

Table of Contents

Tab 1 Table of Contents	1
Tab 2 RFP cover sheet	3
Addenda acknowledgments	5
Attachment A: State Corporation Commission Form	6
Confirmation of Offeror's acceptance of RFP Terms	7
Tab 3 Confirmation of no proprietary material	8
Tab 4 Attachment B: Data Security Plan	9
Tab 5 Attachment C: Offeror Data Sheet	13
Tab 6 Attachment D	
D.I.1 Character Education	15
D.I.2 Engaging Young Learners	25
D.I.3 Let's Talk About It	33
D.I.4 Listening in the Pre-school Classroom	40
D.I.5 Enhancing Play and Creativity in Early Childhood Programs	48
D.I.6 Building Positive Supportive Classrooms for Young Learners	54
D.IV.1 Fostering Early Literacy	62
D.IV.2 Sustaining High Quality Early Literacy Practices	70
D.IV.3 Learning Environments	78
D.IV 4 Working in Partnership with Families	91
Tab 7 Attachment E	
E.I.1 Character Education	102
E.I.2 Engaging Young Learners	103
E.I.3 Let's Talk About It	104
E.I.4 Listening in the Pre-school Classroom	105
E.I.5 Enhancing Play and Creativity in Early Childhood Programs	106
E.I.6 Building Positive Supportive Classrooms for Young Learners	107
E.IV.1 Fostering Early Literacy	108
E.IV.2 Sustaining High Quality Early Literacy Practices	109
E.IV.3 Learning Environments	110
E.IV 4 Working in Partnership with Families	113
Appendix 1 Vitae of Professional Development Developers	115
A.I.1 Character Education	116
• Dr. Smita Mathur	
A.I.2 Engaging Young Learners	117
• Dr. John Almarode	
A.I.3 Let's Talk About It	118
• Dr. Mira Cole Williams	
• Dr. Emily Ely	
A.I.4 Listening in the Pre-school Classroom	119
• Dr. Reece Wilson	

A.I.5 Enhancing Play and Creativity in Early Childhood Programs	120
• Dr. Dorothy Sluss	
A.I.6 Building Positive Supportive Classrooms for Young Learners	121
• Dr. Keri Bethune	
A.IV.1 Fostering Early Literacy	122
• Dr. Pam Sullivan	
• Dr. Joy Myers	
A.IV.2 Sustaining High Quality Early Literacy Practices	123
• Dr. Pam Sullivan	
• Dr. Joy Myers	
A.IV.3 Learning Environments	124
• Dr. Teresa Harris	
• Dr. Holly McCartney	
A.IV 4 Working in Partnership with Families	125
• Dr. Nancy Barbour	

**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. **Not applicable** * DSBSD-certified Small Business No. **Not Applicable**
 Class: **Not Applicable** Specialty Codes:

Name And Address Of Firm:

James Madison University

Date:

Office of Sponsored Programs, MSC 5728

By:

800 South Main Street

(Signature In Ink)

Harrisonburg, Virginia Zip Code:22807-0001

Name: John D. Hulvey, CRA

eVA Vendor ID or DUNS #: 87-932-5355

(Please Print)

Fax Number: (540) 568-6240
Accounting

Title: Director, Sponsored Programs Admin. &

E-mail Address: hulveyjd@jmu.edu

Telephone Number: (540) 568-3725

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

 Name of Firm

 Signature /Title

 Date

Attachment A

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: _____

-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):

Confirmation of Offeror's Acceptance of RFP General and Special Terms and Conditions (reference Sections IX and X).

James Madison University (JMU) accepts the General and Special Terms and Conditions of the RFP number DOE-PDO-2015-11. Please note that as a public higher education institution in the Commonwealth of Virginia, JMU is exempt from the eVA transaction fee.

Signature of Authorized Official

Date

John D. Hulvey, CRA, Director, Sponsored Programs Administration and Accounting
Name and Title of Authorized Official

Confirmation of no proprietary material

In reference to section.A.2.f of the RFP, there is no proprietary material used in the professional development materials and training sessions proposed in this RFP.

Signature of Principal Investigator

Dr. Teresa T. Harris, Professor

Interim Department Head

Early Childhood, Elementary, & Reading Education

James Madison University

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.

1. A list of variables collected or transferred;

Interactive online office hour sessions and discussion groups will be provided in the combination professional development offerings. During these sessions, held synchronously and asynchronously, participants will raise questions, reflect on readings and practices implemented in their classrooms, and complete readings/assignments.

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

Submission of written reflections, participation in discussion groups, and sharing documentation of implementation of strategies presented during workshops.

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

These methods are dependent on the LMS employed by the school division and the policies of the school division purchasing this professional development.

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

The number of data transfers and timeframe are dependent upon the LMS employed by the school division and the division's policies regarding data transfers.

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

Protection against unauthorized access to sensitive data will depend upon school division policies and the division's LMS.

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;

The disaster recovery plan of the school division will be followed.

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.).

The hosting environment will be determined by the school division and their policies regarding the primary site location(s), disaster recovery location(s), internet connectivity, power management and site security. 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) will be determined by the school division.

8. Data archival policies and any data purge policies;

Data archival policies and any data purge policies of the school division will be followed.

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

The process for handling and notification of a breach of non-public data will be determined by the school division and their policies.

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

The process for the authorization of various roles associated with data access will be determined by the school division.

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

The policy for only allowing remote access using industry standard network security processes will be determined by the school division.

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

No data will be stored at the offeror's site.

13. A process for identifying and remediating software defects;

The process for identifying and remediating software defects will follow the school division's policies.

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

The process for incident management, change management, and release management will follow the policies of the school division.

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;

All data generated through the interactive/online session will be housed within their LMS.

16. Network-layer vulnerability scans conducted regularly;

Network-layer vulnerability scans conducted regularly following school division policies.

17. Application-layer vulnerability scans conducted regularly;

Application-layer vulnerability scans conducted regularly following school division policies.

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

Local operating system-layer vulnerability scans conducted regularly following school division policies.

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;

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 will be based upon the school division's policies and practices.

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

Regular penetration testing, vulnerability management, and intrusion prevention will be conducted based on school division policies and practices.

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

Such devices will not be incorporated into the online PD component.

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

A standard time frame regarding how quickly patches are applied from the time of supplier release based upon school division policies will be followed.

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

Background checks on your firm's personnel with physical and/or administrative access to network devices, servers, applications and customer data will be provided upon request by the school division.

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

Processes for authenticating callers and resetting access controls, as well as establishing and deleting accounts will follow school division policies and practices.

25. Protection against denial-of-service attack;

Protection against denial-of-service attack will follow school division policies and practices.

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

Technical measures and techniques for detection and timely response to network-based attacks such as distributed denial-of -service (DDoS) attack will follow school division policies and practices.

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.

Signature on the RFP cover page confirms that James Madison University will provide the goods and services as stated above in number 27 a.-o.

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: John D. Hulvey Phone: (540) 568-3725

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

107 Years _____ Months

4. Vendor Information:

eVA Vendor ID or DUNS Number: 879325355

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.

A. Company: Staunton City Public Schools

Contact: Staunton City Public Schools

Phone: (540) 332 – 3920

Email: dwalk@staunton.k12.va.us

Project: Long-term, sustained professional development on engagement, rigorous curriculum, and progress monitoring of student learning and outcomes. This includes walk-throughs, collaborative planning, PLCs, and professional development sessions.

Dates of Service: August, 2014 – Present \$ Value: \$4,000.00

B. Company: Virginia School University Partnership (VSUP)

Contact: Dr. Roger Collins, Executive Director

Phone: (434) 982 – 0560

Email: rdc2sa@eservices.virginia.edu

Project: Professional development targeting instructional leaders and how to provide an evidence-based environment for teaching and learning. This includes joint professional development sessions as well as follow-up work in individual school districts.

Dates of Service: June, 2015 – Present \$ Value: \$4,000.00

C. Company: Harrisonburg City Schools, Spotswood Elementary School

Contact: Joy Blosser, Principal

Phone: (540) 434-3429

Email: jblosser@harrisonburg.k12.va.us

Project: Long term and sustained implementation and coaching of SWPBS plan for their school.

Dates of Service: August, 2013 – Present \$ Value: \$4,000.00

D. Company: Redlands Christian Migrant Association

Contact: Barbara Mainster, Executive Director, RCMA

Phone: (239-658-3560 or 239-340-3317 (Cell) Email: _barbara@rcma.org

Project: Scaffold the scholar (Helios Education Foundation funded initiative for Professional Development for preschool teachers)

Dates of Service: 2010-2013 \$ Value: \$125/hour

I certify the accuracy of this information.

Signed: _____

Title: Director, Sponsored Programs Administration and Accounting

Date: _____

D.I.1 Character Education

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

Character Education: The nuts and bolts of implementing character education in early elementary schools

Brief (15 to 20 Word) Description

The focus is on character education as a teaching model that embeds core ethical values and dispositions across the curriculum.

- 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 professional development will be offered as a series of four, four-hour workshops spread over 4-6 weeks. The workshops will be held in a face-to-face teaching learning environment using teaching strategies for the adult learner. The workshop will include several opportunities to co-create a framework and plan-of-action to implement a character focused education for the school.

The workshop will use the reflective practice process wherein the participants will engage in reflection-in-action as well as reflection-on-action. The following key questions will form the basis for learning. The reflective practice method helps participants to review their current practices and then take steps to enhance their practices to meet their specific needs.

1. What do the participants know about character education?
2. What they want to know?
3. What will they do with what they learn at the workshop?
4. How will they know that they have been successful in using principles of character education?

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

	Professional Development Category
X	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
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	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)?**

Face-to-Face Professional Development

4 days

4 hours per day

16 Total Hours (4 X 4 spread over 4-6 weeks)

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

By the end of the workshop series participants will

1. Be able to articulate the critical attributes of character education learning strategies.
2. Co-create a set of core ethical values, develop behavioral definitions of core ethical values.

