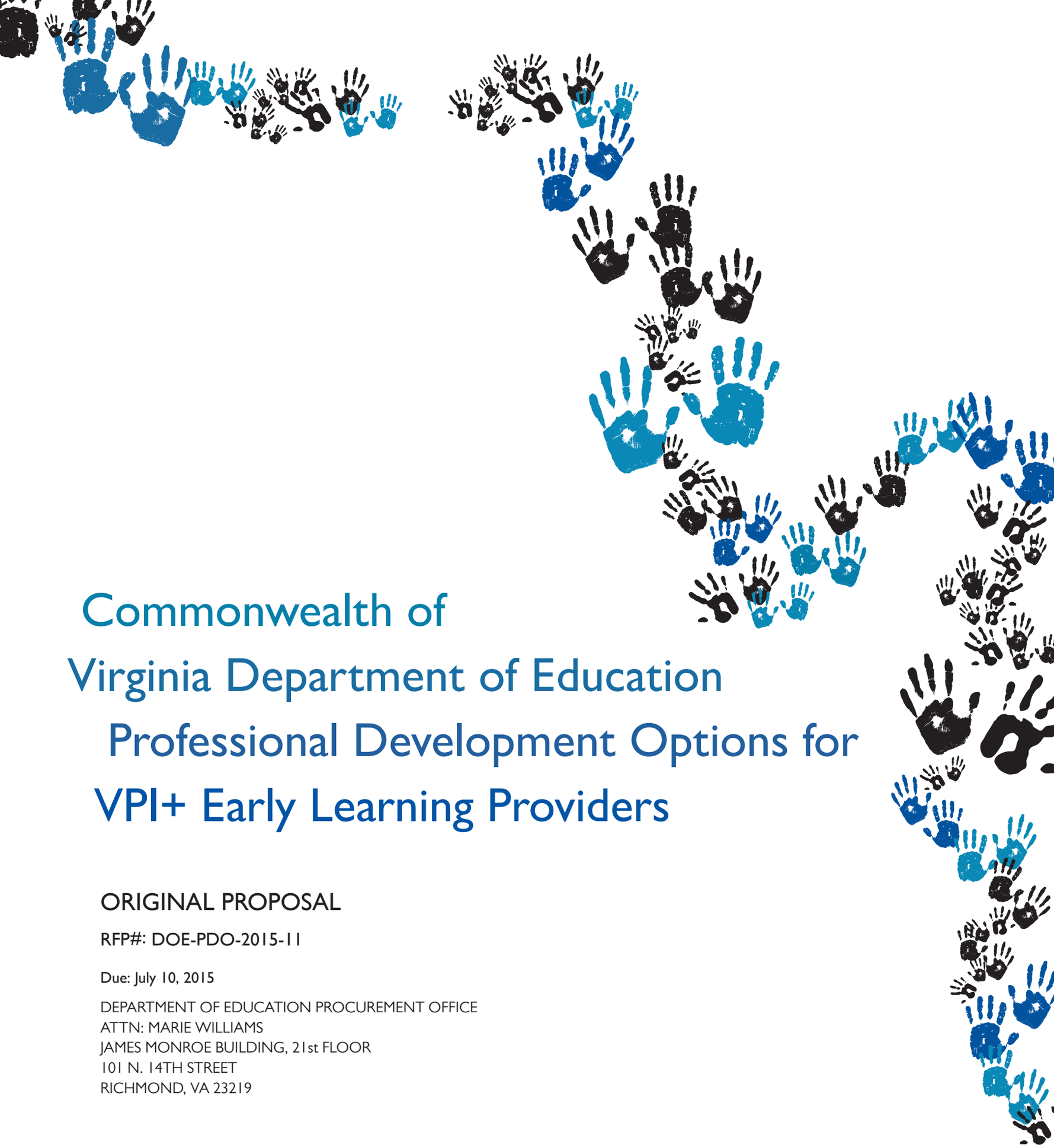

Commonwealth of Virginia Department of Education Professional Development Options for VPI+ Early Learning Providers

ORIGINAL PROPOSAL

RFP#: DOE-PDO-2015-11

Due: July 10, 2015

DEPARTMENT OF EDUCATION PROCUREMENT OFFICE
ATTN: MARIE WILLIAMS
JAMES MONROE BUILDING, 21st FLOOR
101 N. 14TH STREET
RICHMOND, VA 23219

PEARSON

PEARSON ALWAYS LEARNING

8 July 2015

NCS PEARSON, INC.
5601 Green Valley Drive
Bloomington, MN 55437

T: 952.681.3100
F: 319.358.4284
www.pearsonschool.com

Marie Williams
James Monroe Building
Department of Education Procurement Office
101 N. 14th Street
Richmond, VA 23219

RE: Request for Proposal #DOE-PDO-2015-11, Professional Development Options for VPI+ Early Learning Providers

Dear Ms. Williams,

High-quality preschool is an essential element of improving educational outcomes. The federal grant recently awarded to the Virginia Department of Education (VDOE) for the VPI+ program is evidence of the VDOE's commitment to improving preschool education in communities of need. One aspect of the VPI+ program is high-quality professional development for early childhood educators.

NCS Pearson, Inc. (Pearson) shares VDOE's commitment to providing high-quality professional development for preschool instructors. In this proposal, we propose seven distinct professional development offerings, each of which meets one or more of the VDOE areas of need. Our solutions include the following titles:

- Applying Effective Practices in Early Childhood Education (one-day workshop)
- Child-Centered Centers (two-day workshop)
- Developing Literacy in the Early Childhood Classroom (two-day workshop)
- Music, Movement and Learning in the Early Childhood Classroom (one-day workshop)
- Stimulating Conversations and Oral Language Development in Young Children (one-day workshop)
- Sheltered Instruction Observation Protocol (SIOP®) Training for Pre-K/Kindergarten Teachers workshop (three days) and SIOP Coaching & Modeling service (five days)
- Job-embedded consultative services (flexible consultative services tailored to meet each school's needs)

Pearson staff designed these professional development offerings to promote school readiness, and they align well with the VPI+ emphasis on standards aligned trainings and supports, particularly for students with unique needs such as English language learners. We will work with VDOE's partners and subgrantees in achieving the goal to improve preschool education.

We are invested in the success of your schools and will continue to provide VDOE with innovative, research-based learning solutions that inspire students, educators, and families. Since 2001, Pearson has provided VDOE with assessment services, including the Virginia Standards of Learning Program, the Virginia Alternate Assessment Program, and the Virginia Modified Achievement Standards Program. In addition, Pearson is currently partnering with nine schools in five divisions across Virginia as the Lead Turnaround Partner.

We look forward to discussing this proposal and answering any questions you may have. Please direct any questions or clarifications to Matt Robeson, Account General Manager, at phone number 804.836.3906 or via email at matt.robeson@pearson.com.

Together, we can make a difference for Virginia students.

Yours sincerely,

Joseph Marinaro
Vice President
NCS Pearson, Inc.
T: 201.236.5416
E: joseph.marinaro@pearson.com

Table of Contents

Tab 2

RFP Cover Sheet

Addendum No. 1

Attachment A | State Corporation Commission Form

Confirmation of Acceptance of RFP General and Special Terms and Conditions and Conditions and Exceptions

Tab 3

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Attachment B | Data Security Plan

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Tab 6

Attachment D-I-1: Applying Effective Practices in Early Childhood Education

Attachment D-I-2: Child-Centered Centers

Attachment D-I-3: Developing Literacy in the Early Childhood Classroom

Attachment D-I-4: Music, Movement and Learning in the Early Childhood Classroom

Attachment D-I-5: Stimulating Conversation and Oral Language Development in Young Children

Attachment D-I-6: SIOP Training for Pre-K/Kindergarten Teachers Workshop and SIOP Coaching and Modeling

SIOP Research Evaluation

Attachment D-I-7: Job-Embedded Consultative Services

Tab 7

Attachment E | Pricing Schedule

In Original Proposal Only

Appendix

Resumes

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: June 10, 2015 **RFP# DOE-PDO-2015-11**

Title: Professional Development Options for VPI+ Early Learning Providers

Commodity Code: 92416 and 92441

Issuing Agency: Commonwealth of Virginia
Department of Education
101 North 14th Street
Richmond, Virginia 23219

Using Agency And/Or Location
Where Work Will Be Performed: Virginia Public School Divisions

Initial Period Of Contract: From Date of Contract Award Through June 30, 2019 (renewable).

Sealed Proposals Will Be Received Until **2:00 P.M, July 10, 2015** For Furnishing The Goods/Services Described Herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All Inquiries For Information Should Be Directed To: Marie Williams Via E-mail marie.williams@doe.virginia.gov by **5:00 P.M., July 1, 2015.**

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, DEPARTMENT OF EDUCATION PROCUREMENT OFFICE, TO THE ATTENTION OF: Marie Williams (See Section X, #7. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered or express delivered in advance of the due date and time set for receipt of proposals.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

* Virginia Contractor License No. N/A
Class: N/A Specialty Codes: N/A

* DSBSD-certified Small Business No. N/A

Name And Address Of Firm:
NCS Pearson, Inc.
5601 Green Valley Drive

Bloomington, MN Zip Code: 55437
eVA Vendor ID or DUNS #: 04-385-6723
Fax Number: (319) 358-4284
E-mail Address: matt.robeson@pearson.com

Date: 07/08/2015
By: (Signature In Ink)
Name: Joseph Marinaro
(Please Print)
Title: Vice President
Telephone Number: (804) 836-3906

PREPROPOSAL CONFERENCE: An optional proposal conference will be held at **11:00 A.M on June 23, 2015**, in the Harrison Conference Room on the 24th floor of the Monroe Building, located at 101 N. 14th Street, Richmond, VA 23219 (Reference: Section X, Paragraph 8 herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 or marie.williams@doe.virginia.gov by **11:00 A.M on June 18, 2015.**

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

June 29, 2015

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal:	RFP #DOE-PDO-2015-11
Commodity Code:	92416 and 92441
Dated:	June 10, 2015
For Delivery To:	Department of Education
Offer Due:	Until 2:00 PM, July 10, 2015
Pre-proposal Conference:	11:00 a.m., June 23, 2015

The above is hereby changed to read:

1. Reference Section II. BACKGROUND, Page 5, Table I, Total # New Classrooms Years 1-4 for Henrico: change "10" to "53."
2. Reference Section IV. STATEMENT OF NEEDS, page 9, D: change text to "The contractor must certify that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agree to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
3. Reference Section V. B. SPECIFIC PROPOSAL INSTRUCTIONS #2: add "iv. Certification that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agreement to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
4. Reference Attachment D and references to Attachment D on page 12 and 24: Replace original Attachment D with "Attachment D – Revised Response Template for Professional Development Offering."
5. Reference Attachment E and references to Attachment E on page 12 and 24: Replace original Attachment E with "Attachment E – Revised Pricing Schedule."

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Marie Williams, VCO
Director of TCP, Procurement, & FA
804-225-2040

NCS Pearson, Inc.
Name of Firm

Joseph Marinaro, Vice President
Signature /Title

07/08/2015
Date

Attachment A

State Corporation Commission Form

<u>Virginia State Corporation Commission (SCC) registration information</u>. The offeror:

☒ is a corporation or other business entity with the following SCC identification number: F0593121 **-OR-**

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐

NCS Pearson, Inc.'s Conditions and Exceptions
to Commonwealth of Virginia Department of Education
RFP #DOE-PDO-2015-11
Professional Development Options for VPI+ Early Learning Providers

NCS Pearson, Inc. ("Pearson"), as part of its response to the Commonwealth of Virginia Department of Education ("Customer"), submits the following modification to the above referenced request for proposal ("RFP"). Pearson understands that the terms of the final Agreement may be the subject of further negotiations between the Customer and Pearson in the event the Customer awards a contract pursuant to the RFP.

GENERAL CONDITION: Pearson is amenable to using the Customer's form of professional services contract; provided, that the Customer is willing to negotiate the final terms of any such agreement with Pearson. Any software products provided by Pearson to the Customer shall be governed by the terms and conditions of Pearson's then-current license agreement applicable to the product being licensed.

