. She began her career teaching young children in Head Start, community based programs and in public schools. She has worked on early childhood systems building and has been a national trainer for Teaching Strategies, ZERO TO THREE, and the Center for Social Emotional Foundations for Early Learning.

Lindsey has supported numerous school and district leaders in developing and implementing initiatives aimed at increasing teacher effectiveness, including with DC Public Schools where she serves as Special Advisor for Curriculum, Instruction and Assessment. She is author of "Preparation and Ongoing Support for Early Childhood Instructional Coaches: A Case Study Exploration Of An Instructional Coaching Program" (University of Pennsylvania, 2012). Notable

milestones in Lindsey's work include creating an Early Childhood Principal Curriculum for Washington DC charter school leaders through a partnership between SRC's Early Childhood Technical Assistance Center and Fight for Children-Joe's Champs Initiative. Lindsey consults to American Institutes for Research on the Head Start Professional Development (HSPD) project as a national expert on early childhood coaching. Lindsey spent five years as the President of the Maryland Community Association for the Education of Young Children, representing thousands of educators in Montgomery and Prince George's Counties in Maryland.

Lindsey holds a Doctorate in Educational Leadership from the University of Pennsylvania, an M. Ed. in International Education Policy from the Harvard Graduate School of Education and a B.S. in Human Development and Early Childhood Education from Wheelock College.

Katherine Fleer Rowell is a Practice Manager at School Readiness Consulting. She works with Program for Parents in Essex County, New Jersey to develop Professional Learning Communities in a range of early learning settings. In addition, she organizes and facilitates professional development opportunities for early childhood professionals and volunteers in the District of Columbia. She recently partnered with the Montgomery County Department of Health and Human Services and its Child Care Resource and Referral Center to pilot an intensive approach to improving instructional practice through research-based work with teachers, coaches, directors and their supports from the County.

She began her work with young children in college--first, as a Project Literacy volunteer in a local Head Start program; next, with a movement program at the Frank Porter Graham Child Development Center. After graduate school, Katherine worked for six years as a director for child care programs. When she moved to Washington, DC, she worked a classroom observer and child assessor. She continued to support evaluation work on behalf of young children by managing a district-wide quality evaluation for the District of Columbia Public Schools and an implementation evaluation in several states for the American Institutes for Research/Children's Literacy Initiative implementation evaluation. This evaluation work helps to reinforce the value of sustained and intentional work on behalf of young children.

Katherine earned a Master's degree from the Harvard Graduate School of Education, with a concentration in children and adolescents at risk for problems in school. She earned her Bachelor of Arts degrees in Psychology and Political Science from the University of North Carolina at Chapel Hill. Katherine completed graduate level courses on Supervision of Infant and Toddler Providers and Infant/Toddler Environments at Wheelock College.

Je'Kendria Trahan is a Practice Associate at School Readiness Consulting. Her current projects include the coaching work with both the District of Columbia Public School's Office of Early Childhood Education and Baltimore City Public School's Office of Early Learning, where she

supports the strategic planning, technical assistance, and professional learning for coaches and their leads. In alliance with the DCPS OECE team, she attended a coaches' professional development session conducted by the National Equity Project. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practice. She also student-advised the final DCPS-sponsored Child Development Associate cohort during the fall of 2014, where local community members received the credentials to educate pre-K aged children in DC.

Je'Kendria started as an AmeriCorps volunteer tutor for Heads Up, a Washington, D.C. ward 7 and 8 neighborhood initiative that worked with children on improving literacy skills. From there, her work within the district ranges from coordinating Supplemental Educational Service programs for schools in Northeast DC with The Princeton Review, to serving as an educational aide and Rosetta Stone coordinator for Ross Elementary in Northwest DC.

Je'Kendria holds a Master's Degree in Health Promotion (Program Implementation & Evaluation) from Mississippi State University and also a Bachelor's Degree in Chemistry from Howard University.

Cassandra Potler is a Practice Associate at School Readiness Consulting. Her current projects include coaching work with Montgomery County family childcare providers, where she provides evaluations, technical assistance, and professional learning. She is also currently assisting with the creation and facilitation of the Office of the State Superintendent of Education's CLASS 2014 - 2015 professional development trainings and their communities of practices. Cassandra also supports the Early Childhood Technical Assistance Center. She helps to coordinate, develop and facilitate evidence-based professional development opportunities for teachers and instructional leaders. The work merges high-quality, collaborative, professional learning opportunities with the latest research in early childhood and development. Participants receive an opportunity to network and problem-solve together. This year, the topics included promoting cultural competency, using classroom visits to improve instruction, actively engaging families, readiness for change and emotional intelligence, and assessment literacy.

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Graduate Center of Education. Cassandra has a Bachelor's of Science degree from James Madison University in Media Arts and Design and a concentration in Journalism.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

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N/A

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N/A

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