3. Develop a mission and vision statement that is aligned to the school's core ethical values.
4. Explore
 - a. Basic principles of integrating character traits and values in the curriculum
 - b. techniques for embedding teaching values across the curriculum
 - c. issues related to internalizing core character traits
5. Develop, analyze and critique classroom curriculum to incorporate character development.
6. Develop a personal plan to enhance one's own teaching philosophy that includes elements of character development

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

Assessment will be formative in nature.			
Timeline	Workshop Objectives	Pre-assessment	Post assessment
Day 1 INTRODUCTION and BUILDING FOUNDATIONAL KNOWLEDGE (1.5 hour)	1. Be able to articulate the critical attributes of character education learning strategies.	Personal reflections: "What do I currently know about Character Education?"	Debrief at the end of day 1 through journaling and Socratic discussions. Participants will maintain weekly journal of their thoughts, practices, and readings.
Day 1 DEMONSTRATION PRACTICE (2.5 hours)	2. Develop a mission and vision statement that is aligned to the school's core ethical values.	Personal reflection: What do I want to know and explore about Character Education?	Debrief at the end of day 1 through journaling and Socratic discussions. Participants will maintain weekly journal of their thoughts, practices, and readings
Day 2 APPLICATION (2 hours)	3. Explore a. Basic principles of integrating character traits and values in the curriculum	Participants will share how they currently incorporate principles of Character	Personal reflection: What I have learned? What new perspectives, knowledge, and

	<p>b. techniques to embed core ethical values across the curriculum</p> <p>c. issues related to internalizing core character traits</p>	<p>Education in their classrooms and across the curriculum.</p>	<p>practices have I developed?</p> <p>Posttest survey to assess participant knowledge on the following</p> <ol style="list-style-type: none"> 1. Principles of integrating Core Character traits within the existing curriculum. 2. Strategies to embed core ethical values across the curriculum
<p>Day 2</p> <p>PRACTICE</p> <p>EVALUATION</p> <p>REFLECTION</p> <p>(2 hours)</p>	<p>4. Co-create a set of core ethical values, develop behavioral definitions of core ethical values.</p>	<p>Describe the characteristics of core ethical values.</p> <p>Examine the schools values to assess if they meet the criteria for core ethical values.</p>	<p>Co-create 4-8 core ethical values, develop behavioral definitions, and then determine what behaviors among children, teachers, and staff will exemplify mastery of core ethical values.</p> <p>The post test survey will be used to assess whether participants have successfully understood the nature of core ethical values.</p>
<p>Day 3</p> <p>PRACTICE</p> <p>ANALYSIS</p> <p>&</p> <p>REFLECTION</p>	<p>5. Develop, analyze and critique classroom curriculum to incorporate character</p>	<p>Critically examine existing curriculum to identify elements of the</p>	<p>Participants will develop SMART goals using a castle top framework for the upcoming school year.</p>

(4 hours)	development.	curriculum that address the core ethical values. Identify gaps in the curriculum.	Participants will develop school-wide bench marks of success in implementing Character Education.
Day 4 SYNTHESIS & EVALUATION (4 hours)	6. Develop a personal plan to enhance one's own teaching philosophy that includes elements of character development	Participants will reflect on their existing teaching philosophy to identify elements that highlight the core ethical practices. Participants will identify gaps if any in their teaching philosophy with regards to core ethical values.	Personal Reflection: What will I do with what I have learned? What strategies will I try and develop SMART goals to implement learning. Evaluate SMART goals periodically throughout the school year.

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.

Components of high quality professional development	Description how offering is consistent with high-quality professional development.
<ul style="list-style-type: none"> ➤ Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children’s successful use of developmentally appropriate content, pedagogy, and support; 	<ul style="list-style-type: none"> ➤ Yes, the workshop addresses needs of both public and private preschool programs by offering opportunities for customizing a character education plan that is a good fit with the specific situational factors of the school and the priorities reflected by all stakeholders.
<ul style="list-style-type: none"> ➤ Aligns with one or all, as applicable, of school, program, and state goals, including Virginia’s preschool and elementary learning standards (Virginia’s Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development); 	<ul style="list-style-type: none"> ➤ Yes, the workshop is aligned to the social emotional domains of the Virginia Foundations block and K1, K2 & K3 of the Kindergarten Standards of Learning.
<ul style="list-style-type: none"> ➤ Includes opportunities for active learning experiences; 	<ul style="list-style-type: none"> ➤ Yes, this offering is a workshop that includes several hand-on and reflective exercises during and between workshops.
<ul style="list-style-type: none"> ➤ Provides teachers with opportunities to collaborate; and 	<ul style="list-style-type: none"> ➤ Yes, this offering is a workshop that includes several activities that foster collaboration among participants and stakeholders during and between workshops. The collaborative activities will continue after the workshops conclude.
<ul style="list-style-type: none"> ➤ Includes embedded follow-up and continuous feedback. 	<ul style="list-style-type: none"> ➤ The workshop will offer a castle top diagram that indicates the continuous loop of formative and summative assessment at the end of every week as well as at the end of the four workshops.
<ul style="list-style-type: none"> ➤ Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development 	<ul style="list-style-type: none"> ➤ Yes, see CV.

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

See attached CV (Appendix 1, A.I.1 Character Education) especially section on research and teaching experience with in-service teachers.

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.

See attached CV (Appendix 1, A.I.1 Character Education) especially section on research and teaching experience with in-service teachers

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.

Virginia's *Foundation Blocks for Early Learning*: The proposed workshop is aligned with Foundation Blocks for Personal and Social Development. Specifically, this workshop focuses on emotional and social self-regulation, adherence to classroom and school rules, conflict resolution, emotional regulation, ethical decision-making skills, and positive interactions with others. Additionally, the teachers will develop skills to promote persistence, respect, fairness, confidence, empathy, friendships, and compassion among young learners.

Kindergarten Standards of Learning: The following Standards of Learning will be addressed in the workshop

K.1 The student will experience success and positive feelings about self.

K.2 The student will experience respect from and for others.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

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

Participants must have a minimum of 1 year teaching experience at the early, elementary level.

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).

Teaching is an ethical endeavor. The value of Character Education in elementary schools is well articulated. The positive relationship between academic achievement and character education has found empirical support. Positive school climate and strong home-school partnerships are also associated with Character Education initiatives in school. Outcomes attributed to Character Education are measured in terms of improved student attitudes towards school, enhanced student's academic performance and classroom productivity, enhanced teacher motivation, increased parental satisfaction with school, and enhanced home-school-community partnerships (Greenlaw, R & Roberts, G, 2010)

Most studies that have systematically studied the effects of Character Education are case studies using a school as a unit of analysis. (See attached article Stedje, L. B. (2010). Nuts and Bolts of Character Education: A Review of Literature.

A few researches such as the attached article (Snyder FJ, Vuchinich S, Acock A, Washburn IJ, Flay BR. Improving **elementary** school quality through the use of a social-emotional and **character** development program: a matched-pair, cluster-randomized, controlled trial **in** Hawaii. Journal of School Health. 2012; 82: 11-20.) have used a matched pair, cluster randomized, controlled design in 20 schools with an ethnically diverse student population.

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.

Insert response here.

13. **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

4 Days

4 Hours per day

1 Months to complete

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

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Duration of the workshop: The four meetings of 4 hours each will be held once a week over a 4 week span. This provides participants the opportunity for systematic and critical reflections that will enhance the quality of discussions and metacognitive activities during the workshop. It also provides participants time to try out some strategies and review the outcomes at the workshop. Finally, it provides an opportunity to start building consensus around core ethical values as stated by all stakeholders.

Four hour workshops: Each meeting will be for 240 minutes. Each workshop will build on the previous meeting. The workshops will use the reflective teaching and learning pedagogy and move from foundational knowledge to application of learned skills using critical and practical thinking. By the end of day 4, participants will create a program for character education that accounts for a) situational factors specific to their school b) Ethical values considered significant by the stakeholders within their specific schools. In order to achieve this goal, a minimum of four workshop days are required.

D.I.2 Engaging Young Learners

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

Engaging Young Learners: Molding Minds and Shaping Synapses!

Brief (15 to 20 Word) Description

This professional development offering explores the latest research on how the brain learns and how to apply it to the early childhood learning environment. The science of learning meets best practices for engaging our youngest learners.

2. **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 professional development offering provides an in-depth look at the research on the science of how young children learn and the implications of this research on teaching and learning. The effective translation of this research and subsequent application to early childhood classrooms and environments requires the modeling of strategies by and with participants. Thus, participants will actively engage in strategies, as well as debrief and reflect on the necessary steps for implementing these strategies in their specific classrooms and environments.

Face-to-face delivery is the most effective method of delivery for this professional development offering because it allows for the immersion of participants in the type of environment supported by the research on the science of how young children learn.

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

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

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

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

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

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

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

18 Total Hours for Delivery

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

The Learning Intention for this professional development offering is:

To understand the key findings from research on the science of learning and be able to apply this research to each participant's early childhood classroom or environment.

The Success Criteria for this professional development offering are:

- *Participants will be able to articulate and describe key findings from the research on the science of learning.*
- *Participants will be able to list applications of the research on the science of learning to the early childhood classroom or environment.*
- *Participants will be able to unpack the Foundation Blocks and align instructional strategies with specific content in the early childhood classroom or environment.*

- *Participants will understand the role of language development in teaching and learning in the early childhood classroom or environment.*
 - *Participants will understand that higher-order thinking skills can be taught and apply this to their practice.*
Participants will be able to describe the role of feedback on teaching and learning and apply this to their practice.
- 6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.**

The measurement process used to determine whether participants met the learning goals (learning intention) and objectives (success criteria) will include:

- Pre and post-assessment survey on teacher-efficacy in the areas associated with this professional development offering: the science of learning, best practices, language development, higher-order thinking skills, and feedback.
- Artifacts generated before, during, and after each professional development session. For example, lesson plans, classroom activities, student work analysis.
- Analysis of classroom observation data, where applicable.
Qualitative analysis of participant conversations during professional development sessions.

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.

Over the past decade, a growing body of research has uncovered specific characteristics associated with effective professional development (Hattie, 2012; 2013). When these specific characteristics are present, professional development has an average effect size of 0.62, well above the effect size equivalent to a year of academic growth, 0.40 (Hattie, 2012; 2013). These characteristics are:

- Professional development enhances teachers' deeper understanding of their subjects.
- Professional development supports learning through the analysis of the teachers' classroom interactions with students.
- Professional development helps teachers know how to provide effective feedback.
- Professional development attends to students' affective attributes.
- Professional development focuses on the teachers' ability to influence students' surface and deep learning (Hattie, 2012, p. 24).

This professional development offering address, explicitly, each of these characteristics.

