

Professional Development Offering

Name of Professional Development Offering

Inclusive and Respectful Classroom Communities

Brief (15 to 20 Word) Description

This session focuses on the importance of teachers' emotional connections between themselves and the students, in addition to the connections among students. Verbal and non-verbal communication can communicate warmth, respect, and enjoyment.

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
	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 inclusive and respectful classrooms means in early childhood
- Explore how consistency in classroom structure & teaching practices impact child learning & development
- Investigate & demonstrate intentional teaching best practices that promote

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

authentic and reciprocal classroom relationships

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.

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 how promoting a positive and respectful classroom environment can enhance all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with how promoting independence and a positive and respectful classroom environment can enhance all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with how promoting independence and a positive and respectful classroom environment can enhance 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

Developing the Critical Competencies of Early Childhood Coaches

Brief (15 to 20 Word) Description

This series of five sessions is a research-based, cutting edge approach to professional learning: an instructional coaching model that improves practices and outcomes within schools and programs. The sessions are built on a theory of change, which proposes that positive child outcomes are a result of continuous quality improvement at the program *and* classroom level.

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
	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
X	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)?

30 Total Hours for Delivery

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

Participants will:

- Engage in direct work with classroom educators focused on their unique needs as practitioners
- Facilitate “program- based work”, such as improving the knowledge and capacity of administrators to facilitate high-quality early childhood programs and processes

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

- Focus on training and working with the entire staff in professional learning communities as a way to build common practice throughout a program's early childhood community.
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.

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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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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.

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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.

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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 how early childhood coaches can enhance all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with how early childhood coaches can enhance all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with how early childhood coaches can enhance 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

5 Days

6 Hours per day

10 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

5 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

Each session will be 6 hours long, over the course of one day, or split into two half-day sessions. There will be 5 sessions, approximately every other month. They 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

Professional Learning Communities in an Early Childhood Community

Brief (15 to 20 Word) Description

This session will investigate the components of a professional learning community and the behaviors and attitudes that support a renewed emphasis and targeted work on supporting children's optimal growth and development and job-embedded learning for teachers.

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
	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
X	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)?

30 Total Hours for Delivery

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

Participants will:

- Define a professional learning community and how it supports quality teaching and learning.
- Explore the steps of implementing a professional learning community, including examination of the change process.

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

- Recognize a program leader's role as the lead learner in program quality improvement.
 - Reflect on next steps for implementation.
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.

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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.

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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 how early childhood professional learning communities can enhance all foundation blocks.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with how early childhood professional learning communities can enhance all standards.

Within Virginia's *Milestones for Child Development*, the session is aligned with how early childhood professional learning communities can enhance 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

5 Days

6 Hours per day

10 Months to complete

Online Professional Development (whether interactive or not)

0 Total Hours

0 Minimum time for each segment/lesson

Combination

5 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

Each session will be 6 hours long, over the course of one day, or split into two half-day sessions. There will be 5 sessions, approximately every other month. They 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

Reaching all Children: Building Capacity for Effective Instructional Practices with Dual Language Learners

Brief (15 to 20 Word) Description

The population of children in US schools who are learning English as a second language is growing at a faster rate than the population of native English speaking children, while the achievement of DLLs in preschool and throughout their career lags far behind native English speakers. In this session, participants will review the most current research on how to effectively teach young DLLs and consider how their school aligns to best practices regarding linguistic and cultural competence.

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
X	i. Instructional services and support for English language learners
X	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
X	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:

- Examine research on language development for DLLs, including the stages of 2nd language acquisition, what is known about effective culturally and linguistically

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

appropriate teaching practices, and the theoretical basis for bilingual education

- Discuss the role of families in language and literacy development of DLLs
 - Examine successful state and local approaches to successfully serving DLL children and their families
 - Assess program policies at your school (staffing, family engagement, K transition) and teaching and learning decisions (i.e. curriculum, screening, assessment, learning goals) for appropriateness with DLL children and families
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 using effective instructional strategies with dual language learners to make all foundation blocks accessible for all children.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with using effective instructional strategies with dual language learners to make all standards accessible for all children.

Within Virginia's *Milestones for Child Development*, the session is aligned with using effective instructional strategies with dual language learners to make all strands accessible for all children.

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

In-depth Investigations and Studies with Children: The Project Approach

Brief (15 to 20 Word) Description

This session explains how to have an extended, firsthand, in-depth investigation of a topic undertaken by a group of children in an early childhood classroom. The project approach involves young children in conducting child-initiated research on phenomena and events worth learning about in their own environments.

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
	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
X	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:

- Construct an appropriate definition of the project approach
- Outline the phases of a project and the activities within each phase
- Distinguish an approach that is co-constructed by teachers and children.

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 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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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 using the project approach to make all foundation blocks accessible for all children.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with using the project approach to make all standards accessible for all children.

Within Virginia's *Milestones for Child Development*, the session is aligned with using the project approach to make all strands accessible for all children.

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

Exploring Accreditation as a Quality Improvement Vehicle

Brief (15 to 20 Word) Description

Accreditation provides evidence that a program has demonstrated compliance with a series of standards, usually developed by experts in the field. Currently, the National Association for the Education of Young Children and the Middle States Association of Colleges and Schools are authorized to provide accreditation to early childhood education programs. This training will define the accreditation process for both NAEYC and MSACS. Participants will gain insight into the process for both accrediting bodies, while considering how this fits their organizational goals.