SPECIFIC CONDITIONS AND EXCEPTIONS: Without in any way limiting the generality of the foregoing, Pearson's response to the RFP is subject to the following specific conditions and exceptions. Again, Pearson is willing to discuss these conditions and exceptions, as well as any other proposed agreement terms, with the Customer.

V. Proposal Preparation and Submission Instructions

Page 11, Section B.2.iii. (Specific Proposal Instructions): Pearson takes exception to this section to the extent it would require Pearson to accept standard Department contractual provisions, or other terms and conditions, as part of a contract if the Department should make an award to Pearson. As stated in the above General Condition, Pearson will negotiate in good faith a final contract with the Department and the possible inclusion of additional or modified provisions whether such terms arise from the Department's RFP or otherwise.

IX. General Terms and Conditions:

Page 15, Section G (Antitrust): Pearson excepts to this provision requiring assignment of its rights under antitrust laws. In the event that a court of competent jurisdiction determines that Pearson is in violation of antitrust laws and orders Pearson to refund any overcharges, Pearson agrees to comply with such order.

Page 17, Section K (Precedence of Terms): As noted in the General Condition above, Pearson proposes that a single, unified contract be entered into between the parties encompassing all applicable terms and conditions as agreed upon. If the final contract includes multiple documents or attachments, the order of precedence will be determined by the mutual agreement of the parties as part of final contract negotiations.

Page 17, Section N (Assignment of Contract): Pearson reserves the right to assign or transfer any contract or agreement resulting from this bid to an affiliate or successor entity.

Page 18, Section P (Default): Pearson takes exception to this section to the extent that it would allow the Customer to offset excess costs of procurement of a substitute product. Pearson is proposing

products and services for which Pearson is the sole source, and will not be responsible for any excess costs of procurement of a substitute product. In addition, Pearson would anticipate a cure period of thirty (30) days prior to any termination for default.

Page 20, Section X (Insurance): Pearson maintains a comprehensive insurance program and can generally meet the listed requirements; however, there may be certain technical aspects of the insurance clause that would need to be negotiated as part of the final contract.

Identification of Proprietary or Trade Secret Material

Requirement

Tab 3 – Specifically identify all data or materials to be protected (if any) and state the reasons why protection is necessary. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. The classification of an entire proposal document, line item prices, and/or total proposal prices as proprietary or trade secrets is not acceptable and will result in rejection of the proposal. If no proprietary or trade secret material is submitted, include a statement to that effect.

Response

No proprietary or trade secret material is included in this proposal.

PEARSON

Attachment B

Data Security Template

If professional development offerings are delivered online, or sensitive data is collected or transferred as part of the professional development offering, the Offeror must complete this template. If any questions are not applicable, the Offeror must explain why.

This form is not applicable. All of the professional development offerings included in Pearson's response are delivered in person or "face-to-face," and we do not collect sensitive data in these professional development sessions.

1. A list of variables collected or transferred;

Insert response here.

2. Format(s) in which data will be provided;

Insert response here.

3. Methods used to ensure secure data transfer, including a method of protecting against unauthorized access to sensitive data;

Insert response here.

4. The number of data transfers and timeframe within which data can be made available to authorized personnel;

Insert response here.

5. A method of protecting against unauthorized access to sensitive data;

Please explain here.

6. Weekly backups with incremental daily backups and a 48-hour recovery from the loss of a data center including the loss of only 2 hours of data;

Please describe the disaster recovery plan here.

7. A suitable hosting environment;

Please describe the environment including primary site location(s) and disaster recovery location(s), internet connectivity, power management and site security and describe the relationship between the primary site(s) and recovery site(s) and any industry certifications that these facilities have achieved (e.g. Tier III/IV, SAS70, SOC1, SOC2, etc.).

8. Data archival policies and any data purge policies;

Please describe here.

9. A process for handling and notification of a breach of non-public data;

Please describe here.

10. A process for the authorization of various roles associated with data access;

Please describe.

11. A policy for only allowing remote access using industry standard network security processes;

Please describe the methods used for remote access.

12. A process for ensuring security of data stored at the offeror's site as well as any server security policies;

Please describe and indicate whether the service has periodic and ongoing vulnerability and penetration testing.

13. A process for identifying and remediating software defects;

Please describe.

14. A process for incident management, change management, and release management;

Please describe.

15. A process for how school divisions will get their data back in a form that can be used in the event of contract termination or expiration or if the a different service is desired;

Please describe.

16. Network-layer vulnerability scans conducted regularly;

Please describe.

17. Application-layer vulnerability scans conducted regularly;

Please describe.

18. Local operating system-layer vulnerability scans conducted regularly;

Please explain.

19. File integrity (host) and network intrusion detection (IDS) tools that are implemented to help facilitate timely detection, investigation by root cause analysis and response to incident;

Please explain.

20. Regular penetration testing, vulnerability management, and intrusion prevention;

Please explain.

21. Network devices that are located in secure facilities and under controlled circumstances (e.g. ID cards, entry logs);

Please explain.

22. A standard time frame regarding how quickly patches are applied from the time of supplier release;

Please explain.

23. Background checks on your firm's personnel with physical and/or administrative access to network devices, servers, applications and customer data;

Please explain.

24. Processes for authenticating callers and resetting access controls, as well as establishing and deleting accounts;

Please explain.

25. Protection against denial-of-service attack;

Please describe.

26. Technical measures and techniques for detection and timely response to network-based attacks such as distributed denial-of -service (DDoS) attack; and

Please explain.

27. A statement confirming that the offeror shall:
    a. Comply with Virginia's Information Technology Security Policy and Standards (http://www.vita.virginia.gov/library/default.aspx?id=537#securityPSGs);
    b. Comply with the Family Educational Rights and Privacy Act (FERPA);
    c. Meet cloud security requirements by a certifying body such as Fed-RAMP (http://cloud.cio.gov/fedramp), if applicable
    d. Include a product support program for users and administrators;
    e. Be Section 508 compliant (http://www.vita.virginia.gov/uploadedfiles/vita_main_public/unmanaged/library/contingencyplanningguideline04_18_2007.pdf);

f. Include a backup and recovery plan that is tested at least annually;
g. Include an outage plan. Users shall be notified of anticipated and unanticipated outages;
h. Adhere to the Student Privacy Pledge, located in http://studentprivacypledge.org/?page_id=45;
i. Ensure that all data processed, stored and maintained by the offeror shall NOT leave the borders of the United States (including all online storage as well as data backups and archived data);
j. Include a process that allows the State to audit the physical environment where a service is hosted;
k. Include a process for securing non-public data at rest and non-public data in motion;
l. Allow access to incident data for investigative purposes;
m. Allow access to system security and audit logs;
n. Patch software vulnerabilities routinely or automatically on all servers; and
o. Encrypt data at motion and at rest.

Attachment C

OFFEROR DATA SHEET

Note: The following information is required as part of your response to this solicitation. Failure to complete and provide this sheet may result in finding your bid nonresponsive.

1. Qualification: The vendor must have the capability and capacity in all respects to satisfy fully all of the contractual requirements.

2. Vendor's Primary Contact:

   Name: Matt Robeson Phone: 804-836-3906

3. Years in Business: Indicate the length of time you have been in business providing this type of good or service:

   25 Years _____ Months

4. Vendor Information:

   eVA Vendor ID or DUNS Number: 04-385-6723

5. Indicate below a listing of at least three (3) current or recent accounts, school districts or states, for which the same or similar services proposed were provided. Include the length of service and the name, address, email address, and telephone number of the point of contact.

The following references are customers that have implemented Pearson's Sheltered Instruction Observation Protocol® (SIOP) model professional development services or preschool curricula trainings. Each of these implementations exhibit many of the same skills and concepts that are part of the services presented in this proposal. We have not listed value of services, due to client privacy. Depending on the size of the implementation, the total cost can range from thousands of dollars up to nearly a million dollars. Value is dependent on duration of implementation, size, target audience, needs, and other variables.

A. Company: Hawaii Department of Education

   Contact: Lindsay Ball, Complex Area Superintendent

   Phone: 808-276-8877 Email: Lindsay_Ball/MAUIDO/HIDOE@notes.k12.hi.us

   Project: SIOP Training

   Dates of Service: 2008–Present $ Value: N/A

B. Company: Lamar Consolidated Independent School District, TX

   Contact: Courtney Hill, Accelerated Language Programs Director

   Phone: 832-223-0127 Email: chill@lcisd.org

   Project: Lamar Consolidated Independent School District implemented SIOP Training for administrators and teachers.

   Dates of Service: 2011–Present $ Value: N/A

C. Company: DeKalb County Schools, GA

   Contact: Beth Kyle, Coordinator, Early Childhood Elementary Teaching and Learning, Mountain Industrial Center

   Phone: 678-676-0379 Email: beth_a_kyle@fc.dekalb.k12.ga.us

Project: DeKalb County has been in the process of implementing a Pearson PreK curriculum, *Opening the World of Learning (OWL)*. This curriculum covers the core school-readiness concepts highlighted by Virginia's VPI+ grant project.

Dates of Service: 2014–Present $ Value: N/A

D. Company: Fulton County Schools, GA

Contact: Montreal Gore Bell, Coordinator of Early Childhood and Remedial Programs

Phone: 404-763-4574 Email: BellMG@fultonschools.org

Project: Fulton County has been in the process of implementing a Pearson PreK curriculum, *OWL*. This curriculum covers the core school-readiness concepts highlighted by Virginia's VPI+ grant project.

Dates of Service: 2014–Present $ Value: N/A

I certify the accuracy of this information.

Signed: _____ Title: Joseph Marinaro, Vice President Date: 07/08/2015

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Applying Effective Practices in Early Childhood Education

Brief (15 to 20 Word) Description

Participants explore the application of developmentally appropriate practices, learning theories, and effective teaching strategies for an early childhood classroom.

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.

This hands-on, interactive workshop demonstrates real-world application of textbook strategies to enhance teaching and learning outcomes. Participants explore the application of developmentally appropriate practices, learning theories, and effective teaching strategies that can be immediately used in an early childhood classroom.

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

Not applicable.

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

	Professional Development Category
✓	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
✓	c. Early literacy skills
✓	d. Early mathematics skills
	e. Early scientific development skills
✓	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
✓	g. Promoting preschool children's social and emotional development
✓	h. Instructional services and support for students with disabilities
✓	i. Instructional services and support for English language learners
✓	j. Behavior management techniques for diverse preschool children
✓	k. Preschool classroom management techniques
	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

	Professional Development Category
	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

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

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

By the end of the workshop, participants will be able to accomplish the following:

- Explain the importance of developmentally appropriate practice and how to support it
- Understand research related to learning and development and how to translate research into classroom practice
- Give several reasons to support differentiated instruction and be able to identify support provided for differentiation
- Have a basic understanding of the how to promote children's social and emotional development
- Identify key concepts associated with major child development theories and their application within the classroom
- Identify key components of an effective curriculum and develop appropriate lessons
- Identify and apply common strategies used by effective teachers for early language, literacy, and mathematics skill development

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

At the end of training, participants complete post-training surveys that offer questions about the meeting of pre-determined goals/objectives. Additionally, we recommend that participating centers use the training objectives throughout the course of annual teacher observations to determine how well teachers retained concepts introduced through the workshop.

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 offering is grounded in evidence-based preschool instructional strategies known to positively impact early student learning. Additionally, the concepts and skills introduced in the course of training can be easily extended and sustained in the "real-world setting" through the support of school-based professional learning communities or colleague collaboration. The core literacy skills and instructional practices introduced to participants support preschool and Kindergarten classrooms focused on the task of growing early literacy proficiency. Content merges well with Virginia's Foundation Blocks and early milestones and successfully impacts teachers' ability to move early learners closer toward higher levels of performance.

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

Pearson preschool-focused workshops and training solutions are designed by individuals with extensive early childhood experience and knowledge. These individuals have a minimum of a master's degree in an educational field and prior real-world preschool teaching experiences. They have content, instructional, and behavioral knowledge and knowledge of a young child's development, all of which merge to create a comprehensive educator training solution.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's early childhood education workshops address matters of physical, social-emotional, and academic growth and, therefore, align with Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development. Across our workshop offerings, participants are introduced to concepts and content that include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Mathematics and problem-solving skills
- Play, physical movement, gross motor skill development
- Peer interaction, relationship-building and social development
- Self-regulation and social engagement
- Support for improved self-efficacy and social-emotional development
- Music and fine motor development

These themes address standards embedded within each of three named milestone documents, as they touch on academic content (literacy, math, etc.), skills to engage with content (i.e., problem-solving and language creation), and real-world social interaction and physical movement activity.