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

Dr. John Almarode is the Sarah Miller Luck Endowed Professor of Education, Assistant Professor, and Department Head of the Educational Foundations and Exceptionalities Department in the College of Education at James Madison University. John is also the coordinator of the gifted education program at James Madison University and co-editor of the *Teacher Educator's Journal*. He began his career in Augusta County, Virginia, teaching mathematics and science to a wide-range of students. At James Madison University, he works with pre-service teachers in the Elementary Education Program and the Inclusive Early Childhood Program, and actively pursues his research interests including educational neuroscience, the design and measurement of classroom environments that promote student engagement and learning, interest and engagement in STEM disciplines, specialized STEM high schools, and college and university laboratory schools. The work of John and his colleagues has been presented to the United State Congress, Virginia Senate and House of Delegates, at the United States Department of Education as well as the Office of Science and Technology Policy, The White House. John has presented locally, nationally, and internationally on the application of neuroscience to classroom, school, and home environments. He has authored multiple articles, reports, book chapters, and two books including *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6 - 12* (Corwin Press, 2013).

The curriculum vitae for John Almarode is provided as well (see Appendix A.I.2 Engaging Young Learners).

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.

Dr. John Almarode is the Sarah Miller Luck Endowed Professor of Education, Assistant Professor, and Department Head of the Educational Foundations and Exceptionalities Department in the College of Education at James Madison University. John is also the coordinator of the gifted education program at James Madison University and co-editor of the *Teacher Educator's Journal*. He began his career in Augusta County, Virginia, teaching mathematics and science to a wide-range of students. At James Madison University, he works with pre-service teachers in the Elementary Education Program and the Inclusive Early Childhood Program, and actively pursues his research interests including educational neuroscience, the design and measurement of classroom environments that promote student engagement and learning, interest and engagement in STEM disciplines, specialized STEM high schools, and college and university laboratory schools. The work of John and his colleagues has been presented to the United State Congress, Virginia Senate and House of Delegates, at the United States Department of Education as well as the Office of Science and Technology Policy, The White House. John has presented locally, nationally, and internationally on the application

of neuroscience to classroom, school, and home environments. He has authored multiple articles, reports, book chapters, and two books including *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6 - 12* (Corwin Press, 2013).

The curriculum vitae for John Almarode is provided as well (see Appendix A.I.2 Engaging Young Learners).

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.

This professional development offering involves the unpacking of the *Foundation Blocks for Early Learning* and/or the *Kindergarten Standards of Learning*. Participants will identify several standards from these two documents, unpack the standards, and then use the unpacked standard to facilitate their progress towards the Success Criteria articulated in the above section. Put differently, this professional development offering is based in the context of standards-based instruction.

In addition, the findings from the research on the science of learning will be organized within the framework of the *Milestones for Child Development*.

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

There are no resources needed for this professional development offering. Handouts and supplies required for all components of this offering will be provided on the day of delivery. With regard to space requirements, the professional developer requires: an LCD projector, access to electricity or power strip, the room to be set up in tables appropriate for groups of 3 or 4, and a front table for the presenter.

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

No (rigorous evaluation will commence simultaneously with this professional development offering).

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).

Insert response here.

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

No (**rigorous evaluation will commence simultaneously with this professional development offering.**)

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.

Insert response here.

13. **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

___6___ Hours per day

_____ Months to complete

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

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Prior to the professional development offering, the presenter and the contact person (e.g., director, principal, or administrator) will participate in a pre-engagement phone call to establish the specific needs of the district, school, classroom, or center. This pre-engagement phone call will be at no cost and provide an opportunity for the presenter and contact person to cater the offering to meet the specific needs of the district, school, classroom, or center.

Participants will participate in two days of whole-group professional development. These two, six hour workshops will provides an in-depth look at the research on the science of how young children learn and the implications of this research on teaching and learning. Participants will

actively engage in strategies, as well as debrief and reflect on the necessary steps for implementing these strategies in their specific classrooms and environments.

The third, optional day is designed for on-site support for individual or teams of teachers.

The months required to complete this professional development offering will vary depending on the needs and schedule set up by the director, principal, or administrator and the professional developer.

D.I.3 Let's Talk About It

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

Let's TALK About It: Expanding Our Words and Young Minds at the Same Time!

Brief (15 to 20 Word) Description

This professional development will allow teachers to learn and incorporate evidenced-based early literacy strategies throughout daily routines, focusing on building young minds through play and engaging families.

- 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.

The in-person face-to-face approach will consist of lecture, discussion, and hands-on activities that give teachers the opportunity to develop language and literacy materials/activities for their classrooms. This approach is appropriate for meeting the learning objectives as it will allow the instructor to have personalized one-on-one time with the participants as they learn how to incorporate early language and literacy skill building activities throughout their daily preschool routines. In addition, this format will allow for teacher collaboration and assistance when designing and developing their own evidenced-based language and literacy related practices and/or materials.

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

	Professional Development Category
x	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	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
x	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

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

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

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

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

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

18 Total Hours for Delivery

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

- Participants will understand key findings from research on early language and literacy and be able to apply it the his or her classroom or environment.
- Participants will know and understand the importance of Virginia's Literacy Foundation Blocks, consisting of Oral Language, Reading, and Writing.
- Participants will be able to unpack Virginia's Literacy Foundation Blocks and align instructional strategies throughout his or her entire day, learning how to incorporate specific activities and strategies into daily and play-based routines.
- Participants will learn how to involve their students' families in early literacy practices through the use of school-home connection activity kits, parent/community engagement nights, and the use of Content Acquisition Podcasts.

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

- Pre and post-assessment survey on teacher-knowledge in the areas associated with this professional development offering: the science of learning, best practices, language development, higher-order thinking skills, and feedback.
- Artifacts generated before, during, and after each professional development session. For example, lesson plans, classroom activities, student work analysis.
- Analysis of classroom observation data, where applicable.
- Qualitative analysis of participant conversations during professional development sessions.

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 professional development offering aligns with research on high-quality professional development. Specifically, this professional development aligns with and exhibits the following evidence-based characteristics:

- Involving teachers as both learners and teachers through engagement, reflection, and collaboration (Darling-Hammond & McLaughlin, 2003)
- Improving teachers' knowledge to practice gap related to language and literacy (Dickinson & Caswell, 2007; Dickinson & Brady, 2005)
- Professional development enhances teachers' deeper understanding of their subjects. (Hattie, 2012)

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

Dr. Mira Cole Williams is an Assistant Professor in the Educational Foundations and Exceptionalities Department at James Madison University. Dr. Williams earned a doctoral degree in Curriculum, Instruction, and Special Education with a focus on early literacy from the University of Virginia. She also received her Master's of Teaching and B.S. in Psychology from the University of Virginia. Dr. Williams taught for six years in inclusive early childhood preschool and elementary classrooms in Virginia. In addition, she served as an educational specialist, consulting with teachers and families of children with disabilities, focusing on differentiating instruction and providing curricular access to all children. She has experience working on grants and federally funded projects at the University of Virginia. In addition, she is a strong advocate of high-quality teacher preparation in the area of Early Childhood Special Education and is an author on research related to improving teacher preparation. As a faculty member at James Madison University she splits her teaching between the inclusive early childhood education program and the ECSE post-baccalaureate program.

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.

Dr. Mira Williams is an Assistant Professor in the Educational Foundations and Exceptionalities Department at James Madison University. Dr. Williams earned a doctoral degree in Curriculum, Instruction, and Special Education from the University of Virginia. She also received her Master's of Teaching and B.S. in Psychology from the University of Virginia. Dr. Williams taught for six years in inclusive early childhood preschool and elementary classrooms in Virginia. In addition, she served as an educational specialist, consulting with teachers and families of children with disabilities, focusing on differentiating instruction and providing curricular access to all children. As mentioned above she is committed to work in teacher preparation, and also has experience providing professional development to teachers in the Shenandoah Valley and in Charlottesville, VA. Her dissertation and current line of research involve working with economically disadvantaged families on building early language and literacy routines into their natural daily routines. She has extensive research experience using Content Acquisition Podcasts and has extended the use of these podcasts with families. Dr. Williams is committed to providing professional development to teachers that enables them to connect with their students' families so they can strengthen the home to school connection.

Dr. Emily Ely is an Assistant Professor of Reading Education at Mary Baldwin College. She earned her BA in Elementary Education and her MEd in Reading Education K-12 from the University of Miami, and her PhD in Special Education from the University of Virginia. Through teaching and research, Dr. Ely aims to improve the outcomes of students at-risk for or with learning disabilities by enhancing the quality of reading instruction in economically and culturally diverse settings. Dr. Ely's teaching career began as a kindergarten teacher in an Extended Foreign Language program at a Title I urban school that serviced 95% Spanish speaking students in Miami, Florida. Following three years teaching kindergarten, she became a reading coach in the same school. Contributions as a reading coach included modeling research-based literacy strategies and organizing workshops to address instructional challenges of teachers. Since, Dr. Ely has instructed undergraduate and graduate level courses at the University of Virginia (UVA) and Mary Baldwin College (MBC) on literacy instruction, reading diagnosis and remediation, special education, assessment, and English Language Learners. She served as Chair of the Scholarship and Professional Development Committee of Education Council at UVA in which she organized 10 events to improve teacher readiness and promote transfer of research into the classroom. Additionally, in 2013, she volunteered her time training teachers in Rwanda, Africa with Sanejo, an organization that supports

communities facing abject poverty through education. More recently, she led a professional development workshop for preschool teachers titled, Positive Change for Children's Brains: Oral Language Development.

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.

This professional development will align with the Foundation Blocks for Literacy development as participants will be able to unpack and align these standards to implement evidenced-based instruction to both students and families.

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

There are no pre-requisites for participation. Handouts will be provided the day of the professional development and while not required, it is recommended that participants have a laptop for day two of the professional development training. With regard to space requirements, the professional developer requires: an LCD projector, access to electricity or power strip, the room to be set up in tables appropriate for groups of 3 or 4 with room for movement, and a front table for the presenter.

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).

Insert response here.

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

No (rigorous evaluation will commence simultaneously with this professional development offering.)

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.

13. **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.

3 Days (days do not have to be consecutive, 3rd day optional)

6 Hours per day (9:00am – 12:00pm; Lunch; 1:00pm – 4:00pm)

18 Total Hours for Delivery

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

Teachers will need to commit time to implementing the learned practices and strategies into their own classroom. The amount of time spent will vary depending on the teacher's current classroom set-up and the teacher's experience and previous knowledge prior to the PD. On average, a teacher should spend 2-4 hours a month reviewing and implementing strategies and making any necessary classroom changes that will enhance the language and literacy environment and interactions for students. In addition, they will need to spend time each month to increase their parent-school communication directly related to building language and literacy skills in the home. Again the exact time commitment will depend on what the teacher already has in place when connecting with families. For teachers that need to build these connections the time commitment will be greater. In addition, teachers will have the option to create their own Content Acquisition Podcasts to enhance communication with families, these podcast typically take 1-2 hours to create.