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
	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
X	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 why organizations might pursue accreditation
- Understand the process of accreditation through NAEYC
- Understand the process of accreditation through Middle States Association of Colleges & Schools

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 a better sense of which accreditation process suits their organizational needs
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.

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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.

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 using accreditation to make all foundation blocks accessible for all children.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with using accreditation to make all standards accessible for all children.

Within Virginia's *Milestones for Child Development*, the session is aligned with using accreditation to make all strands accessible for all children.

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

Creating Anti-Bias Classrooms, Environments and Relationships

Brief (15 to 20 Word) Description

An anti-bias approach in early care and education settings is a critical component of a high-quality experience for children and their families. Biases and bias behaviors are part of how all humans operate, and the role of an educator is to understand and confront their own biases, and work to implement an anti-bias approach in their early care and education setting.

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
	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
X	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 the definition of bias and the definition of anti-bias, as it relates to their experiences and to educational settings.
- Understand how bias affects children, families and teachers in early care and education settings.
- Acquire skills and resources needed to adopt an anti-bias approach in their work with children, families and their colleagues.

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

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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 using an anti-biased approach to make all foundation blocks accessible for all children.

Within Virginia's Kindergarten *Standards of Learning*, the session is aligned with using anti-biased approach to make all standards accessible for all children.

Within Virginia's *Milestones for Child Development*, the session is aligned with using anti-biased approach to make all strands accessible for all children.

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

Creating Meaningful Student Writing Opportunities

Brief (15 to 20 Word) Description

This training will identify ways to create meaningful student writing opportunities in an early childhood program. Participants will gain skills, strategies, and techniques to implementing developmentally appropriate practices that engage and inspire young writers.

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
X	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
X	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
X	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 developmentally appropriate practices and developmental milestones related to writing
- Learn how to create meaningful writing opportunities
- Learn how to promote writing through such techniques as taking dictation, displaying artwork, and working with families
- Learn how Writing Workshop can positively influence students' perceptions of writing, and depth, quality, and length of writing

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

- Set goals for promoting writing in their classroom
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.

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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 all Literacy foundation blocks (Oral Language, Vocabulary, Phonological Awareness, Letter Knowledge and Early Word Recognition, Print and Book Awareness).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with all English standards (Oral Language, Reading, Writing).

Within Virginia's *Milestones for Child Development*, the session is aligned with all Language and Literacy strands (Listening and Speaking, Phonological Awareness and Alphabetic Knowledge, Print Awareness and Concepts, Comprehension, Early Writing).

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

Setting Goals and Objectives: Scope and Sequence and Developmental Trajectories

Brief (15 to 20 Word) Description

Participants will learn how to compare assessments and relate assessment data to classroom goals; how to use assessment data to create effective small group instruction; understand developmentally appropriate principles in small group instruction; discuss techniques and strategies for differentiated instruction in small groups, and will set goals for using assessment to drive instruction. Participants should bring their school or district's early learning standards in order to effectively use planning time within the session.

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
	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
X	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:

- Learn how to compare assessments and relate assessment data to classroom goals
- Learn how to use assessment data to create effective small group instruction
- Understand developmentally appropriate principles in small group instruction

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 techniques and strategies for differentiated instruction in small groups
 - Set goals for using assessment to drive instruction and implementing effective small group instruction
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.

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.

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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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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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.

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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.

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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 assessment data to make all foundation blocks accessible for all children.

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with using assessment data to make all standards accessible for all children.

Within Virginia's *Milestones for Child Development*, the session is aligned with using assessment data to make all strands accessible for all children.

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

Science and Mathematics to Promote Inquiry

Brief (15 to 20 Word) Description

In teaching science and mathematics to promote inquiry, teachers will develop an understanding of the notion of inquiry, using Bloom's taxonomy; examine regional early learning standards as they relate to teaching math and science; evaluate the way the current math/science curricula promotes inquiry; create strategies for incorporating inquiry into the math and science curriculum, and set goals for continued use of inquiry.

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
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
X	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
X	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
X	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:

- Review and understand the notion of inquiry, using Bloom’s taxonomy.
- Evaluate the way the current math/science curricula promotes inquiry.
- Create strategies for incorporating inquiry into the math and science curriculum.
- Set goals for continued use of inquiry.

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. 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.

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.

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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 all Mathematics foundation blocks (Number and Number Sense, Computation, Measurement, Geometry, Data Collection and Statistics, Patterns and Relationships) and all the Science foundation blocks (Scientific Investigation, Reasoning, and Logic; Force, Motion, and Energy; Matter/Physical Properties; Matter/Simple Physical and Chemical Reactions; Life Processes; Interrelationships in Earth/Space Systems; Earth Patterns, Cycles, and Change).

Within Virginia's *Kindergarten Standards of Learning*, the session is aligned with all Mathematics standards (Number and Number Sense, Computation and Estimation; Measurement; Geometry; Probability and Statistics; Patterns, Functions, and Algebra) and all Science standards (Scientific Investigation, Reasoning, and Logic; Force, Motion, and Energy; Matter; Life Processes; Interrelationships in Earth/Space Systems; Earth Patterns, Cycles, and Change; Earth Resources).

Within Virginia's *Milestones for Child Development*, the session is aligned with two Cognition and General Knowledge strands (Learning about Mathematical Concepts, Learning About the World).

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.