The specific "Foundation Blocks" that our workshop addresses are highlighted in the figure that follows.

Pearson Workshop	Foundation Blocks Alignment
Applying Effective Practices in Early Childhood Education	• Literacy and Math Foundation Blocks—offers **instructional strategies** important to introducing literacy and math constructs • Personal and Social Development Foundation Block 1—Self-Concept • Personal and Social Development Foundation Block 2—Self-Regulation • Personal and Social Development Foundation Block 3—Approaches to Learning

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

There are no pre-requisites for this workshop, and all participating training resources are provided during the course of training. Quoted workshop or consultative support pricing includes the cost of any necessary training materials. Regarding space, workshops typically serve cohorts of up to 30 individuals, meaning a standard classroom is typically large enough to house one training cohort. For training days on which multiple cohorts are offered training, larger district-level spaces and/or auditoriums might be necessary (depending on the training plan).

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).

This workshop is grounded in research-based best practices and stems from current preschool research and educational practice, but it has not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

This one-day (six-hour workshop) provides a strong overview of concepts relevant to effective preschool instruction and engagement. These six hours yield direct content as well as individual or partner work to support deeper acquisition of concepts and skills. Six hours is a sufficient amount of time to introduce these core concepts.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Child-Centered Centers

Brief (15 to 20 Word) Description

Participants explore the importance of play in early childhood classrooms and its critical role in promoting achievement and positive behaviors.

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.

In this face-to-face workshop, participants learn to develop child-directed activities that stimulate physical, social, emotional, and cognitive development. Participants investigate strategies for developing creative and stimulating centers that invite exploration and investigation using a rich variety of materials and include appropriate challenges and opportunities to stimulate imagination. Participants learn to structure centers that promote sustained play, positive social interaction, and language development while providing meaningful opportunities for choice. Center development during the session includes the areas of language literacy, English acquisition, mathematics, science, social studies, art, music, physical education, and health.

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

Not applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
✓	e. Early scientific development skills
✓	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
✓	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs

	Professional Development Category
	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)?

   __12_ Total Hours for Delivery

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

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

By the end of this workshop, participants will be able to accomplish the following:

- Discuss the importance and significance of play
- Utilize the significance of play to create relationship-based, child-centered centers
- Identify how the organization and management of play environments directly affect behavior, achievement, and self-esteem
- Identify developmentally appropriate materials, for each center, to promote a scaffold for learning
- Examine their present classrooms and assess each in terms of diversity and developmentally appropriate materials and manipulatives

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

At the end of training, participants complete post-training surveys that offer questions about the meeting of pre-determined goals/objectives. Additionally, we recommend that participating centers use the training objectives throughout the course of annual teacher observations to determine how well teachers retained concepts introduced through the workshop.

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.

Consistent with the goals of high-quality professional development to be interactive and collaborative, this workshop is highly interactive. Participants will identify concrete teaching ideas and strategies for every agenda topic through a variety of activities such as Quick-write, "turn and talk," and partner/group discussions.

Our agenda further demonstrates how this workshop is consistent with high-quality professional development.

Day 1

- Stages of Development
  - Developmental domains
  - Benchmark behaviors
- Process of Learning
  - Integrated learning
  - Developmentally appropriate practice
  - Learning through experiences and play
- Play as Learning
  - Importance of play
  - Stages of play
  - Types of play
  - Scaffolding

Day 2

- Learning through the Environment
  - Core concepts of development

  - Creating an anti-bias environment
- The Physical Space
  - Planning classroom spaces
  - Quiet nurturing spaces
  - Growing language acquisition through centers
  - Dramatic play and outdoor play
- Developmentally Appropriate Materials
  - Purpose of manipulatives and toys
- Manipulatives and Behavior
  - Encouraging positive behavior
  - Cultivating independence
  - Crowd control
  - Routines and transitions
- Summary
  - Whole group activity: "Strategies for Tomorrow"

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

Pearson preschool-focused workshops and training solutions are designed by individuals with extensive early learning experience and knowledge. These individuals have a minimum of a master's degree in an educational field and prior real-world preschool teaching experiences. They have content, instructional, and behavioral knowledge and knowledge of a young child's development, all of which merge to create a comprehensive educator training solution.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's early childhood education workshops address matters of physical, social-emotional, and academic growth and, therefore, align with Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development. Across our workshop offerings, participants are introduced to concepts and content that include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Mathematics and problem-solving skills
- Play, physical movement, gross motor skill development
- Peer interaction, relationship-building and social development
- Self-regulation and social engagement
- Support for improved self-efficacy and social-emotional development
- Music and fine motor development

These themes address standards embedded within each of three named milestone documents, as they touch on academic content (literacy, math, etc.), skills to engage with content (i.e., problem-solving and language creation), and real-world social interaction and physical movement activity.

The specific "Foundation Blocks" that our workshop addresses are highlighted in the figure that follows.

Pearson Workshop	Foundation Blocks Alignment
Child-Centered Centers	Health and Physical Development Foundation Block 1—Skilled Movement/Locomotor Skills & Manipulative Skills Health and Physical Development Foundation Block 2—Movement Principles and Concepts Personal and Social Development Foundation Block 1—Self-Concept Personal and Social Development Foundation Block 2—Self-Regulation Personal and Social Development Foundation Block 3—Approaches to Learning Personal and Social Development Foundation Block 4—Interaction with Others Personal and Social Development Foundation Block 5—Social Problem Solving

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

There are no pre-requisites for this workshop, and all participating training resources are provided during the course of training. Quoted workshop or consultative support pricing includes the cost of any necessary training materials. Regarding space, workshops typically serve cohorts of up to 30 individuals, meaning a standard classroom is typically large enough to house one training cohort. For training days on which multiple cohorts are offered training, larger district-level spaces and/or auditoriums might be necessary (depending on the training plan)

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).

This workshop is grounded in research-based best practices and stems from current preschool research and educational practice, but has not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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

__2__ Days
__6__ Hours per day
__<1_ Months to complete

Online Professional Development (whether interactive or not)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

This two-day (12-hour) workshop provides a strong overview of concepts relevant to effective preschool centers for expanded learning. This two-day offering yields direct content as well as individual or partner work to support deeper acquisition of concepts and skills. Because child centers are a critical part of early childhood exploration and early learning, two days are needed to fully explore core concepts, strategies, and examples.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Developing Literacy in the Early Childhood Classroom

Brief (15 to 20 Word) Description

This workshop investigates the strategies required to provide print-rich environments with opportunities for children to see and use written language.

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.

This one-day, face-to-face workshop is appropriate for helping participants understand core literacy concepts and practices relevant to expanding preschool child proficiency. In this workshop, teachers and other personnel will expand their knowledge and skills through a core overview of literacy practices and principles, including differentiated instructional strategies designed to meet the various levels of literacy proficiency. The face-to-face format offers participants the opportunity to ask questions, consider challenges to expanding introduced skill sets among children, and engage in rigorous dialog with colleagues while expanding knowledge and skills.

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

Not applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
✓	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs

	Professional Development Category
	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)?

   __12_ Total Hours for Delivery

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

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

The session incorporates a discussion of books and print that positively reflects children's identity, home language, and culture. The workshop also provides opportunities for children to talk about what is read, the expansion of experiences that enhance vocabulary, and exposure to various tools, objects, and materials of their community.

By the end of the workshop, participants will be able to accomplish the following:

- Identify key elements of early literacy and emergent literacy
- Make connections between children's play and their learning
- Analyze skills involved in emergent speaking, writing, and reading
- "Set the stage" for early literacy
- Assess literacy skills and the literacy environment

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

At the end of training, participants complete post-training surveys that offer questions about the meeting of pre-determined goals/objectives. Additionally, we recommend that participating centers use the training objectives throughout the course of annual teacher observations to determine how well teachers retained concepts introduced through the workshop.

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 offering is grounded in evidence-based preschool instructional strategies known to positively impact early student learning. Additionally, the concepts and skills introduced in the course of training can easily be extended and sustained in the "real-world setting" through the support of school-based professional learning communities or colleague collaboration. The core literacy skills and instructional practices introduced to participants support preschool and Kindergarten classrooms focused on the task of growing early literacy proficiency. Content merges well with Virginia's Foundation Blocks and early milestones and successfully impacts teachers' ability to move early learners closer toward higher levels of performance.

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

Pearson preschool-focused workshops and training solutions are designed by individuals with extensive early learning experience and knowledge. These individuals have a minimum of a master's degree in an educational field and prior real-world preschool teaching experiences. They have content, instructional, and behavioral knowledge and knowledge of a young child's development, all of which merge to create a comprehensive educator training solution.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's early childhood education workshops address matters of physical, social-emotional, and academic growth and, therefore, align with Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development. Across our workshop offerings, participants are introduced to concepts and content that include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Mathematics and problem-solving skills
- Play, physical movement, gross motor skill development
- Peer interaction, relationship-building and social development
- Self-regulation and social engagement
- Support for improved self-efficacy and social-emotional development
- Music and fine motor development

These themes address standards embedded within each of three named milestone documents, as they touch on academic content (literacy, math, etc.), skills to engage with content (i.e., problem-solving and language creation), and real-world social interaction and physical movement activity.

The specific "Foundation Blocks" that our workshop addresses are highlighted in the figure that follows.

Pearson Workshop	Foundation Blocks Alignment
Developing Literacy in the Early Childhood Classroom	• Literacy Foundation Block 1—Oral language • Literacy Foundation Block 2—Vocabulary • Literacy Foundation Block 3—Phonological Awareness • Literacy Foundation Block 4—Letter Knowledge and Early Word Recognition • Literacy Foundation Block 5—Print and Book Awareness • Literacy Foundation Block 6—Writing

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

There are no pre-requisites for this workshop, and all participating training resources are provided during the course of training. Quoted workshop or consultative support pricing includes the cost of any necessary training materials. Regarding space, workshops typically serve cohorts of up to 30 individuals, meaning a standard classroom is typically large enough to house one training cohort. For training days on which multiple cohorts are offered training, larger district-level spaces and/or auditoriums might be necessary (depending on the training plan).

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).

This workshop is grounded in research-based best practices and stems from current preschool research and educational practice, but has not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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

__2__ Days
__6__ Hours per day
__<1_ Months to complete

Online Professional Development (whether interactive or not)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

This two-day (12-hour) workshop provides a strong overview of concepts relevant to effective preschool literacy instruction. The two-day offering yields direct content as well as individual or partner work to support deeper acquisition of literacy concepts and skills.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Music, Movement and Learning in the Early Childhood Classroom

Brief (15 to 20 Word) Description

Participants will explore ways that music and movement can make learning and classroom management lively and fun.

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.

This hands-on, interactive workshop demonstrates real-world application of textbook strategies to enhance teaching and learning outcomes. Preschool instructors are introduced to critical music, movement, and engaging learning strategies that are easily modeled through the face-to-face training format. The face-to-face format also offers participants the opportunity to ask questions, consider challenges to expanding introduced skill sets among children, and to engaging in rigorous dialog with colleagues while expanding knowledge and skills.

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

Not applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
✓	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
✓	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs

	Professional Development Category
	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: preschool homecare/daycare providers)

   ☐ 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

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

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

This workshop helps educators explore the stages of music and motor development in young children and their connection to social, emotional, and cognitive development. Participants investigate the relationship between strong motor-skill development and concepts that relate to higher-level cognitive functions. Strategies and music activities discussed include experiences that develop phonemic awareness, such as songs, finger plays, poems, and so on that enhance literacy and phonemic skills such as rhyme and sequence patterns.

By the end of this workshop, participants will be able to accomplish the following:

- Identify ways that music, movement, and play work together in the early childhood classroom
- Utilize music and movement classroom activities to help develop children's social skills as they engage with others
- Understand how music and movement are critical aspects of the well-ordered early childhood classroom

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

At the end of training, participants complete post-training surveys that offer questions about the meeting of pre-determined goals/objectives. Additionally, we recommend that participating centers use the training objectives throughout the course of annual teacher observations to determine how well teachers retained concepts introduced through the workshop.