D.I.4 Listening in the Pre-school Classroom 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

Listening in the Pre-school Classroom: Strategies for Engaging All Young Learners

Brief (15 to 20 Word) Description

This training will offer strategies for helping young learners, their families, and educators to become thoughtful listeners.

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

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

This professional development will introduce educators to listening topics through lecture, readings, and in-class activities. By meeting face-to-face, rich discussion, sharing, and learning will take place.

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

	Professional Development Category
x	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
x	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
x	i. Instructional services and support for English language learners
	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
x	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

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

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

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

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

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

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

___10___ Total Hours for Delivery

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

Participants will:

Topic: Understanding Listening

- Define listening and ways of listening
- Interpret reasons why we should promote listening skills in children
- Plan for active listening in the classroom
- Understand the role of listening in language development

Topic: Strategies to Build Listening Skills

- Develop skills to support listening in inclusive classrooms
- Learn strategies to integrate listening throughout the curriculum
- Engage young learners in classroom settings
- Reflect on incorporation of listening skills in classroom settings

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

Topic: Helping Families Support Listening

-Develop ways to share listening activities with families

Topic: Professionals as Listeners

-Understand the importance of listening to children, families, and our colleagues

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

Participants will develop action plans for applying professional development content in their classrooms. They will implement these actions plans, and report back to our learning cohort, through discussion and written reflection. Participants will videotape and take photos of implementation of action plans in the classroom. This data will be used for analysis and reflection.

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 training meets the following components of high quality professional development:

Definition of high-quality professional development as defined in Section III of the Request for Proposals	Description of Professional Development
Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children’s successful use of developmentally appropriate content, pedagogy, and support	The content of this professional development is designed for use at the individual classroom level and among groups of educators. Knowledge, skills, and dispositions related to the training topics will be implemented in the school setting. Participants will share their experiences in the classroom with other group members by using videotape evidence, photos, and written documentation as discussion points for reflection.
Aligns with one or all, as applicable, of school, program, and state goals, including Virginia’s preschool and elementary learning standards (Virginia’s Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development)	Each topic of this training has been aligned with Virginia’s Foundation Blocks.
Includes opportunities for active learning experiences	Opportunities for active learning are provided through participation in simulations and reflection discussions during face-to-face sessions.

Provides teachers with opportunities to collaborate	Participants will collaborate as they plan implementation of course content in their classrooms. Collaboration will also take place as participants reflect on their experiences using course content in their classrooms.
Includes embedded follow-up and continuous feedback	Follow-up and feedback will occur during each session as participants plan content implementation in their classrooms and share their experiences with implementation of course content.
Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom	The training will occur over a two and a half month time frame. During this time, participants will apply training content in the school environment. Reflection and discussion during the training will offer participants the opportunity to think about their pedagogy in deep, meaningful ways.
Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development	Professional development will be provided by James Madison University faculty from the Early Childhood, Elementary, and Reading Education Department who hold advanced degrees in early childhood, reading, or an appropriate related degree.
Support the success of all learners including children with special needs and limited English proficiency	Differentiation strategies to address the specific learning and developmental needs of children with special needs and limited English proficiency will be addressed in this training.

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

The developer of this training has earned a doctorate in education, with an emphasis on reading education. He has been in the early childhood field for over 25 years as a teacher of young children, program administrator of pre-school programs, and a teacher in higher education.

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.

Faculty in the Early, Elementary and Reading program at James Madison University, a fully-accredited teacher licensure program, will deliver this offering. Faculty have earned doctorates in various fields of education. Each faculty member has worked with multiple school systems or preschool providers (private and public) to strengthen early learning environments for children from economically disadvantaged families.

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.

This professional development aligns with the Virginia Foundation Blocks for Early Learning, Literacy Blocks 1, 3, and 5 and Personal and Social Development, Blocks 1-5.

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

There are no pre-requisites for participation. A classroom large enough for participants to comfortably engage in group discussion is necessary. A room with a screen for projecting power points presentations and video would be desirable.

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).

Insert response here.

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

No

Yes.

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

Face-to-Face Professional Development

 5 Days

 2 Hours per day

 2.5 Months to complete

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

Four main topics will be covered during each session. In order to allow participants the opportunity to apply new knowledge, a two-hour session for each topic is appropriate. The sessions will be held every other week, over a 2.5 month time frame (five sessions). The class schedule will follow this timeline:

Session 1 (2 hours): Topic: Understanding Listening

30 minutes: Overview of Course

30 minutes: Presentation of topic content

30 minutes: Modeling/simulation of content

30 minutes: Planning for classroom implementation

Session 2 (2 hours): Topic: Strategies to Build Listening Skills

30 minutes: Presentation of topic content

30 minutes: Modeling/simulation of content

60 minutes: Planning for classroom implementation

Session 3 (2 hours): Topic: Strategies to Build Listening Skills

90 minutes: Reporting, sharing, reflecting on classroom implementation

30 minutes: Modeling/simulation of content

Session 4 (2 hours): Topic: Helping Families Support Listening

30 minutes: Reporting, sharing, reflecting on classroom implementation

30 minutes: Presentation of topic content

30 minutes: Modeling/simulation of content

30 minutes: Planning for implementation

Session 5 (2 hours): **Topic: Professionals as Listeners**

30 minutes: Reporting, sharing, reflecting on classroom implementation

30 minutes: Presentation of topic content

30 minutes: Modeling/simulation of content

30 minutes: Wrap-up of course

D.I.5 Enhancing Play and Creativity in Early Childhood Programs

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

Enhancing Play and Creativity in Early Childhood Programs

Brief (15 to 20 Word) Description

Enhancing Play and Creativity in Early Childhood Programs

- 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 course offering triangulates instructional delivery through in class, onsite, and online experiences which have been described as developmentally appropriate practice in higher education, coaching, and PALS (Rogers & Sluss, 1996; Dunst & Trivette, 2012). Class experiences involve group discussion, videos, modeling, coaching, demonstration, and evaluation. On-site visits to the classrooms provide a venue for the instructor and learner to work together to develop best practice for children who are served by the programs. These sessions will be followed by online reflection and dialogue. This three-fold approach ensures that all stakeholders are talking about the same information, using best practice, and engaging in critical reflection.

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

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

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

Language and literacy development;

- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

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

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

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

40 Total Hours for Delivery

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

Goals: The overall goal of the Professional Development Training, *Enhancing Play and Creativity in Early Childhood Programs* is to develop the teachers' capacity to enhance the quality of play and creative activities in the classroom.

Objective 1. Increase knowledge of the value of play and creativity in early childhood education classrooms.

Objective 2. Implement a play and aesthetics based curriculum that emphasizes the fine arts. .

Objective 3. Evaluate the effectiveness of play and creative activities to support and extend learning.

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

Evaluation 1: Identify play and creative experiences that lead to positive outcomes in critical thinking, communication, and social interactions.

Evaluation 2: Use the Play Observation Scale (POS) to provide feedback and opportunities for critically reflecting and identifying the next steps that are needed (Dunst & Trivette, 2012).

Evaluation 3: The instructor and classroom teachers will complete reflective journals that provide a place and space for dialogue and critical reflection.

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.

The PALS model for delivering professional development will be used in each module. The PALS model uses a four tier system that includes (1) introduction, (2) practicing and evaluating, (3) critical reflection, and (4) identifying the next step (Dunst & Trivette, 2012).

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

Dr. Dorothy Sluss taught in the public schools for over fourteen years and started the first program for four-year-olds in the commonwealth. She has also spent fifteen years in higher education where she has focused on play as pedagogy. She has published over twenty articles and three books (See VITA). At this time, her textbook, Supporting Play: Curriculum, environments, and assessment (2015), is used in colleges throughout the United States. She just completed a Webinar for Cengage and is currently completing an article on play as evidenced based practice (see Appendix A.I.5).

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.

Dorothy Sluss was Co-Principle Investigator of the federally funded IDEA model, TIES: Towards Inclusion in Early Educational Settings, and provided training for audiences throughout urban and rural Tennessee. Because she has taught in economically challenged schools and provided training in economically disadvantaged communities, she is well positioned to engage teachers who work with children and families who are economically disadvantaged (see Appendix A.I.5).

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*.

As teachers increase their skills in implementing a play based curriculum, children will gain specific skills that are aligned with the Virginia Foundation Blocks.

- Play allows children to develop the executive functioning of the brain that leads to increased self-control (Sluss, 2012) and aligns with the *Foundation Blocks for Personal and Social Development*.
- Play provides a venue for developing mathematical thinking in geometry and in higher level mathematical thinking (Wolfgang, 2004). These align with *the Virginia Standards of Mathematics*.
- Creativity is a vital component of the fine arts (Epstein, 2012) and aligns with the *Virginia Music Foundation Blocks*

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

- Knowledge of child development is critically important prior to this course.
- Rooms should have round tables and room to move.

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

No

Yes.

13. 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

 10 Days

 4 Hours per day

 10 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.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Teachers will need to commit time to implementing the learned practices and strategies into their own classroom. The amount of time spent will vary depending on the teacher's current classroom set-up and the teacher's experience and previous knowledge prior to the PD. On average, a teacher should spend 2-4 hours a month reviewing and implementing strategies and making any necessary classroom changes that will enhance the language and literacy environment and interactions for students. In addition, they will need to spend time each month to increase their parent-school communication directly related to building language and literacy skills in the home. Again the exact time commitment will depend on what the teacher already has in place when connecting with families.

D.I.6 Building Positive and Supportive Classrooms for Young Learners 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

Building Positive, Supportive Classrooms for Young Learners

Brief (15 to 20 Word) Description

This offering introduces School-Wide Positive Behaviors Interventions and Supports (SWPBIS) for young learners. This positive approach to teaching appropriate behavior meets best practices using a multi-tiered support system.

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 professional development offering introduces teachers, administrators, paraprofessionals, and other school professionals to SWPBIS for young children and classrooms. Attendees will be introduced to current research on teaching positive and proactive strategies for teaching students appropriate behavior, reacting to problem behavior, and providing tiered support to students that may need more intensive and structured support. Participants will have the opportunity to participate in planning sessions where they apply the content to their particular school setting and leave the training with plans for their classrooms.

Face to face delivery in the most effective delivery method for this professional development offering because it allows for the trainer and the attendees to work collaboratively to apply the content in real time.

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

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

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

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- ✓ **Social and emotional development.**

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

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

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

12 Total Hours for Delivery

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

The goals and learning objectives for this professional development offering are for attendees to understand the key components of SWPBIS and how to apply them to settings with young learners. Specifically:

- Demonstrate an understanding and application of classroom and behavior management techniques, classroom community building, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills.
- Attendees will describe professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.
- Attendees will demonstrate comprehension of the link between classroom management
- Demonstrate knowledge of current research and professional literature on effective strategies for guiding behavior and managing groups

- Demonstrate the understanding that many variables impact children's behavior
- Demonstrate the ability to develop classroom rules that reflect understanding of child development
- Demonstrate the ability to develop proactive teaching strategies to teach appropriate behavior and problem solving in young learners
- Demonstrate the ability to develop teaching and consequence strategies for when young learners demonstrate problem behavior
- Establish a tiered system of support for learners who may require small group or individualized behavior plans.

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

The measurement process used to determine whether participants met the learning goals and objectives will include:

- Pre and post-assessment survey on teacher-efficacy in the areas associated with this professional development offering: teaching appropriate behavior, rewarding appropriate behavior, reacting to problem behavior, supporting students in need of small group or individualized supports.
- Artifacts generated before, during, and after each professional development session. For example, school rules, teaching strategies, error correction procedures, etc.
- Analysis of classroom observation data, where applicable.
- Qualitative analysis of participant conversations during professional development sessions.

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.

In recent years, research has shown that effective professional development contains certain components (Hattie, 2012; 2013). These components will be incorporated into this workshop training. These characteristics are:

- Professional development enhances teachers' deeper understanding of their subjects.
- Professional development supports learning through the analysis of the teachers' classroom interactions with students.
- Professional development helps teachers know how to provide effective feedback.
- Professional development attends to students' affective attributes (Hattie, 2012, p. 24).

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

Dr. Keri Bethune is a Board Certified Behavior Analyst – Doctoral and a Licensed Behavior Analyst in the state of Virginia. Additionally, she is the Chair of the Behavior Analysis Advisory Board for the State of Virginia. She has worked in the field for over 11 years and is an assistant professor at James Madison University in the Department of Educational Foundations and Exceptionalities (EFEX). She teaches multiple courses on effective classroom management, both in the Inclusive Early Childhood Program and the K-12 Special Education Program. Additionally, she is the coordinator for the Behavior Specialist program, Severe Disabilities Consortium, and Visual Impairments Consortium. She has presented numerous conference presentations on behavior management, actively consults with multiple private and public schools on their behavior managements systems, and has published numerous articles in this area. Please see the offerer data sheet for a list of references. The curriculum vitae for Keri Bethune is provided as well.

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.

Dr. Keri Bethune is a Board Certified Behavior Analyst – Doctoral and a Licensed Behavior Analyst in the state of Virginia. Additionally, she is the Chair of the Behavior Analysis Advisory Board for the State of Virginia. She has worked in the field for over 11 years and is an assistant professor at James Madison University in the Department of Educational Foundations and Exceptionalities (EFEX). She teaches multiple courses on effective classroom management, both in the Inclusive Early Childhood Program and the K-12 Special Education Program. Additionally, she is the coordinator for the Behavior Specialist program, Severe Disabilities Consortium, and Visual Impairments Consortium. She has presented numerous conference presentations on behavior management, actively consults with multiple private and public schools on their behavior managements systems, and has published numerous articles in this area. Please see the offerer data sheet for a list of references. The curriculum vitae for Keri Bethune is provided as well.

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*.

This professional development directly prepares teacher to help students meet the *Foundation Blocks for Personal and Social Development*. Specifically, this training will address Foundation

Block 2 (Contribute ideas for classroom rules and routines, Follow rules and routines within the learning environment, Use classroom materials purposefully and respectfully, Manage transitions and adapt to changes in routine, Develop positive responses to challenges), Foundation Block 4 (Initiate and sustain interactions with other children, Demonstrate verbal strategies for making a new friend, Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest, Participate successfully in group settings, Demonstrate respectful and polite vocabulary, Begin to recognize and respond to the needs, rights, and emotions of others), and Foundation Block 5 (Express feelings through appropriate gestures, actions, and words, Recognize conflicts and seek possible solutions, Allow others to take turns, Increase the ability to share materials and toys with others over time, Include others in play activities). SWPBIS directly creates a positive learning environment for students to acquire the skills targeted in the above foundation blocks.

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

There are no resources needed for this professional development offering. Handouts and supplies required for all components of this offering will be provided on the day of delivery. With regard to space requirements, the professional developer requires: an LCD projector, access to electricity or power strip, the room to be set up in tables appropriate for groups of 3 or 4, and a front table for the presenter.

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

✓ **No (rigorous evaluation will commence simultaneously with this professional development offering.**

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).

Insert response here.

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

✓ **No (rigorous evaluation will commence simultaneously with this professional development offering.**

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.

Insert response here.

13. 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 (days do not have to be consecutive days; optional follow up coaching offered in addition)

6 Hours per day (9:00am – 12:00pm; Lunch; 1:00pm – 4:00pm; optional coaching sessions offered in addition)

varies Months to complete (2 initial training days do no need to be consecutive, but should not be spread out more than a month; optional follow up coaching sessions can be spread throughout the following school year)

Online Professional Development

_____ Total Hours

_____ Minimum time for each segment/lesson

Combination

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

The contact person for the school or district (e.g., principal, director, administrator) will contact the presenter to discuss the needs of the school and personnel involved. This will ensure that the offering meets their needs specifically. Participants will attend and two full, 6-hour day training sessions. These sessions will present an overview of SWPBIS geared towards young learners. During the sessions, participants will engage in preparation activities, applying the concepts to their specific school environments and preparing to leave with a starting plan ready to begin the process of implementation. Optionally, the presenter can come back to engage in coaching sessions as the school personnel begin applying SWPBIS in their settings. The follow up sessions are focused on using data to make decisions about the effectiveness of the plan, making changes as needed, and further develop supports for students requiring small group or individualized plans.

The specific time frame for this offering will depend on the needs of the setting, however the two initial workshop/training days do not need to occur consecutively, however should not be spaced more than a month apart. The follow up coaching sessions can be optionally scheduled to meet the school's needs.

D.IV.1 Fostering Early Literacy

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

Fostering Early Literacy Skills

Brief (15 to 20 Word) Description

An introduction to developmentally appropriate early literacy instructional strategies, including: phonological awareness, phonics, vocabulary, comprehension, and fluency, print skills, and writing.

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.

The hybrid model of face-to-face and online professional development has been shown to increase learning and engagement in higher education settings. This approach provides the time for modeling, practice, and reflection necessary to effectively change classroom practice. Face-to-face sessions will introduce content, model instructional strategies, and collaboratively plan classroom practices. Online sessions will be used to present additional readings and models, as well as time for reflection, questions, and peer/facilitator feedback.

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
X	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
	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)?**

20 Total Hours for Delivery

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

1. Identify instructional strategies to benefit specific areas of literacy development
2. Demonstrate an understanding of the vital role of literature in both the development of literacy and in attitudes toward literacy
3. Demonstrate an understanding of the foundation of literacy and factors affecting literacy acquisition
4. Demonstrate an understanding of the integrated role of oral language, spelling, writing, and reading on overall literacy development
5. Demonstrate an understanding of the reading process, reader types, and instructional components to enhance literacy instruction

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

The measurement process will consist of participant feedback, both about the professional development, and about their own on-going literacy practices. Participants will be asked to complete a survey both before and after the professional development, outlining their perceived needs and questions, their understanding of literacy development, and their comfort with literacy instruction.

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 aligns with the definition of high-quality professional development because it contains:

- Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children's successful use of developmentally appropriate content, pedagogy, and support;
- Aligns with one or all, as applicable, of school, program, and state goals, including Virginia's preschool and elementary learning standards (Virginia's Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development);
- Includes opportunities for active learning experiences;
- Provides teachers with opportunities to collaborate; and
- Includes embedded follow-up and continuous feedback.
- Improve and increase teachers' knowledge of the academic and essential domains of school readiness;
- Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom;
- Be structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers' knowledge and professional skills;
- Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development;
- Support the success of all learners including children with special needs and limited English proficiency;

The specific description is as follows:

This offering begins with a 30 minute online session, surveying teachers about their current practices, level of knowledge and comfort with research based early literacy instruction, and their concerns. Based on responses, and in discussions with the school system, the facilitator will focus the offering and form groups for discussion/learning support. This ensures that the professional development is embedded in practice, begins to provide feedback, and offers opportunities for the participants to work collaboratively.

The first 4 hour face-to-face session will include an in-depth discussion of research based strategies, as well as modeling, practice, and feedback. This session will focus on the areas of assessment, phonological awareness, vocabulary and language development, letter/sound correspondence, phonics, and concept of word. Readings and practices will be drawn from research and publications by Snow, Yopp, Justice, Invernizzi, Stahl, and Morrow. All strategies and discussion will be based in research and current classroom practices. This aligns with high-quality professional development as it promotes active learning and improves/increases knowledge of the literacy domain.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The second 4 hour face-to-face session will include new topics of fluency and writing. Readings and practices will be drawn from Roskos and Clay. It will continue discussions of the topics from the first session. As with the first session, all strategies and discussion will be based in research and provide practice opportunities for participants. In this way, the professional development aligns with the criteria of sustained, intensive, focused and improving classroom strategies. It is also structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers' knowledge and professional skills.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The third 4 hour face-to-face session will include new topic – print skills and will demonstrate a cohesive program based on the learning from the offering. Readings will be drawn from McGee, Shanahan, and Neuman. It will continue discussion from the first two sessions with the focus on supporting the success of all learners. As with the other sessions, all strategies and discussion will be based in research and provide practice opportunities for participants, effectively embedding, and promoting active learning within their current classroom and practice. It will also review the use of data in record keeping and planning instruction, with practice opportunities focused on the research-based strategies already discussed.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The final two online sessions (30 minutes each) will focus on feedback for the professional development and the participant, in a re-administration of the original survey. This will provide participants with an opportunity to review their current practice, noting any changes since the professional development. It will also serve as feedback for the offering, evaluating whether the

intended results were achieved. The final online session will include a plan for continuing study on the part of the participants, with readings and suggested activities to facilitate continuous improvement.