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 offering is grounded in evidence-based preschool instructional strategies known to positively impact early student learning. Additionally, the concepts and skills introduced in the course of training can easily be extended and sustained in the "real-world setting" through the support of school-based professional learning communities or colleague collaboration. The core music and movement practices introduced to participants support PreK and Kindergarten classrooms focused on the task of growing early fine and gross motor proficiency, as well as core concepts such as rhythm, beat, etc. Content merges well with Virginia's Foundation Blocks and early milestones and successfully impacts teachers' ability to move early learners closer toward higher levels of performance.

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

Pearson preschool-focused workshops and training solutions are designed by individuals with extensive PreK experience and knowledge. These individuals have a minimum of a master's degree in an educational field, with prior real-world preschool teaching experiences. They have content, instructional, and behavioral knowledge and knowledge of a young child's development, all of which merge to create a comprehensive educator training solution.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's early childhood education workshops address matters of physical, social-emotional, and academic growth and, therefore, align with Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development. Across our workshop offerings, participants are introduced to concepts and content that include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Mathematics and problem-solving skills
- Play, physical movement, gross motor skill development
- Peer interaction, relationship-building and social development
- Self-regulation and social engagement
- Support for improved self-efficacy and social-emotional development
- Music and fine motor development

These themes address standards embedded within each of three named milestone documents, as they touch on academic content (literacy, math, etc.), skills to engage with content (i.e., problem-solving and language creation), and real-world social interaction and physical movement activity.

The specific "Foundation Blocks" that our workshop addresses are highlighted in the figure that follows.

Pearson Workshop	Foundation Blocks Alignment
Music, Movement, and Learning in the Early Childhood Classroom —	▪ Health and Physical Development Foundation Block 1—Skilled Movement/Locomotor Skills & Manipulative Skills ▪ Health and Physical Development Foundation Block 2—Movement Principles and Concepts ▪ Health and Physical Development Foundation Block 4—Responsible Behaviors ▪ Personal and Social Development Foundation Block 1—Self-Concept ▪ Personal and Social Development Foundation Block 2—Self-Regulation ▪ Personal and Social Development Foundation Block 3—Approaches to Learning ▪ Personal and Social Development Foundation Block 4—Interaction with Others ▪ Personal and Social Development Foundation Block 5—Social Problem Solving

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

There are no pre-requisites for this workshop, and all participating training resources are provided during the course of training. Quoted workshop or consultative support pricing includes the cost of any necessary training materials. Regarding space, workshops typically serve cohorts of up to 30 individuals, meaning a standard classroom is typically large enough to house one training cohort. For training days on which multiple cohorts are offered training, larger district-level spaces and/or auditoriums might be necessary (depending on the training plan).

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).

This workshop is grounded in research-based best practices and stems from current PreK research and educational practice, but it has not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

This is a one-day (six-hour) workshop that provides a strong overview of concepts relevant to effective preschool music and movement instruction and engagement. These six hours yield direct content as well as individual or partner work to support deeper acquisition of concepts and skills. Six hours is a sufficient amount of time to introduce these core concepts.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Stimulating Conversations and Oral Language Development in Young Children

Brief (15 to 20 Word) Description

This workshop helps educators explore strategies for developing oral language in young children.

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.

This hands-on, interactive workshop demonstrates real-world application of strategies to enhance teaching and learning outcomes around student early literacy development. The face-to-face workshop offers the participants the opportunity to see recommended strategies modeled and explained, which should translate into deeper fidelity to the model in the "real-world" settings. Additionally, because oral language develop differs rather significantly among preschool students, opportunities to provide differentiated or scaffolded instruction are easily explored during the course of the full-day workshop. Gaining the necessary instructional skills and content required for effective preschool instruction in the area of conversations/oral language development can be rather time consuming, as there is much to consider with growth for our early learners. Consequently, this one-day workshop offers a strong foundational spring board from which teachers can expand local classroom skills successfully.

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

Not Applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
✓	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
✓	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners

	Professional Development Category
	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

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

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

Participants discuss ways to scaffold and model aspects of rich, mature play to stimulate meaningful and interesting conversations. Additionally, participants practice various aspects of dialogic reading to encourage children to foster language growth through expanded responses, retelling of stories, and expressing and developing ideas. Finally, participants discuss the importance of experiences in drawing, pretend play, and exposure to books in oral language development.

By the end of the workshop, participants will be able to:

- Identify developmental stages of oral language in young children.
- Make connections between oral language development and development of social and literacy skills.
- Use dialogic reading to foster language growth.
- Apply strategies for developing oral language in young children.

- Scaffold and model aspects of rich, mature play to stimulate meaningful and interesting conversations.
- Plan experiences to develop oral language, including drawing, pretend play, and exposure to books.

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

At the end of training, participants complete post-training surveys that offer questions about the meeting of pre-determined goals/objectives. Additionally, we recommend that participating centers use the training objectives throughout the course of annual teacher observations to determine how well teachers retained concepts introduced through the workshop.

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 offering is grounded in evidence-based preschool instructional strategies known to positively impact early student learning. Additionally, the concepts and skills introduced in the course of training can easily be extended and sustained in the "real-world setting" through the support of school-based professional learning communities or colleague collaboration. The core language and conversational/student engagement practices introduced to participants support PreK and Kindergarten classrooms focused on the task of growing early literacy, language, and social-emotional proficiency. Content merges well with Virginia's Foundation Blocks and early milestones and successfully impacts teachers' abilities to move early learners closer toward higher levels of performance.

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

Pearson preschool-focused workshops and training solutions are designed by individuals with extensive PreK experience and knowledge. These individuals have a minimum of a master's degree in an educational field, with prior real-world preschool teaching experiences. They have content, instructional, and behavioral knowledge and knowledge of a young child's development, all of which merge to create a comprehensive educator training solution.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's early childhood education workshops address matters of physical, social-emotional, and academic growth and, therefore, align with Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development. Across our workshop offerings, participants are introduced to concepts and content that include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Mathematics and problem-solving skills
- Play, physical movement, gross motor skill development
- Peer interaction, relationship-building and social development
- Self-regulation and social engagement
- Support for improved self-efficacy and social-emotional development
- Music and fine motor development

These themes address standards embedded within each of three named milestone documents, as they touch on academic content (literacy, math, etc.), skills to engage with content (i.e., problem-solving and language creation), and real-world social interaction and physical movement activity.

The specific "Foundation Blocks" that our workshop addresses are highlighted in the figure below.

Pearson Workshop	Foundation Blocks Alignment
Stimulating Conversations and Oral Language Development in Young Children	• Literacy Foundation Block 1—Oral Language • Literacy Foundation Block 2—Vocabulary • Personal and Social Development Foundation Block 4—Interaction with Others

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

There are no pre-requisites for this workshop, and all participating training resources are provided during the course of training. Quoted workshop or consultative support pricing includes the cost of any necessary training materials. Regarding space, workshops typically serve cohorts of up to 30 individuals, meaning a standard classroom is typically large enough to house one training cohort. For training days on which multiple cohorts are offered training, larger district-level spaces and/or auditoriums might be necessary (depending on the training plan).

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).

This workshop is grounded in research-based best practices and stems from current PreK research and educational practice, but it has not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

This is a one-day (six-hour) workshop that provides a strong overview of concepts relevant to effective preschool oral language development. These six hours yield direct content as well as individual or partner work to support deeper acquisition of concepts and skills. Six hours is a sufficient amount of time to introduce these core concepts.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Sheltered Instruction Observation Protocol (SIOP®) Training for Pre-K/Kindergarten Teachers workshop and SIOP Coaching & Modeling

Brief (15 to 20 Word) Description

Educators gain an in-depth understanding of the components of the SIOP Model and strategies to implement it in their PreK/Kindergarten classrooms.

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.

This three-day workshop provides a comprehensive overview of the core components of the SIOP approach to English language learner (ELL) and struggling student instruction. SIOP is the only empirically validated approach to teaching ELLs, and supports the growth of both core language skills and academic content. The Pearson coach can train a class as large as 30 participants per trainer. The three-day period is intense, but relevant to validate teacher proficiency with the instructional approach. Trainers cover the eight core components of the SIOP approach—a task that could not be completed well in a one- or two-day workshop. During this face-to-face training, educators have time to explore each component with their peers, considering how implementation of each SIOP component looks in the real classroom. There is also time for participants to engage fully with the SIOP trainers to address concerns or challenges.

We often pair this three-day training with at least five days of SIOP classroom coaching to help teachers solidify concepts and implement the approach with fidelity. SIOP Coaching and Modeling typically consists of one Pearson SIOP coach serving a cohort of up to 20 teachers over at least a five-day period. This approach is "job-embedded," and therefore, requires no time away from teachers' regular instructional duties. The coaching and modeling days do not have to be consecutive; we will work with the district to select the best schedule.

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

Not applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
	b. Providing developmentally appropriate preschool learning environments
✓	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills

	Professional Development Category
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
✓	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

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

   ☒ Language and literacy development;

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

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

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

   ☐ Social and emotional development.

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

   ☒ Teachers

   ☒ Coaches

   ☒ Administrators

   ☒ Teacher Assistants

   ☐ Other service providers (specify here:_____)

   ☐ Parents and families

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

   __18 hours of workshop training; optional 30 hours of classroom coaching_ Total Hours for Delivery

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

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

SIOP Training for Pre-K/Kindergarten Teachers Workshop

Using the best-selling research-based book *Using the SIOP® Model with Pre-K and Kindergarten English Learners*, participants of the SIOP Training for Pre-K/Kindergarten Teachers workshop gain practical skills to collaborate, share, and implement lesson plans that incorporate all eight components and 30 features of SIOP to teach content while developing students' academic and social language. In addition to the SIOP Model text, participants receive a workbook to support their implementation of the model upon returning to their school.

By the end of the workshop, participants will be able to do the following:

- Explain eight factors that affect second-language acquisition
- Identify the components and features of the SIOP Model
- Observe and practice each of the eight components
- Incorporate the SIOP Model into lesson planning
- Build a sample lesson using SIOP

SIOP Lesson Coaching and Modeling

This five-day service is a job-embedded, collaborative approach to professional development and dialogue about effective lessons. A group of teacher teams and a SIOP education specialist meet to co-develop a lesson that is tied to the overall goal of improving student achievement. Then the education specialist and a teacher co-teach the lesson while the rest of the team observes. After the lesson, the team meets to discuss the lesson and any changes that could be made in planning and delivering the lesson using the SIOP Model. Participants receive the book *99 Ideas and Activities for Teaching English Learners with the SIOP Model*, an indispensable resource that supports implementation of the SIOP Model.

By the end of the program, the participants will be able to do the following:

- Identify the features of effective SIOP lessons
- Develop a lesson that incorporates the SIOP Model
- Learn how to use the SIOP protocol to observe and analyze a lesson

Each session accommodates up to 20 participants.

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

Effective schools and districts measure the impact of professional development on instructional practice and student achievement. To this end, Pearson provides districts with a participant pre- and post-intervention survey that measures change in teacher knowledge, teacher practice (instructional skills), student achievement, and perception of the SIOP training. The pre-training survey takes approximately 10 minutes to complete and will remain available for two weeks. The survey collects participant reflections of the following:

- Educational background (three questions)
- Teaching background (three questions)
- Instructional practices (two questions)
- Content knowledge of instructional techniques for ELLs (13 questions)

Following the formal SIOP training process, participants complete a post-survey that collects data across the following five areas:

- Recent SIOP training (four questions)
- Participant readiness to implement SIOP (six questions)
- Instructional practices (three questions)
- Content knowledge of instructional techniques for ELLs (13 questions)
- Need for follow up training and support (three questions)

Pre- and post- survey data will be collected and analyzed by Pearson's professional evaluation team, with an aggregated report provided to each district. The report includes data to target areas of SIOP that district educators are excelling in and areas that could use improvement. In this way, the surveys assist with differentiation of professional development and associated services for the instructional staff.

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.

Pearson developed this offering based on evidence-based preschool language and literacy instructional strategies known to impact early student learning positively. The concepts and skills introduced in the training can be sustained in the real classroom setting with the support of school-based professional learning communities and colleague collaboration. The core second language and academic language instructional practices support preschool and kindergarten classrooms in developing early literacy and second literacy proficiency. The content merges well with Virginia's Foundation Blocks and early milestones and successfully influences teachers' ability to move early learners toward higher levels of performance. The coordinating SIOP classroom coaching solidifies long-term sustainability and fidelity to the model.