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

Faculty in the READ program at James Madison University, a fully-accredited teacher licensure program, developed this offering. Faculty have earned doctorates in Curriculum and Instruction, focusing on literacy, and have published and presented to audiences nationally and internationally.

Specifically, Dr. Pamela Sullivan, the developer, has attained the rank of Associate Professor in Reading, has held leadership positions in the Virginia State Reading Association, has published extensively on early literacy, and previously worked as Project Manager for the Reading First professional development grant at the University of Virginia.

CV is attached (see Appendix A.IV.1).

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.

Faculty in the READ program at James Madison University, a fully-accredited teacher licensure program, deliver this offering. Faculty have earned doctorates in Curriculum and Instruction, focusing on literacy, and have published and presented to audiences nationally and internationally. Each faculty member has worked with multiple school systems or preschool providers (private and public) to strengthen early learning environments for children from economically disadvantaged families.

Specifically, Dr. Pamela Sullivan and Dr. Joy Myers will be the lead professional development deliverers. Their CVs are attached (see Appendix A.IV.1).

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.

This session would align with the Virginia Literacy Foundation Blocks 1-6, as well as the Standards of Learning for Kindergarten – oral language, reading, and writing, and would prepare the students for success during the kindergarten year.

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

Space requirements including a meeting space and tables/chairs sufficient for all participants. Participants also need to have access and ability to navigate online content.

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 professional development offering is new, tailored to the specific needs of this population and, therefore, has not been subject to rigorous evaluation. However, it has been designed to align with effective professional development guidelines, as outlined in Trivette, Raab, and Dunst (2012).

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.

This professional development offering is new, tailored to the specific needs of this population and, therefore, has not been subject to rigorous evaluation. However, it has been designed to align with effective professional development guidelines, as outlined in Trivette, Raab, and Dunst (2012).

13. 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

___ Days
 ___ Hours per day
 ___ Months to complete

Online Professional Development (whether interactive or not)

___ Total Hours
 ___ Minimum time for each segment/lesson

Combination

___3___ Days of Face-to-Face Professional Development
 ___4___ Hours per day of Face-to-Face Professional Development

___8___ Total Hours Online Professional Development
 ___20 minutes___ Minimum time for each segment/lesson of Online Professional Development

Participants will take part in three (3), four (4) hour workshops over the course of three months. Between the face-to-face meetings, participants will complete online modules focused on each of the instructional areas. They will reflect upon their current practice, see research-based strategies in action, and have opportunities implement new strategies in their own classroom, reflect upon that experience, and ask questions.

The 20 total hours over three months of time that the participants will spend in the professional development will give them time to comfortably learn, practice, and reflect upon strategies for each of the five pillars of reading. This time period includes follow-up by the instructor for questions and issues that arise in each professional's classroom.

D.IV.2 Sustaining High Quality Early Literacy Practices

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

Sustaining high quality early literacy practices.

Brief (15 to 20 Word) Description

Intended as a follow-up to the Fostering Early Literacy Skills, this session provides further study in research-based instruction, as well as critical reviews of materials (literature, technology, programs) and family/community connections.

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.

The hybrid model of face-to-face and online professional development has been shown to increase learning and engagement in higher education settings. This approach provides the time for modeling, practice, and reflection necessary to effectively change classroom practice. Face-to-face sessions will introduce content, model instructional strategies, and collaboratively plan classroom practices. Online sessions will be used to present additional readings and models, as well as time for reflection, questions, and peer/facilitator feedback.

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
X	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
X	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

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

Language and literacy development;

- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

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

Teachers

Coaches

Administrators

Teacher Assistants

Other service providers (specify here: _____)

Parents and families

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

___20___ Total Hours for Delivery

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

- Demonstrate an understanding of the reading process, reader types, and instructional components to enhance literacy instruction
- Demonstrate an understanding of the purposes and the administration of literacy assessments for developing readers
- Demonstrate an understanding of targeting literacy instruction for developing readers *based upon assessment*
- Identify instructional strategies to benefit specific areas of literacy development
- Demonstrate an understanding of the vital role of literature and technology in both the development of literacy and in attitudes toward literacy
- Demonstrate an understanding of the organization of language arts classroom instruction to optimally serve the diverse literacy needs of all students
- Demonstrate an understanding of effective family/community connections regarding literacy development

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

The measurement process will consist of participant feedback, both about the professional development, and about their own on-going literacy practices. Participants will be asked to complete a survey both before and after the professional development, outlining their perceived needs and questions, their understanding of literacy development, and their comfort with literacy instruction, critiquing materials, and implementing family/community connections.

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 aligns with the definition of high-quality professional development because it contains:

- Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children's successful use of developmentally appropriate content, pedagogy, and support;
- Aligns with one or all, as applicable, of school, program, and state goals, including Virginia's preschool and elementary learning standards (Virginia's Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development);
- Includes opportunities for active learning experiences;
- Provides teachers with opportunities to collaborate; and
- Includes embedded follow-up and continuous feedback.
- Improve and increase teachers' knowledge of the academic and essential domains of school readiness;
- Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom;
- Be structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers' knowledge and professional skills;
- Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development;
- Support the success of all learners including children with special needs and limited English proficiency;

The specific description is as follows:

This offering begins with a 30 minute online session, surveying teachers about their current practices, level of knowledge and comfort with research based early literacy instruction, materials (children's literature, technology, programs), and effective family/community connections. Based on responses, and in discussions with the school system, the facilitator will focus the offering and form groups for discussion/learning support. This ensures that the professional development is embedded in practice, begins to provide feedback, and offers opportunities for the participants to work collaboratively.

The first 4 hour face-to-face session will focus on the five pillars of literacy instruction or assessment as determined by the participants. Participants will be able to direct this session toward areas in which they feel they would like additional information, discussion, or practice. Readings and practices will be drawn from research and publications by Snow, Yopp, Justice, Invernizzi, Stahl, and Morrow. All strategies and discussion will be based in research and current classroom practices. This aligns with high-quality professional development as it promotes active learning and improves/increases knowledge of the literacy domain.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The second 4 hour face-to-face session will focus on materials for early literacy instruction. This session will address critical reviews of children's literature, technology (e-books and apps), and programs designed for early literacy. Participants will collaborate as they review materials, both those embedded within their classrooms and new offerings. The facilitator will provide continuous feedback to improve and increase continuous learning within the literacy domain.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The third 4 hour face-to-face session will focus on family/community connections to enhance early literacy skills. Participants will review the research regarding effective partnerships and will critique their own existing or design their own new partnerships.

Over the next three weeks participants will continue learning and sharing through four 30 minute online sessions. Sessions will be asynchronous and will include further information on the strategies from the face-to-face session, as well as opportunities to learn from each other and share new practices from their own classrooms for feedback.

The final two online sessions (30 minutes each) will focus on feedback for the professional development and the participant, in a re-administration of the original survey. This will provide participants with an opportunity to review their current practice, noting any changes since the professional development. It will also serve as feedback for the offering, evaluating whether the

intended results were achieved. The final online session will include a plan for continuing study on the part of the participants, with readings and suggested activities to facilitate continuous improvement.

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

Faculty in the READ program at James Madison University, a fully-accredited teacher licensure program, developed this offering. Faculty have earned doctorates in Curriculum and Instruction, focusing on literacy, and have published and presented to audiences nationally and internationally.

Specifically, Dr. Pamela Sullivan, the developer, has attained the rank of Associate Professor in Reading, has held leadership positions in the Virginia State Reading Association, has published extensively on early literacy, and previously worked as Project Manager for the Reading First professional development grant at the University of Virginia. CV is attached (see Appendix A.IV.2).

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.

Faculty in the READ program at James Madison University, a fully-accredited teacher licensure program, deliver this offering. Faculty have earned doctorates in Curriculum and Instruction, focusing on literacy, and have published and presented to audiences nationally and internationally. Each faculty member has worked with multiple school systems or preschool providers (private and public) to strengthen early learning environments for children from economically disadvantaged families.

Specifically, Dr. Pamela Sullivan and Dr. Joy Myers will be among the professional development deliverers. Their CVs are attached (see Appendix A.IV.2).

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.

This session would align with the Virginia Literacy Foundation Blocks 1-6, as well as the Standards of Learning for Kindergarten – oral language, reading, and writing, and would prepare the students for success during the kindergarten year.

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

Space requirements including a meeting space and tables/chairs sufficient for all participants. Participants also need to have access and ability to navigate online content.

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 professional development offering is new, tailored to the specific needs of this population and, therefore, has not been subject to rigorous evaluation. However, it has been designed to align with effective professional development guidelines, as outlined in Trivette, Raab, and Dunst (2012).

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.

This professional development offering is new, tailored to the specific needs of this population and, therefore, has not been subject to rigorous evaluation. However, it has been designed to align with effective professional development guidelines, as outlined in Trivette, Raab, and Dunst (2012).

13. **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

_____ Days
 _____ Hours per day
 _____ Months to complete

Online Professional Development (whether interactive or not)

_____ Total Hours
 _____ Minimum time for each segment/lesson

Combination

___ 3 ___ Days of Face-to-Face Professional Development
 ___ 4 ___ Hours per day of Face-to-Face Professional Development

___ 8 ___ Total Hours Online Professional Development
 ___ 20 minutes ___ Minimum time for each segment/lesson of Online Professional Development

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

Participants will take part in three (3), four (4) hour workshops over the course of three months. Between the face-to-face meetings, participants will complete online modules focused on instructional strategies, materials (including children's literature, technology, and programs), and family/community connections. They will reflect upon their current practice, see research-based strategies in action, and have opportunities implement new strategies in their own classroom, reflect upon that experience, and ask questions.

The 20 total hours over three months of time that the participants will spend in the professional development will give them time to comfortably learn, practice, and reflect upon strategies for each of the five pillars of reading, to review and critically analyze materials for the early childhood classroom, and to critique or plan for literacy family/community connections. This time period includes follow-up by the instructor for questions and issues that arise in each professional's classroom.

D.IV.3 Learning Environments

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

Creating Developmentally Appropriate Environments to Support and Enhance Learning

Brief (15 to 20 Word) Description

This one-year offering addresses the process and structural elements for designing the learning environment to promote development and learning 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.