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

Since 1995, educators have turned to SIOP authors Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short for an empirically validated model of sheltered instruction.

Jana Echevarría, PhD, is a Professor Emerita at California State University, Long Beach. She has taught in elementary, middle, and high schools in general education, special education, ESL, and bilingual programs. She has lived in Taiwan, Spain, and Mexico. An internationally known expert on second language learners, Dr. Echevarría is a Fulbright Specialist. Her research and publications focus on effective instruction for English learners, including those with learning disabilities. Currently, she is Co-Principal Investigator with the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) funded by the US Department of Education, Institute of Education Sciences (IES). In 2005, Dr. Echevarría was selected as Outstanding Professor at California State University, Long Beach.

MaryEllen Vogt, EdD, is Distinguished Professor Emerita of Education at California State University, Long Beach. Dr. Vogt has been a classroom teacher, reading and special education specialist, district reading resource teacher, and university teacher educator. She received her doctorate from the University of California, Berkeley. A co-author of 14 books, including the SIOP Series and *Reading Specialists and Literacy Coaches in the Real World* (2007), Dr. Vogt has provided professional development in all 50 states and in eight other countries. She served as President of the International Reading Association in 2004–2005.

Deborah J. Short, PhD, is a professional development consultant and a senior research associate at the Center for Applied Linguistics in Washington, DC. She co-developed the SIOP Model for sheltered instruction and has directed national research studies on English language learners funded by the Carnegie Corporation, the Rockefeller Foundation, and the US Department of Education. She recently chaired an expert panel on adolescent English language learner literacy. As the director of Academic Language Research & Training, Dr. Short provides professional development on sheltered instruction and academic literacy around the US and abroad. She has numerous publications, including the SIOP book series and five ESL textbook series for National Geographic/Hampton-Brown. She has taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of Congo.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's SIOP Training for Pre-K/Kindergarten Teachers workshop addresses instructional and assessment skills necessary for appropriate literacy, language, and academic content development for non-English speakers and/or struggling students. This means that the training addresses critical early learning milestones from the three documents: Virginia's Foundation Blocks for Early Learning, Kindergarten Standards of Learning and Milestones for Child Development.

Core concepts/content addressed include the following:

- Literacy skills, including emerging early literacy milestones
- Development of oral language and engagement with books and other texts
- Problem-Solving Skills
- Scaffolded instructional practices

The specific "Foundation Blocks" that this training addresses are highlighted in the figure that follows.

Pearson Workshop	Foundation Blocks Alignment
SIOP® Training for Pre-K/Kindergarten Teachers	▪ Literacy Foundation Block 1—Oral language ▪ Literacy Foundation Block 2—Vocabulary ▪ Literacy Foundation Block 3—Phonological Awareness ▪ Literacy Foundation Block 4—Letter Knowledge and Early Word Recognition ▪ Literacy Foundation Block 5—Print and Book Awareness ▪ Literacy Foundation Block 6—Writing

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

Pearson's SIOP Training for Pre-K/Kindergarten Teachers workshop is a pre-requisite course for the SIOP Lesson Coaching and Modeling services.

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).

SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino et al., 2001). SIOP is also used as a model for lesson planning and implementation of high-quality sheltered instruction. All features of the SIOP Model are aligned with current research on instruction for ELLs.

In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP Model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model. For more information on this study, please refer to this paper:
http://siop.pearson.com/downloads/04-JAAL-54-6-Echevarria.pdf.
This document is also included as an attachment to D-I-6.

A research brief from the National Comprehensive Center for Teacher Quality released in July 2010 focused on evaluations of special education and English language teachers. The authors refer to SIOP as a framework to evaluate English language teachers. For more details on this brief, please refer to this paper:
http://assets.pearsonschool.com/asset_mgr/current/201148/SIOP%20Framework%20PP5.pdf

The SIOP Training for Pre-K/Kindergarten Teachers solution is based on educational best practices and has been subject to rigorous evaluation as defined in Section III of this Request for proposals.

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.

Not applicable.

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

__3 days of workshop training; optional 5 days of classroom coaching_ Days

__6__ Hours per day

__<1__ Months to complete

Online Professional Development (whether interactive or not)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

SIOP training is three full days, and follow-up coaching covers a five-day period, with coaches rotating among participating teachers.

The three-day SIOP workshop is intense, but important to validate teacher proficiency with the instructional approach. Trainers cover the eight core components of the SIOP approach in-depth—a task that requires three days.

The SIOP coaching and modeling (a five-day offering for up to 20 participants) is optional but recommended to help educators develop the SIOP model in their classrooms. During the SIOP coaching period, Pearson coaches help teachers design SIOP lessons and offer feedback. When our coaches work with the educators in the classroom setting, there are opportunities to grow beyond the formal training and deepen understanding of the concepts. The coaching is fully job-embedded, so substitute teachers are not required.

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Did They Get It? The Role of Fidelity in Teaching English Learners

Improving content literacy among language learners can depend on the extent to which teachers adhere to proven instructional models.

Jana Echevarria | Catherine Richards-Tutor | Vivan P. Chinn | Paige Ann Ratleff

Literacy instruction for English learners (ELs) is a topic of critical importance because these students are not only the fastest growing segment of the population in U.S. schools (National Center for Education Statistics, 2009), they are also overrepresented in the group of students who struggle academically (McCardle, Mele-McCarthy, Cutting, Leos, & D'Emilio, 2005; Snow & Biancarosa, 2003). The "literacy crisis" for adolescent ELs is significant because of their alarmingly poor performance on indicators of literacy such as the National Assessment for Educational Progress (NAEP; Short & Fitzsimmons, 2007). Only 3% of eighth-grade ELs scored at the proficient or advanced levels on the reading portion of the 2009 NAEP compared with 34% of non-ELs (National Center for Education Statistics, 2009). Further, while they are still learning English, these students are required to take district and state high-stakes assessments that may have considerable consequences, especially at the secondary level. At least half of U.S. states use a high school exit exam as a criterion for a high school diploma (Short & Fitzsimmons, 2007).

A contributing factor to the poor performance of ELs is the role of academic language in literacy and learning. Academic language is used by all students in school settings—those whose home language is English and ELs alike. However, this type of language use is particularly challenging for ELs, who are still acquiring English at the same time that school tasks require a high level of English usage.

Participation in informal conversation demands less from an individual than joining in an academic discussion (Cummins, 2000). Many ELs have the ability to converse in English without needing a strong repertoire of academic language skills. They may appear to speak English well, for example, in hallways and in small talk before class begins but struggle to use English well in classroom lessons when a higher language level is required for academic processes, such as in summarizing information, reading and understanding expository prose, evaluating perspectives, and drawing conclusions.

So, how do we assist ELs through the process of learning standards-based concepts, skills, and information in a new language? How do we effectively

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accelerate their acquisition of academic English?

Findings from the National Reading Panel (National Institute of Child Health and Human Development, 2000) and the National Literacy Panel on English Language Learners (August & Shanahan, 2006) as well as subsequent studies have provided the field with research-based strategies and approaches proven effective with ELs (California Department of Education, 2010; Cloud, Genesee, & Hamayan, 2009; Echevarria, Vogt, & Short, 2010; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Goldenberg, 2008; Haager, Klingner, & Vaughn, 2007; Richards & Leafstedt, 2009; Shatz & Wilkinson, 2010).

However, research-based practices are only as good as their implementation in terms of effect on student achievement. One element that is often missing in the discussion of research-based literacy practices is the relation between teacher implementation and student achievement. Even when research shows that a practice leads to achievement gains, how well are teachers using it in the classroom? On balance, there is much more discussion about which specific practices are research based and perhaps not enough about the fidelity with which the practices were implemented.

This article demonstrates the importance of implementing research-based literacy practices with fidelity to have a positive effect on student achievement. We present results of a study that show the direct relation between teacher implementation of research-based practices and student achievement.

The Importance of Fidelity

In education research, *fidelity* is defined as the degree to which an intervention or model of instruction is implemented as it was originally designed to be implemented (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). Many research studies do not assess or report fidelity (Cordray & Jacobs, 2007; Dane & Schneider, 1998; Gresham et al., 2000), and therefore we are often left uncertain as to the actual effect the intervention had on student achievement. In studies that do assess and report fidelity, the importance of implementing with close correspondence to the original validated model (i.e., with fidelity) is underscored.

In one such study, results indicated that when teachers adhered to the instructional program with fidelity, student achievement—including that of ELs—improved. When student achievement waned, the researchers found through a review of project data and videotaped lessons that students were receiving a weak version of the original program (Allen, 2007). The same held true for a model of school change that had been successful in a school with large numbers of ELs for a number of years (Goldenberg, 2004). The goal of this school reform model was "helping students who tend not to do very well in our schools read and write at higher levels" (p. 4). Although they did achieve their goal, as time went on there was less attention paid to the process that led to change. Competing district initiatives, among other factors, reduced the level of fidelity to the original model, and fewer teachers participated. One teacher's poignant comment emphasizes the need for maintaining high levels of implementation:

> You know, when I get students from the teachers that have been involved with it I can see the difference in them versus the ones from new teachers that haven't had the exposure. And believe me, there is a distinct difference. (Goldenberg, 2004, p. 165)

Fidelity and High-Quality Professional Development

The connection between fidelity and high-quality professional development is depicted in Figure 1. Ongoing teacher support increases adherence to the practices being learned and implemented, which is critical because fidelity has been linked to improved outcomes (Allen, 2007; Echevarria, Short, & Vogt, 2008; Emshoff et al., 1987; Goldenberg, 2004; Holbach & Rich, 2004; Moran, 2007; Tomlinson, Brimijoin, & Narvaez, 2008).

Optimal professional development in schools is the goal, but it may not always be feasible for a variety of reasons including limited resources, lack of leadership, low expectations for improved outcomes, externally imposed initiatives that consume time, and the like. Whatever the realities in schools, it is clear

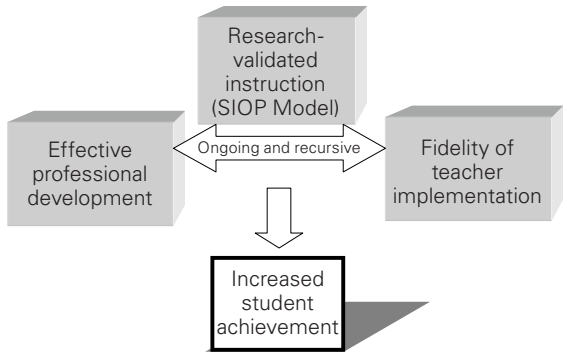
that improvement of teacher literary practice is enhanced with sustained, ongoing professional development. The new paradigm encourages continuous, collaborative professional development as opposed to the previous model of professional development in isolation—such as one-day workshops (Gallimore, Ermeling, Saunders, & Goldenberg, 2009; Smith, Wilson, & Corbett, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

Darling-Hammond and Richardson (2009) summarized two decades of research supporting the kind of professional development that has the following features: (1) deepens teachers' knowledge of content and how to teach it to students, (2) helps teachers understand how students learn specific content, (3) provides opportunities for active, hands-on learning, (4) enables teachers to acquire new knowledge, apply it, and reflect on the results with colleagues, (5) links curriculum, assessment and standards to professional learning, (6) is collaborative and collegial, and (7) is intensive and sustained over time.

These findings were borne out in our own case study research, in which we investigated the professional development efforts of 17 different sites across the United States that implemented the Sheltered Instruction Observation Protocol (SIOP) Model to a high degree in settings with ELs (Echevarria, Vogt, & Short, 2008, 2010). The data from interviews and observations highlight the following factors for success in ensuring fidelity of implementation:

- Multiple opportunities for teachers and administrators to learn about and see demonstrations of each component in the model (e.g., analysis of videotaped lessons and discussion of readings)
- Lesson plans incorporating the target component and teacher practice of each new feature of the component with a peer coach
- Some form of professional learning community for teachers to co-plan lessons, observe lessons, discuss student data, and support one another in meeting students' learning needs (learning communities flourished in situations where time to meet was made a priority)
- A single focus for a sustained period of time (i.e., the whole district committed to SIOP training and implementation for two years) rather than having competing initiatives
- A supportive culture in which teachers and school leadership value continuous professional learning and shared leadership (Saunders, Goldenberg, & Gallimore, 2009; Smith et al., 2009)

Figure 1 The Relation Between Implementation and Student Achievement



In sum, research shows that student achievement improves when teachers are "engaged in sustained, collaborative professional development that specifically focused on deepening teachers' content knowledge and instructional practices" (Wei et al., 2009, p. 5).

CREATE Research Study

The present study, funded through the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), extends previous work by examining the specific effect teacher implementation levels (i.e., fidelity) have on student performance. The context of the study was to test the effects of a model of instruction for ELs, the SIOP Model, on their content area literacy and language development in science. Because NCLB testing includes science, ELs' ability to read, write, and discuss scientific concepts is more critical than ever.

Methods and Procedures

We investigated the effects of specialized instruction on students' growth in content area literacy in seventh-grade science classes. Eight middle schools in

one large urban school district with high numbers of ELs were randomly assigned to treatment or control conditions. There were 8 teachers and 649 students in the treatment group and 4 teachers and 372 students in the control group with a total of 12 teachers and 1,021 students participating in the study.

Teachers in the intervention schools received professional development in using the SIOP Model of instruction (Echevarria, Short, & Vogt, 2008). The SIOP Model consists of eight components (see Table 1) with 30 features that, when put into practice, have been shown to improve ELs' performance on measures of language and literacy (Dooley, 2009; Echevarria, Short, & Powers, 2006; Short, Echevarria, & Richards-Tutor, in press; Short, Fidelman, & Louguit, 2010).

The SIOP Model emphasizes the importance of language development across the curriculum, as well as providing ample opportunity for students to practice reading, writing, speaking, and listening skills. Because of the strong relation between oral language proficiency

Table 1 Eight Components of the SIOP Model of Instruction

Component	Description
1. Lesson preparation	The features under lesson preparation examine the lesson planning process, including the incorporation of language and content objectives linked to curriculum standards. In this way, students gain important experience with key grade-level content and skills as they progress toward fluency in the second language. Other features include the use of supplementary materials and meaningful activities.
2. Building background	Building background focuses on making connections with students' background experiences and prior learning, and developing their academic vocabulary. The SIOP Model underscores the importance of building a broad vocabulary base for students to be effective readers, writers, speakers, and listeners. In the SIOP Model, teachers directly teach key vocabulary and word structures, word families, and word relations.
3. Comprehensible input	Comprehensible input considers adjusting teacher speech, modeling academic tasks, and using multimodal techniques to enhance comprehension (e.g., gestures, pictures, graphic organizers, restating, repeating, reducing the speed of the teacher's presentation, previewing important information, and hands-on activities). The academic tasks must be explained clearly, both orally and in writing, with models and examples of good work so students know the steps they should take and can envision the desired result.
4. Strategies	The strategies component emphasizes explicit teaching of learning strategies to students so that they know how to access and retain information. Good reading comprehension strategies, for example, need to be modeled and practiced, one at a time with authentic text. SIOP teachers must scaffold instruction so students can be successful, beginning at the students' performance level and providing support to move them to a higher level of understanding and accomplishment. Teachers have to ask critical thinking questions as well so that students apply their language skills while developing a deeper understanding of the subject.
5. Interaction	Interaction features encourage elaborated speech and grouping students appropriately for language and content development. They need oral language practice to help develop content knowledge and second-language literacy; thus, student–student interaction is important and needs to occur regularly in each lesson. ELs need to practice important language functions, such as confirming information, elaborating on one's own or another's idea, and evaluating opinions.
6. Practice/application	Practice/application calls for activities that extend language and content learning by encouraging students to practice and apply the content they are learning, as well as their language skills. It is important to build and reinforce reading, writing, listening, and speaking skills within content learning.
7. Lesson delivery	Lesson delivery ensures that teachers present a lesson that meets the planned objectives. Successful delivery of a SIOP lesson means that the content and language objectives were met, the pacing was appropriate, and the students had a high level of engagement.
8. Review/assessment	English learners need to revisit key vocabulary and concepts, and teachers need to use frequent comprehension checks throughout lessons as well as other informal assessments to measure how well students understand and retain the information. Each SIOP lesson should wrap up with some time for review and assessment and time to determine whether the lesson's objectives were met.

Figure 2 Sample Protocol Component

LESSON PREPARATION				
4	3	2	1	0
1. **Content objectives** clearly defined, displayed, and reviewed with students		**Content objectives** for students implied		No clearly defined **content objectives** for students
Comments:				
4	3	2	1	0
2. **Language objectives** clearly defined, displayed, and reviewed with students		**Language objectives** for students implied		No clearly defined **language objectives** for students
Comments:				
4	3	2	1	0
3. **Content concepts** appropriate for age and educational background level of students		**Content concepts** somwhat appropriate for age and educational background level of students		**Content concepts** inappropriate for age and educational background level of students
Comments:				

Note. From Echevarria, J., Vogt, M.E., & Short, D.J. (2010). *Making content comprehensible for secondary English learners: The SIOP Model.* Boston: Allyn & Bacon.

and literacy (August & Shanahan, 2006), SIOP lessons focus on high levels of interaction between teacher and students and among students and include a variety of grouping configurations (i.e., pairs and teams). Other features of the model ensure that teachers use techniques that make instruction comprehensible for ELs so that they can participate in grade- level content lessons while expanding their English proficiency.

Measuring Fidelity of SIOP. Fidelity of teacher implementation was assessed using the SIOP, an observation instrument on which the SIOP Model is based. The SIOP is a valid and reliable measure of high-quality sheltered instruction (Guarino et al., 2001). A sample of one component of the protocol is seen in Figure 2.

SIOP Professional Development. Treatment teachers were provided an intensive two-and-a-half-day training to introduce them to the SIOP Model and its components. The training began with an overview of second-language acquisition to provide the teachers with an understanding of optimal learning conditions for ELs and their importance to this study. The participants then learned each of the eight components through the same process:

- The component and its research background were introduced via PowerPoint presentation.
- Participants watched a video that illustrated effective classroom implementation of the component and its features.
- Participants were asked to rate the lesson using the protocol and justify their rating.

This process led to a thorough discussion of each feature. Participants also participated in practice and application activities to show their understanding of the eight components. Finally, because the lessons the teachers taught for the research study were part of four curricular units (cell structure and function, photosynthesis and respiration, cell division, and genetics),

each participant was presented with a binder of materials. Each binder contained SIOP lesson plans for the four units of study as well as descriptions of lesson activities and handouts. Also included were the assessments for every instructional unit. Teachers were given time to review the binders and ask clarifying questions. Each teacher was prepared to implement the SIOP lessons at the conclusion of the training.

Classroom Instruction. Treatment teachers delivered SIOP lessons created by the research team while control teachers taught the same units using the same textbook but used their own lesson plans and teaching methods. Each of the SIOP lesson plans included the following elements: state standard, lesson topic, content and language objectives, key vocabulary, motivation (background building), presentation, practice and application, and review and assessment.

A key feature of the SIOP Model lesson plans used in the study was the inclusion of both content and language objectives that were aligned to state and national standards in science (content objective) and language arts and English language development (language objective). Teachers were instructed to post and state the objectives at the beginning and end of every lesson. This practice is based on the concept that integration of English language development across the curriculum is critical for improving ELs' English proficiency (Lee, 2005).

Coaching. To help support teachers in their delivery of SIOP lesson plans, coaching was provided to each treatment teacher by researchers who were experienced in implementing the model. The process for coaching was as follows:

1. The teacher and researcher (coach) reviewed the lesson plan together prior to the observation.
2. The coach observed and rated the lesson using the SIOP.
3. A debriefing session followed the observation using the completed SIOP.

To further assist teachers in following the SIOP Model, they were provided a "fidelity checklist" to help guide their implementation of the lesson plans. The elements of the checklist were to write and state both the content and language objectives, introduce and post vocabulary words, highlight vocabulary throughout the lesson, review the words at end of the lesson, and review each content and language objective at the end of the lesson and ask if it was met. Although all 30 features of the SIOP Model were present in the lesson plans, the checklist was intended to remind teachers of the importance of focusing on objectives and vocabulary development.

Observations were conducted approximately every other week with each teacher receiving a total of five observations. Interrater reliability among the observers was established prior to the beginning of observations using videotaped lessons to calibrate scores. Across the observations and raters, interrater reliability was calculated at 87%.

Pacing Guides. Both treatment and control teachers were provided with pacing guides to ensure that they were teaching the same content at approximately the same time and giving pre- and posttest assessments with each unit at approximately the same time.

Assessing Student Achievement

The assessments were curriculum based and examined science content knowledge as well as science academic language. The assessments required students to use the science language taught during the units to respond to content questions such as, "The continuous process of cell growth and division is called _____." There were a total of four assessments that measured four units of instruction: cell structure and function, photosynthesis and respiration, cell division, and genetics.

Students read a passage about a topic they had studied and answered a series of multiple-choice and fill-in questions. Prior to beginning each unit, students were given a pretest to establish baseline knowledge. A posttest given at the end of each unit measured growth in science content knowledge and science academic language.

The number of items on the four assessments ranged from 8 to 16. Reliability estimates were calculated for the assessments and varied based on number of items. Assessments with a higher number of items had higher reliability estimates, ranging from 0.462 to 0.786, which are in moderate range. When combining the items from all four assessments, a total of

42 items, we achieved strong reliabilities, 0.85 on the pretest and 0.88 on the posttest.

Fidelity to the SIOP Model

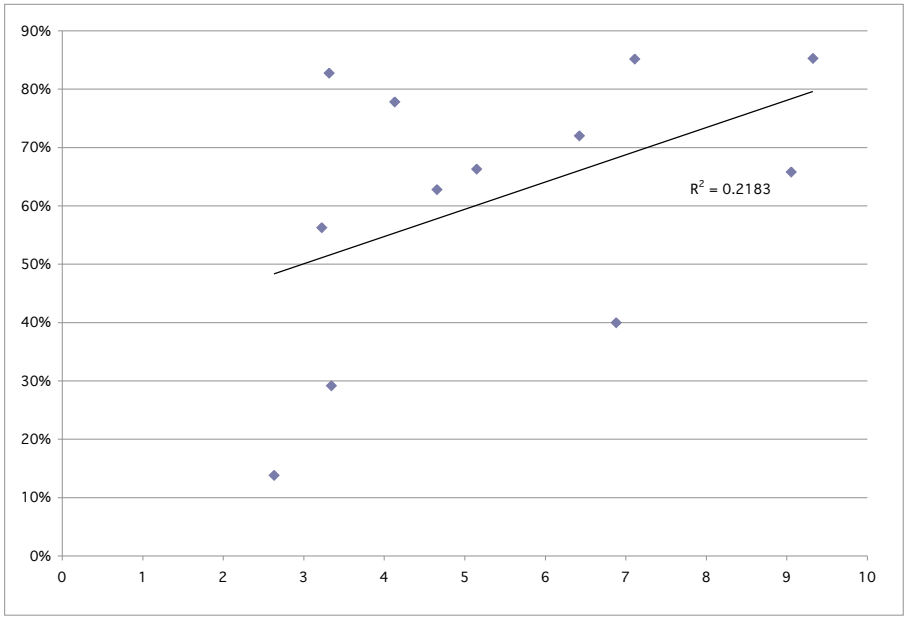
The professional development aspect of the study was intended not only to help teachers learn and implement the features of the SIOP Model but also to understand why the techniques are effective. Tapping into teachers' prior knowledge (in this case of second-language acquisition and the instructional needs of ELs) and further developing their understanding is an essential aspect of professional development. Understanding the underlying principles of instruction helps teachers make informed decisions when implementing the features in a way that keeps practice close to the original model (Seymour & Osana, 2003). Some variation in the way teachers used the techniques was expected, because we did not interpret fidelity as strict adherence to a step-by-step process or a scripted curriculum but rather as a level of quality that was manifested across observations.