Using the Participatory Adult Learning Strategy (Trivette, Raab, & Dunst, 2012 and attached) the PD provider will offer monthly face-to-face sessions with teachers and administrators that incorporate workshops on the module topic that incorporate introduction of information, group discussion, modeling/demonstrations, team planning and practice, and evaluation and reflection. In addition to these group sessions, the professional development provider will meet with the teachers and assistant teachers in their classrooms to conduct observations, model practices, provide feedback and coaching, and debrief to set new goals and follow-up tasks. Following these monthly sessions, the professional developer will host online office hours for participants to raise questions/seek additional information and feedback, share progress on the follow-up work, and post materials/documentation of their work. The online component will use the school divisions LMS as the host site for building community and creating a user-friendly interface for teachers within the division working in different locations. Discussions, shared artifacts, and resource materials will be securely maintained within the division's LMS and will remain accessible to participants from that division, providing sustainability in terms of access to archives as new teachers/staff enter the program.

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)?

___108___ Total Hours for Delivery

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

Professional Development Module	Goals	Learning Objectives
Module 1: Introduction to Learning Environment as Teacher	1. Build a professional learning community among VPI+ teachers, assistants, coaches, and administrators	Participants will <ol style="list-style-type: none"> 1. Identify strengths, assets, limitations, & barriers (SSLB) in current learning environments 2. Examine strategies for documenting SSLB; employ strategies in own classrooms; report out 3. Analyze documentation 4. Identify action plan for further documentation
Module 2: Provide developmentally appropriate preschool learning environments to address <ul style="list-style-type: none"> • early literacy skills • promote critical thinking, problem solving, and other executive functions 	Understand how to create a learning environment to support children’s active construction of early literacy, math, and scientific development skills; Understand how to create learning environment to promote children’s critical thinking and problem solving abilities	Participants will <ol style="list-style-type: none"> 1. Identify materials appropriate to support oral language development, listening skills, reading and writing 2. Design learning materials to meet the preceding objective 3. Arrange learning materials for accessibility to children 4. Identify interaction strategies to use within the identified learning area(s) of the classroom
Module 3: Provide developmentally appropriate preschool learning environments to address <ul style="list-style-type: none"> • early mathematics skills • promote critical thinking, problem solving, and other executive functions 	Understand how to create a learning environment to support children’s active construction of early math skills; Understand how to create learning environment to promote children’s critical thinking and problem solving abilities	Participants will <ol style="list-style-type: none"> 1. Identify materials appropriate to support the development of numeracy and math-related skills and understandings 2. Design learning materials to meet the preceding objective 3. Arrange learning materials for accessibility to children 4. Identify interaction strategies to use within the identified learning area(s) of the classroom
Module 4: Provide developmentally appropriate preschool learning environments	Understand how to create a learning environment to support children’s active construction of early	Participants will <ol style="list-style-type: none"> 1. Identify materials appropriate to support early scientific

<p>to address</p> <ul style="list-style-type: none"> early scientific development skills promote critical thinking, problem solving, and other executive functions 	<p>scientific concepts and skills;</p> <p>Understand how to create learning environment to promote children’s critical thinking and problem solving abilities</p>	<p>development skills</p> <ol style="list-style-type: none"> Design learning materials to meet the preceding objective Arrange learning materials for accessibility to children Identify interaction strategies to use within the identified learning area(s) of the classroom
<p>Module 5: Provide developmentally appropriate preschool learning environment to address</p> <ul style="list-style-type: none"> Creative thinking through the visual and performing arts (e.g., art, dramatic play, music) Creative thinking through problem posing and problem solving 	<p>Understand how to create a learning environment to support children’s creative interests, abilities, and approaches to thinking and learning;</p> <p>Understand how to create learning environment to promote children’s critical thinking and problem solving abilities</p>	<p>Participants will</p> <ol style="list-style-type: none"> Identify materials appropriate to support creative development and expression Design learning materials to meet the preceding objective Arrange learning materials for accessibility to children Identify interaction strategies to use within the identified learning area(s) of the classroom
<p>Module 6: Provide developmentally appropriate preschool learning environments to address</p> <ul style="list-style-type: none"> Building a community of learners Promote social and emotional development behavior management techniques for diverse preschool children preschool classroom management techniques <ul style="list-style-type: none"> Teacher-child interactions 	<p>Understand child development as the foundation for building a learning community that promotes healthy social and emotional development.</p>	<p>Participants will</p> <ol style="list-style-type: none"> Discuss social emotional development in young children from diverse contexts and the implications for classroom behavior and learning Identify, employ, and analyze strategies associated with building classroom community within a reflective practice paradigm Identify, employ, and analyze behavior management techniques within a reflective practice paradigm for preschool children from diverse contexts.
<p>Module 7: Provide developmentally appropriate preschool learning environments to address</p> <ul style="list-style-type: none"> differentiation to support students with disabilities 	<p>Understand approaches for differentiating the learning environment to support preschool children with special needs</p>	<p>Participants will</p> <ol style="list-style-type: none"> Examine classroom layout and materials for accessibility and appropriateness for students with disabilities Identify materials appropriate to support early learning and development goals Design learning materials to

		<p>meet the preceding objective</p> <ol style="list-style-type: none"> 4. Arrange learning materials and space for accessibility 5. Identify interaction strategies to use within the identified learning area(s) of the classroom
<p>Module 8: Provide developmentally appropriate preschool learning environments to address</p> <ul style="list-style-type: none"> • differentiation to support English language learners 	<p>Understand approaches for differentiating the learning environment to support preschool children’s diverse abilities, cultures, and languages</p>	<p>Participants will</p> <ol style="list-style-type: none"> 1. Examine classroom layout and materials for accessibility and appropriateness for English language learners 2. Identify materials appropriate to support early learning and development goals with a specific focus on children who are ELL. 3. Design learning materials to meet the preceding objective 4. Arrange learning materials and space for accessibility 5. Identify interaction strategies to use within the identified learning area(s) of the classroom
<p>Module 9: Technology in the Early Childhood Classroom</p> <p>(NOTE: Elements of this strand are woven into other modules.)</p>	<p>Understand how to integrate technology into the environment to promote children’s critical thinking and problem solving abilities, and</p> <p>Develop skill in the use of technology to support online participation in a professional learning community</p>	<p>Participants will</p> <ol style="list-style-type: none"> 1. Identify explore technology tools (e.g., Interactive White Boards, tablets) and software (e.g., programs and apps) appropriate for use with young children 2. Design learning experiences and environments integrating technology into the classroom environment 3. Identify interaction strategies to use within the identified learning area(s) of the classroom 4. Utilize technologies to conduct online office hours and discussions among themselves and with the PD provider

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

1. Conduct an on-site needs assessment of the learning environment with the school administrator(s), teacher(s), and assistant teacher(s) to identify strengths/assets and limitations/barriers/challenges.
2. Conduct formative assessment through the use of an audit trail to show change over time in the classroom space, materials, and interactions. Documentation of implementation of PD content will be analyzed with the participants during each on-site visit through a reflective cycle of (a) documentation of current practice/environment, (b) reflection on documentation, (c) plan for change/adaptation, (d) implementation of proposed change/adaptation, (e) documentation of implemented change/adaptation, (f) reflection on documentation.
3. Triangulate formative assessment and evaluation of change over time towards goals and objectives identified in question 5 with ECCRS and CLASS observations .

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.

Definition of high-quality professional development as defined in Section III of the Request for Proposals	Description of Professional Development
Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children's successful use of developmentally appropriate content, pedagogy, and support	This professional development is designed for use at the individual classroom level and with teams of teachers and staff working within/across settings. Beginning with the individual needs assessments to identify the strengths and challenges within each setting, teachers document their changes over time in response to face-to-face PD sessions, collaborate in simulations with others, work with the PD provider within their own classrooms, and share their work with one another via online discussion groups and PD provider office hours.
Aligns with one or all, as applicable, of school, program, and state goals, including Virginia's preschool and elementary learning standards (Virginia's Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development)	Each module of this training has been aligned with the VA Foundation Blocks, Kindergarten SOLs, and Milestones for Child Development.
Includes opportunities for active learning experiences	Opportunities for active learning are provided through participation in simulations during face-to-face training sessions and through the on-site observation of implementation and documentation.
Provides teachers with opportunities to collaborate	Teachers work together during face-to-face training sessions to design environments, dialogue with one another on course content, and share their documentation. Reflections and discussions on their work carries over into online discussions during "office hours" with the PD provider.
Includes embedded follow-up and continuous feedback	Each module is connected to the next through the online follow-up discussions and the documentation sharing that occurs during each face-to-face session and on-site observation.
Improve and increase teachers' knowledge of the academic and essential domains of school readiness	This strand is woven into each learning module as rationales for setting up each learning area and appropriate teacher-child interactions are discussed.
Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and	This PD is designed to extend over the course of one school year to allow teachers the opportunity to learn through their own observations of

teachers' performance in the classroom	modeling by the PD provider, through responsive online office hours, and through their own documentation of their work.
Be structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers' knowledge and professional skills	Documentation and the cycle of reflection are processes consistent with teacher inquiry as a practice that supports student learning and development as well as increasing teacher knowledge and skill.
Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development	Professional development will be provided by James Madison University faculty and affiliates who hold advanced degrees in early childhood, reading, or an appropriate related degree.
Support the success of all learners including children with special needs and limited English proficiency	Woven into each module are differentiation strategies to address the specific learning and developmental needs of children with special needs and limited English proficiency
Provide training for teachers in the use of technology so that technology and technology applications are effectively used in the classroom to enhance the teaching and learning environment, and facilitate developmentally appropriate and effective teaching practices	Technology is a strand woven into the modules to contextualize its use to address particular goals and objectives. There is also a stand-alone module to provide specific focus to technology in response to the initial needs assessment.
Promote the use of data and developmentally appropriate assessments to improve instruction	Data from the ECCRS and CLASS, when used by the program, will be incorporated into the measurement of effectiveness of this PD. In addition, teacher documentation, an audit trail, and the reflective cycle will provide ongoing formative assessment to improve both PD and instruction in the classroom.
Be reviewed for high quality and evaluated after completion to determine if the intended results were achieved	A final summative evaluation will be conducted through an analysis of the audit trail.

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

Dr. Teresa Harris is professor of Early Childhood and Elementary Education. She has worked in the field of early childhood education for the past 40 years, serving as lead teacher in the Radford University Early Learning Program, as a Head Start Home Visitor in Southwest Virginia, and as a teacher educator at James Madison University since 1990. She served as the principal investigator of the Virginia Early Childhood Needs Assessment Project, and as a member of the Commonwealth Council on Childhood Success's School Readiness Subgroup on Access and Quality of Preschool and Childcare Subcommittee, the 2007-2009 Governor's Task for on Early Childhood Professional Development, the 2007-2009 Governor's Task for on School Readiness, and the 2006-07 Virginia Early Childhood Alignment Project. Review for Competencies for Early Childhood Professionals. Dr. Harris was co-author of Milestones of Child Development (see Appendix A.III.3).