As mentioned, teachers received scores on individual SIOP features, and the total score was calculated as a percent. We established three levels of teacher implementation based on protocol scores: high (75% or greater), moderate (50%–74%), and low (0%–49%). A total of 75% indicated that the teacher averaged a score of 3 on the features.

Teachers in both the treatment and control groups scored across these ranges. Some teachers in the control group were attuned to the instructional needs of ELs and implemented the features of the SIOP Model to a high degree even though they had not received SIOP training. Because we were interested in examining how fidelity to the model influenced student achievement, and not the efficacy of the professional development, we included teachers in both the treatment and control group in the subsequent analysis.

To examine fidelity, both the observation protocols and field notes written by coaches were used. Using the SIOP scores, we calculated each teacher's average scores across the observations and then plotted the teacher scores with the average growth of the students across the four assessments on a scatter plot, seen in Figure 3. Student average scores across the four assessments were determined using a simple average calculation, summing the growth from pre- to posttest across the four assessments and then dividing by 4. Overall the teachers who implemented the model with the greatest degree of fidelity (i.e., had the

Figure 3 The Relation Between Teacher Implementation and Student Gains



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highest scores) also had students who made the greatest gains.

To more carefully examine teacher fidelity to the model, we analyzed protocol items and field notes. These data showed that on each component of the SIOP (shown in Table 1), teachers who were high implementers had common teacher behaviors. We also noted that the difference between high implementers and lower implementers was not a matter of whether they implemented a specific feature but rather the frequency and degree to which they implemented that feature. That is, the more consistently the features were observed and were used in an effective way, the higher the score for the lesson.

For example, in the lesson preparation component, all teachers read the objectives to the students at the beginning of each lesson and posted them for students to see. However, teachers who implemented the model with greater fidelity did the following: asked students to read the objectives and explain them in their own words, explained vocabulary used in the objectives (i.e., observe, summarize), and redirected students' attention to the objectives throughout the lesson.

Within the component of comprehensible input, generally all teachers used some techniques to clarify concepts. However, high-performing teachers used a wider variety of techniques and consistently modeled what they wanted students to do. They repeated instructions multiple times and explained activities and concepts in multiple ways.

For the interaction component, nearly all teachers provided some opportunities for students to work in pairs or groups, as directed in the lesson plans. However, high-implementing teachers used a variety of grouping configurations and provided frequent opportunities for students to interact. They gave students ample time to discuss questions or material in pairs, groups, or teams. They also did quick interaction activities such as think-pair-share when they wanted students to make predictions or check for understanding. The interaction activities provided abundant opportunities for students to practice language skills.

We observed that in the SIOP treatment condition, the low implementers taught many lessons that did not "look like" SIOP teaching but instead reflected the characteristics of typical teacher-dominated instruction. Also, some teachers did not sufficiently prepare for lessons; they read directly from the lesson plan we provided as they gave directions or asked questions of the students.

Although the lesson plans included a number of opportunities for students to interact with one another or work in small groups, sometimes the teachers omitted that part and used whole-class instruction instead. Overall, low implementers did a disproportionate amount of talking, which deprived students of important opportunities to practice using academic English in meaningful ways, which is a hallmark of the SIOP Model.

Discussion

In our study, the professional development was designed to include many of the elements that research supports to facilitate teachers in implementing the model with fidelity. However, like many professional development efforts, we experienced less than optimal conditions that are recommended in the research literature.

Some issues that prohibited more sustained support for the teachers included finding time for pre- and post-observation conferences, lesson preparation time, union contract restrictions, and the constraints of the study timeline. These kinds of limitations are not unlike those that occur in many school settings. Even within this context, there was variation in the extent to which teachers "got it." When we studied the variation, we found that the extent to which teachers implemented the SIOP Model with fidelity influenced student effects.

The reasons for teachers' differential responses to professional development are beyond the scope of this article. However we can offer some possibilities as they relate to our study.

One reasonable explanation may be that some teachers require more support than others to learn and implement new practices well. Some of the instructional techniques used by the high implementers differed from low implementers more in degree than

in kind. In other words, all students benefit from having tasks clearly explained, but for ELs it is critical to make the explanation understood, for example, by describing the task in plain words, showing a completed model, and repeating the explanation more than once. Perhaps if the low implementers had received support through a learning community or had had more intensive coaching, they would have used effective practices to a greater degree.

Another possible explanation is that some teachers require more time learning and practicing new strategies and techniques than do others. Because of district scheduling, our study took place over the course of one semester, which afforded teachers a relatively brief exposure to the SIOP Model. Changing teacher practice requires significant time and ongoing support (Saunders et al., 2009); therefore, we hypothesize that with more intensive and sustained support over time, more of the teachers in this study would have implemented the SIOP Model to a high degree. However, a confound that must be considered is the possibility that the highest implementers were simply the best teachers.

The data from our observations and field notes have several implications for schools and districts. First, the SIOP allows fidelity to be rated on a continuum. This is different from fidelity measures that only rate instructional practices as present or absent. In our study, all teachers would have been rated as implementing the practices with fidelity, because there was evidence of the features. However, it was the degree and frequency that distinguished high implementers from low implementers. As schools and districts choose observation instruments to examine fidelity (and teacher effectiveness), it is important to consider protocols that provide a continuum of indicators. Finally, not all measures of fidelity are reliable and valid instruments, as is the SIOP. This is another important consideration in choosing an observation instrument (Cordray & Jacobs, 2007).

Focus on Fidelity

Best practice in literacy development of ELs involves consistent application of research-based practices in the classroom. As our study shows, there is a direct relationship between level of implementation and student achievement. While many schools have constraints such as lack of time and resources devoted to ongoing professional development, a focus on fidelity must be a priority in order for teachers to implement research-based literacy practices well, which in turn helps ELs meet high academic standards.

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Echevarria, Richards-Tutor, and Chinn are from California State University, Long Beach, USA; e-mail jechev@csulb.edu, crichar4@csulb.edu, and vivanp@gmail.com. Ratleff is from the University of Southern California, Los Angeles; e-mail pratleff@gmail.com.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Job-Embedded Consultative Services

Brief (15 to 20 Word) Description

Job-embedded consultative services offer a flexible model for schools that want to address particular instructional needs.

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.

Pearson's Job-Embedded Consultative Services help educators translate knowledge acquired from professional development programs and resources into classroom practice. Pearson education specialists work with district educators to provide personalized consultative services that build and sustain learning. During the course of a school day, an experienced Pearson education specialist provides expertise and support to teachers, coaches, and/or leaders.

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

Not applicable.

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

	Professional Development Category
	a. Quality of teacher-child interactions
✓	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
✓	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
✓	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children

	Professional Development Category
	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

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

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

Consultative services offer a flexible model for schools who want to address particular instructional needs. During the course of a school day, an experienced Pearson education specialist provides expertise and support to teachers, coaches, and/or leaders. Flexible services may include observation, consulting, data analysis, lesson planning, and problem-solving as needed.

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

Job-embedded services are designed to solidify concepts and strategies introduced in trainings and/or to provide direct consultative support for important curricular and instructional decisions around preschool instruction. The best evidence that the job-embedded supports are successful comes through classroom observations, walk-throughs, etc.

While engaged in the process of providing job-embedded services, Pearson consultants will informally monitor progress through visual observation, direct dialogue with participating staff, and other data sources that the school or center may be using as part of its comprehensive school-wide evaluation process. We often determine the success of job-embedded supports through rigorous dialogue with project leadership, as the local leaders and teacher leaders who are regularly engaged with each site can easily determine if there has been an impact on practice as a result of our services. Evidence of change would be improved practice and improved early childhood outcomes.

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.

According to the current RFP, high-quality professional development aligns with preschool and elementary learning standards and goals, kindergarten standards, and includes opportunities for feedback, collaboration, and follow-up support. Pearson's job-embedded services are designed to expand, improve, and solidify the participant efforts, whether that involves follow-up after formal training or consultation for future action steps.

Our consultative services engage participants in rigorous, standards-aligned dialogue around teaching and assessment practices, including attention to the differentiation of instruction for unique learner needs. We offer feedback that allows participants to change practice through the expansion of deeper understanding of content and skills. Most importantly, our supports challenge misconceptions and introduce expanded approaches that improve engagement with the learning environment.

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

Pearson's job-embedded consultative services are designed to be flexible, and the type of consultation provided to educators may vary by site, as based on need. Consequently, our master's- or doctoral-level educational specialists with real-world educational experiences have designed this offering to adapt to local needs. These developers understand PreK–12 instruction and are well-versed in the benefits of side-by-side support within learning environments.

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.

In the Appendix of this proposal, Pearson has provided resumes for the following individuals who deliver the professional development programs:

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

Their resumes describe previous experience providing professional development aimed at strengthening early learning environments, including those in which children come from economically disadvantaged settings.

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.

Pearson's consultative services are designed to provide support for project leadership. These days are sold in one-day offerings, and we utilize this face-to-face time to explore ongoing or new training needs, consider challenges to current implementation, or deliver possible customized training designs. Because consultative services are, as the name implies, "consultative" in nature, they do not align directly to any one foundation block or milestone, but instead should be viewed as an expanded support option for participating staff (including PreK teachers, leadership, the DOE, etc.) with broad alignment to any of the named foundation blocks/milestones.

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

There are no pre-requisites for consultative services unless a site requests consultation around concepts that must first be introduced through a designated formal training opportunity. There is often little need to consult until participants have completed training around core concepts or skill sets that the Pearson education specialists can help expand. Quoted consultative support pricing includes the cost of any necessary training materials. Regarding space, a standard classroom is typically the site of job-embedded services, with Pearson team members working alongside your participants.

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).

Our consultative services are grounded in research-based best practices and stem from current preschool research and educational practice, but they have not been subject to rigorous evaluation as defined in Section III of this Request for Proposals.

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.

Not applicable.

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)
_____ Total Hours
_____ Minimum time for each segment/lesson

Combination
_____ Days of Face-to-Face Professional Development
_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development
_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

Educational research indicates that educators require multiple touch points with content, skills, strategies, and assessments to solidify long-term understanding/classroom competency in a manner that results in positive impact on the learner. Therefore, our consultative days are designed to fit within a typical day of instruction.

Revised Pricing Schedule

For each Attachment D completed, enter the requested information for the professional development offering in Table I, II, III, or IV, on the following pages as appropriate, based on the proposed delivery method. Points will be awarded for price based on the relative per hour prices for each of those four tables.

Example Table I. If professional development offering "X" is face-to-face, the "length of delivery" per Attachment D, #4 is 16 hours, the total price for 25 participants is $3,200, and the price per hour is $200 ($3,200/16), it would be entered on Table I as follows:

Complete this Table for all professional development to be delivered face-to-face:

Name of Professional Development Offering	Professional Development Categories	Total Cost for 25 participants	Length of Delivery (in hours)	Per Hour Price
X	a	$3,200	16	$200

Example Table II. If professional development offering Y is online, but is interactive and participants are responding to a presenter or asking questions, the length of delivery is 16 hours, the total price for 25 participants is $1,600, and the per hour price is $100 ($1,600/16), it would be entered on Table II as follows:

Complete this Table for all interactive online professional development:

Name of Professional Development Offering	Professional Development Category	Total Cost for 25 participants	Length of Delivery (in Hours)	Per Hour Price
Y	o	$1,600	16	$100

Example Table III. If professional development offering Z is online, but is <u>not</u> interactive, the length of delivery is 10 hours, the total price regardless of the number of individuals who access the online professional development is $200, and the per hour price is $20 ($200/10), it would be entered on Table III as follows:

Complete this Table for all online professional development that is NOT interactive:

Name of Professional Development Offering	Professional Development Category	Total Cost for unlimited participants	Length of Delivery (in Hours)	Per Hour Price
Z	o	$200	10	$20

Table I. Complete this Table for all professional development to be delivered face-to-face (in-person):

Please note:

- The hourly cost is provided for comparison purposes based on your estimate of 25 participants. However, our workshops accommodate up to 30 participants at this price, unless otherwise specified.
- Each workshop is a minimum of six hours per day.
- Each day of SIOP Coaching & Modeling is a total of six hours per day.
- Each day of Job-Embedded Consultative Services is a total of six hours per day.
- Pearson prices and contracts its professional development offerings per day rather than per hour.
- Travel and materials costs are included in the quoted daily rates.

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
Applying Effective Practices in Early Childhood Education	A, B, C, D, F, G, H, I, J, K	$3,500	6 hours	$583.33 per hour ($3,500 per day)
Child-Centered Centers	B, E, F, G	$7,000	12 hours	$583.33 per hour ($3,500 per day)
Developing Literacy in the Early Childhood Classroom	B, C	$7,000	12 hours	$583.33 per hour ($3,500 per day)
Music, Movement and Learning in the Early Childhood Classroom	B, F, G	$3,500	6 hours	$583.33 per hour ($3,500 per day)

Attachment E

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
Stimulating Conversations and Oral Language Development in Young Children	B, C, H	$3,500	6 hours	$583.33 per hour ($3,500 per day)
SIOP® Training for PreK/Kindergarten Teachers	C, I	$15,000	18 hours	$833.33 per hour ($5,000 per day)
SIOP Coaching & Modeling	C, I	$25,000 (Because this service provides individualized coaching and modeling, it is limited to 20 participants.)	30 hours (1 SIOP coach can serve up to 20 teachers over a 5+ day period. Cost per day is included in next column)	$833.33 per hour ($5,000 per day)
Job-Embedded Consultative Services	B, I, L	$3,500	6 hours	$583.33 per hour ($3,500 per day)

Table II. Complete this Table for all professional development to be delivered virtually or online in an interactive format (e.g. via Webinar):

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
N/A – No virtual or online options named				

Table III. Complete this Table for all professional development to be delivered virtually or online that is NOT delivered in an interactive format (e.g. play and listen):

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for unlimited participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
N/A – No virtual or online options named				

Table IV. Complete this Table for all professional development to be delivered via a combination of live and virtual/online methods:

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
N/A – No blended courses or solutions named				

Table V. If you also wish to propose that professional development be delivered via another method, you may repeat the name of a Professional Development Offering listed above in the Table below for our consideration of the alternate delivery method. Since it will not be possible to make an "apples to apples" comparison for prices in this table, prices in this table will not be used for awarding points for price, but may be considered in final negotiations.

Name of Professional Development Offering (as indicated in Table I, II, III, or IV)	Proposed Delivery Method	Length of Delivery (in Hours)	Number of Participants included in total price	Total Price
Not applicable.				

Resumes

In response to Requirement 9 in Attachment D, Pearson has provided resumes for the following staff, who will deliver the professional development program:[1]

- Heather Cummings
- Mary Ellen Gallegos
- Karen Robinson-Yorke

The resumes on the following pages describe their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

[1] **Note about Named Staff:** In some cases, including situations beyond Pearson's control, a named staff member may be unavailable at the time of program implementation. In such cases, Pearson will provide another staff member with comparable experience or qualifications to fill the position described.

Heather Cummings

Relevant Professional Experience

Pearson

Education Specialist, Literacy (2012–Present)

- Uses cognitive coaching to help educators reshape thinking to build problem-solving capacities and hone their teaching
- Analyzes standardized assessment data and prepared reports to guide in planning school-wide professional development goals
- Provides school and district training in comprehensive literacy
- Observes and coach teachers in literacy
- Works with principals and leadership teams to monitor student growth and create a school-wide literacy plans

Los Lunas Schools

Instructional Coach (2006−2012)

- Provided input to administrators about teacher performance to develop goals for professional development and coaching opportunities
- Facilitated professional learning communities using focused protocols to track and monitor data and set goals
- Analyzed formative and summative data to guide school-wide professional development goals
- Created, presented, and monitored professional development for teachers district wide
- Organized outside curriculum trainers to provide workshops in the district
- Provided school and district training in data collection and how to use formative and summative data to drive instruction

Teacher, Grade 4 (2004−2006)

- Differentiated instruction and monitor growth using formative and summative data
- Served as the Positive Behavior Support (PBS) Coach, developed PBS school curriculum and monitored PBS implementation to assure grant goals are met
- Developed and managed budget for the PBS grant
- Provided district training on writing

Scuola Vita Nuova

Teacher, Grade 4 (2003−2004)

- Differentiated instruction and monitor growth, providing interventions for students
- Collaborated with teachers and support staff to establish school-wide goals
- Received and implemented literacy training from the Teacher's College of Columbia University, NY

Los Lunas Schools

High School Social Studies and Special Education Teacher (2002−2003)

- Wrote and implemented Individual Education Plans for students
- Differentiated instruction to meet student needs
- Collaborated with students, parents, and colleagues to set goals for student success

Albuquerque Public Schools

Teacher, Grade 4 (2001−2002)

- Differentiated instruction and monitored growth
- Served in a professional study group on writing, researching student writers

Education

- BS, Education, Elementary Education K–8th and Special Education, University of New Mexico
- MA, Education, Curriculum and Instruction, University of Phoenix

Professional Affiliations

High Desert Writing Project—National Writing Project Consultant

Publications

Cummings, H. (2006−present) *Coach's Corner* (monthly newsletter for teachers).

Cummings, H. (2006−2008) *Academic Coach's Corner* (monthly school newsletter for parents and community).

Cummings, H. (2008) *Understanding the Standards, A Guide for Parents.* Los Lunas School District.

Cummings, H., co-author (2008) *Standards-Based Report Cards*. Los Lunas School District.

Cummings, H., co-author (2007) *Literacy Yearly Curriculum Map*. Los Lunas School District.

Presentations

Cummings, H. *Implementation of the Common Core State Standards.* Presented at the Los Lunas School District Conference, 2012.

Cummings, H. *RTI & SAT for teachers and SAT coordinators.* Presented at the Los Lunas School District Conference, 2009-2012.

Cummings, H. *Diving deeper running records & conferencing in the reader's workshop.* Presented at the Los Lunas School District Conference.

Cummings, H. *Word study*. Presented at the Los Lunas School District Conference, 2009.

Cummings, H. *Academic coaches—Writer's Workshop Institute*. Presented at the Los Lunas School District Conference, 2009.

Cummings, H. *Writer's Workshop*. Presented at the Los Lunas School District Conference, 2009.

Cummings, H. *Student-led conferences.* Presented at the Albuquerque Public Schools Conference, 2006, 2007, 2008.

Cummings, H. *Balanced literacy.* Presented at the Saint Teresa of Avila School – Grants Conference, 2008.

Cummings, H. *Boys as writers and readers*. Presented at the National Education Association Conference, 2008.

Cummings, H. *Genre bending demo.* Presented at the High Desert Writing Project, 2007, 2008.

Cummings, H. *Launching the Writer's Workshop.* Presented at the National Education Association Conference, 2007.

Cummings, H. *Writing across disciplines*. Presented at the Los Lunas School District Conference, 2006.

Cummings, H. *Writer's Workshop.* Presented at the Albuquerque Public Schools Conference, 2005, 2006.

Mary Ellen Gallegos

Relevant Professional Experience

Pearson

Project Manager/Executive Consultant/English Language Learners (ELL) Specialist (2006–Present)

- Provides leadership and direction to Pearson educational consultants
- Provides professional development and technical assistance in literacy best practices, including instructional strategies for English language learners
- Oversees a team of education consultants

San Francisco Unified School District

Executive Director, Multilingual Programs (2001–2006)

- Provided professional leadership and guidance related to federal and local policies and procedures regarding the effective education of linguistically and culturally diverse students in district serving approximately 18,000 English language learners in the San Francisco Unified School District
- Managed, directed, and supervised staff of bilingual education content specialists, technology staff, clerical staff, assessment specialists, program and grant coordinators
- Served on the superintendent's cabinet
- Managed a budget of approximately $7 million consisting of general education, state, and federal funds
- Interpreted district curriculum needs and trends, and keep abreast of salient developments in the field of general education and bilingual education

United States Department of Education, Washington, DC

Education Program Specialist (2001)

- Provided leadership and guidance to Department and State officials in planning, developing and carrying out Title I programs especially related to linguistically and culturally diverse students
- Initiated, planned, and conducted regional and national meetings, workshops and seminars

The District of Columbia Public Schools

Director, Office of Bilingual Education, Office of the Associate Superintendent (1995–2001)

- Directed programs designed to meet needs of linguistically and culturally diverse students
- Ensured appropriate application of theories in English as a second language, native language instruction, bilingual and multicultural education
- Collaborated in the process of identification, assessment, and placement of linguistically and culturally diverse students in appropriate educational programs
- Provided staff development to ensure student achievement of linguistically and culturally diverse students
- Developed and prepared new federal grant proposals and monitored implementation of funded federal Title VII grants
- Provided professional leadership and guidance to central office and school-based administrators regarding the education of linguistically and culturally diverse students

George Mason University

Adjunct Professor, Graduate School of Education (2000–2001)

Georgetown University

Adjunct Faculty, Professorial Lecturer, Department of Linguistics (2000–2001)

The George Washington University

Adjunct Professor, Department of Teacher Preparation and Special Education (1992–1996)

The American University

Adjunct Professor, Department of Language and Foreign Studies (1995–1996)

Albuquerque Public Schools

Principal Eugene Field Elementary (1987–1992)

Chapter 1 Coordinator, South Region (1992–1996)

Summer School Coordinator, Navajo Elementary School (1976–1983)

Reading Specialist, Navajo Elementary School (1975–1983)

Elementary Bilingual and General Education Teacher (1972–1975)

Education

- BA, Elementary Education, New Mexico Highlands University
- MA, Elementary Education, Bilingual Education Emphasis, University of New Mexico
- ABD, The George Washington University

Professional Affiliations

- Association of Supervision and Curriculum Development (ASCD)
- National Association of Bilingual Education (NABE)
- Teaching English to Speakers of Other Languages (TESOL)

Karen Robinson-Yorke

Relevant Professional Experience

Pearson

Education Specialist (2004−Present)

- Delivers quality workshops to educators on a variety of topics
- Provides needs assessments, strategic planning, and professional development to school districts
- Works in collaborative partnerships with schools and districts to help achieve results
- Partnered with the Bureau of Non-Public Schools in New York City to obtain funding for professional development services for over 100 schools
- Assisted in developing successful Title I, II, and III grant proposals for school districts

Columbia University, Teachers College

Program Administrator (2000−2004)

- Organized and supervised the Anthropology and Education/Applied Anthropology programs in the department of graduate studies
- Oversaw the complex application process for over 400 students as well as 20 doctorial students
- Analyzed economic research data for reports and presentations

Montgomery County Public Schools

Administrator (1997−2000)

- Supervised the education of 500 English language learners (ELL) and at-risk students
- Oversaw the integration of mental health services from an onsite health clinic into the instructional program
- Coordinated after-school programs designed to bridge the gap in student achievement and provide enrichment activities for gifted students
- Managed a budget of over $100,000; allocated funds for additional planning time, field trips, instructional materials, and professional development

Curriculum Coordinator (1994−1997)

- Developed a district curriculum for ELL that outlined a specific process for addressing academic language needs
- Efficiently planned and coordinated professional development opportunities for a core team of 10 teachers in the instruction of ELL and at-risk students
- Successfully organized and supervised summer school programs for over 200 students

Inclusion Consultant (1993−1994)

- Delivered professional development to over 500 teachers on inclusion processes and best practices
- Influenced programmatic changes for students with disabilities after consulting with disability specialists at schools scheduled for full inclusion
- Transformed an elementary school's program for students with disabilities from non-inclusion to full inclusion

Special and General Educator (1984−1993)

- Educated over 3,000 students across the spectrum of abilities in a variety of settings
- Used expertise in special education law to guide school based decision-making teams when recommending program placement for students
- Trained and supervised teaching assistant staff in adapted curriculum implementation for students with disabilities
- Coordinated and integrated speech, occupational, and physical therapy services with classroom instruction

Education

- PhD candidate, Anthropology and Education, Columbia University
- Certificate, Administration and Supervision, Trinity College
- MA, Early Childhood/Special Education, George Washington University
- BS, Special Education, Syracuse University

Other Relevant Skills

- Customer Needs Assessment
- Strategic Planning
- Research
- Consultative Services
- Product Training

Professional Affiliations

- American Educational Research Association
- American Anthropological Association
- International Reading Association
- Association of Supervision and Curriculum Development
- Teachers of English Students of Other Languages

Publications

Robinson-Yorke, K. (1998) *Integrating Language across the Curriculum*. ILAC Montgomery County Public Schools.