Dr. Holly McCartney is a former VPI teacher, early childhood teacher educator and associate professor at James Madison University. She has served as Professor in Residence to Waynesboro Public Schools VPI programs and provided professional development to early childhood teachers throughout Virginia. She currently serves as the president of the Virginia Association for Early Childhood Education (see Appendix A.III.3).

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.

Staff who deliver the professional development described in this proposal are faculty or affiliates of James Madison University and hold advanced degrees in early childhood education, early childhood exceptional education, or related fields in teacher education. Their work as teacher educators working directly with pre-service and in-service teachers in university, school, and community settings is extensive. All PD staff for this project have experience developing PD, working in schools and classrooms with teachers, administrators, and staff in collaborative ways to promote effective practices to enhance learning in children and families.

10. Describe the alignment to Virginia’s *Foundation Blocks for Early Learning, Kindergarten Standards of Learning, and Milestones for Child Development, as applicable.*

	<i>Foundation Blocks for Early Learning</i>	<i>Kindergarten Standards of Learning</i>	<i>Milestones for Child Development</i>
Module 1: Introduction to Developmentally appropriate learning environments			
Module 2: Creating a learning environment to support the development of early literacy skills	Literacy Foundation Blocks 1-6 Personal and Social Development Foundation Block 3	English K.1-13	Language and Literacy
Module 3: Creating a learning environment to support the development of early math skills	Mathematics Foundation Blocks 1-6 Personal and Social Development Foundation Block 3	Mathematics K.1-16	Cognition and General Knowledge: Learning About Mathematical Concepts
Module 4: Creating a learning environment to support the development of early science skills	Science Foundation Blocks 1-8 Personal and Social Development Foundation Block 3	Science K.1-11	Cognition and General Knowledge: Learning About the World
Module 5: Creating a learning environment to support the development of creativity	Personal and Social Development Foundation Block 3 Music Foundation Blocks 1-5 Visual Arts Foundation Blocks 1-4	Music K.1-14 Visual Arts K.1-18	Approaches to Learning Fine Arts
Module 6: Creating a learning environment to promote healthy social and emotional development	HSS Foundation Block 7 Health & Physical Education Block 4 Personal and Social Development Foundation Blocks 1-5		Social and Emotional Development
Module 7: Creating a learning environment to support learners with special needs			
Module 8: Creating a learning environment to support English Language Learners			
Module 9: Creating a learning environment that integrates technology	Personal and Social Development Foundation Block 3	Computer Technology Standards K-2	

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

There are no pre-requisites for participation. Access to technology is helpful but not required for the face-to-face training sessions. Space with tables and chairs adequate for the number of participants is needed; however, where appropriate, access to a VPI classroom is helpful.

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).

Insert response here.

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.

Insert response here.

13. **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.)

Combination

 9 Days of Face-to-Face Professional Development

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

 36 Total Hours Online Professional Development

 .5 hour Minimum time for each segment/lesson of Online Professional Development

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

Participants will commit to 3-4 hours of time in an interactive workshop setting. The PD provider will then be available for an additional 4-5 hours of time working in classrooms with teachers. The total number of teachers participating in the in-class sessions will be determined through conversations with the school division. Participants will also participate in 4 hours of online discussion groups scheduled during the time between each face-to-face module. These online office hours may be for 2 2-hour sessions or as negotiated with the school division.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Each module of this Professional Development Program is designed to provide 3-4 hours of workshop time in which there is a review/reflection/evaluation of the preceding module's application into the classroom using their documentation of classroom-based implementation of the preceding module's content; introduction of the new module information with modeling and discussion; practice with the new material; and development of classroom implementation plans. This workshop time is followed by 4-5 hours of in-class observation, modeling, and debriefing in individual teacher's classrooms conducted by the PD provider. This "just-in-time" model makes connections between the work done during the workshop time and the actual classroom context. This 8 hour face-to-face time is then followed with 4 hours of interactive online office hours which are scheduled collaboratively between the PD provider and the participants. During these office hours, participants have the opportunity to share their progress, discuss questions and concerns related to module content and implementation, and interact with other participants during the time between module sessions.

D.IV.4 Working in Partnership with Families

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

Working in Partnership with Families: Supporting Home, School, and Community Engagement

Brief (15 to 20 Word) Description

This eight session offering addresses the development of strong family and community partnerships to support early learning in all domains.

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.

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
√	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)?

TOTAL of 56 hours

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

Professional Development Module	Goals	Learning Objectives
<p>Module 1: Getting to know the cultural context for family/community engagement.</p> <p>Introduction to Working in Partnership with Families</p>	<ol style="list-style-type: none"> 1. Build a professional learning community among VPI+ teachers, assistants, coaches, and administrators 2. Learn about the demographic and cultural characteristics within the school division 3. Explore the content and expectations for the workshop 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Identify whom the families and communities that they work with are. 2. Examine the cultural context of their school division 3. Identify goals for the workshop to be used as the metric for evaluation.
<p>Module 2: Family Engagement and Family Well-being:</p>	<ol style="list-style-type: none"> 1. Examine what families are doing in relationship to the programs 2. Explore what resources and supports families need to experience well-being 3. Examine the role that school plays in the life of families and 	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Learn about the various perspectives on family involvement (e.g., unidirectional, bi-directional, school based, home based) 2. Examine different forms of communication with

	communities	families. 3. Consider historical perspectives on family involvement 4. Learn about the role of community engagement.
<p>Module 3:</p> <p>Family knowledge and the diversity of family structures; Families as part of a system</p> <p>Function, Empowerment, Cultural Competence, Social Capital</p>	<ol style="list-style-type: none"> 1. Explore theories about family systems. 2. Examine the various needs of families based on their “cultural” context. 3. Examine methods for assessing family needs. 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Read case studies about various family stories and discuss the needs and resources. 2. Discuss family strengths and family needs. 3. Develop an understanding of the role that cultural competence and social capital play in working with families
<p>Module 4:</p> <p>Home-School communication – It goes both ways</p>	<ol style="list-style-type: none"> 1. Examining how communication flows in the programs 2. Exploring the purposes for communication between home and school 3. Learning about ways that families contribute to the role of the teacher 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Explore case studies about different ways of using communication between home and school 2. Develop strategies for communicating with home and community settings 3. Develop strategies for hard to reach families.
<p>Module 5:</p> <p>Family engagement in learning activities</p>	<ol style="list-style-type: none"> 1. Explore ways families can engage with classroom learning. 2. Explore ways teachers can support learning at home. 3. Explore ways that teachers can educate parents about readiness goals and the content areas. 4. Explore ways to communicate to families the Foundation Blocks and 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Discuss case studies about family classroom involvement. 2. Develop strategies for communicating to families about readiness goals and kindergarten SOLs. 3. Develop learning activities with families to use in the home. 4. Become familiar with rights and laws

	<p>Kindergarten SOLs.</p> <ol style="list-style-type: none"> 5. Explore the legal parameters for supporting children with special learning needs. 	<p>guiding children's education.</p>
<p>Module 6: Families supporting schools and schools supporting families</p>	<ol style="list-style-type: none"> 1. Examine the attitudes regarding family involvement in classrooms. 2. Explore the ways that schools welcome/repel families. 3. Examine the potential that schools have for supporting families 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Discuss case studies of classroom situations and home situations exemplifying support in both directions. 2. After interviewing families about how they can be supported, develop specific strategies for supporting families to be used at school. 3. Interview families about ways they see themselves supporting the school.
<p>Module 7: Families as leaders, advocates, decision makers, and change agents</p>	<ol style="list-style-type: none"> 1. Examine the ways that families can offer leadership in programs and communities. 2. Explore the ways that families are involved in decision-making about their children and the programs. 3. Explore how schools and families can work together to make local, state, and national change. 	<p>Participants will</p> <ol style="list-style-type: none"> 1. Interview families about how and what they see as avenues for leadership, advocacy, and community action. 2. Develop resources and contacts for family advocacy and community services. 3. Engage in an advocacy activity with families.
<p>Module 8: Families as lifelong learners and supporters of school transitions.</p>	<ol style="list-style-type: none"> 6. Examine methods of providing parent education. 7. Examine the services available to support parents seeking adult education. 8. Explore the families' role in supporting school transitions. 9. Understand the nature and big picture of home, 	<ol style="list-style-type: none"> 1. Develop a resource list for families who want to engage in adult education. 2. Evaluate various parent education programs. 3. Develop a support plan for school transitions. 4. Develop an understanding of the

	<p>school, community partnerships and engagement.</p>	<p>big picture of home, school, community partnerships. 5. Examine what skills, strategies, and new understandings they have gained from the workshop.</p>
--	---	--

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

1. Conduct an on-site needs assessment of the home, school, community engagement already in place and the contextual parameters of the division by asking administrator(s), teacher(s), and assistant teacher(s) to respond to a survey.
2. Conduct formative assessment through the use of periodic check-ins to see what participants are learning and still needing to know about family engagement. Documentation of implementation of PD content and engagement goals will be analyzed with the participants during the afternoon sessions and on-line discussions.
3. Assessment of the goals and objectives set by participants will be done at the end of the workshop using interviews with teachers and administrators about the implementation and success of the various engagement strategies.
- 4.

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.

<p>Definition of high-quality professional development as defined in Section III of the Request for Proposals</p>	<p>Description of Professional Development</p>
<p>Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children’s successful use of developmentally appropriate content, pedagogy, and support</p>	<p>This professional development is designed for use with teachers and administrators in all early childhood programs and supports high quality curricula and teaching strategies indirectly by supporting the cultural context, family diversity, and variation in settings.</p>
<p>Aligns with one or all, as applicable, of school, program, and state goals, including Virginia’s preschool and elementary learning standards (Virginia’s Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child</p>	<p>The engagement of home, school and community supports all of the Foundation Blocks and Kindergarten SOLs by supporting high quality environments and services for young children and families. In particular, it supports the Personal and Social Development Foundation Blocks by considering the importance of the family in the</p>

Development)	educational process.
Includes opportunities for active learning experiences	Opportunities for active learning are provided through participation in case discussions, problem solving, goal setting and implementation.
Provides teachers with opportunities to collaborate	Teachers work together during face-to-face training sessions to discuss their personal experiences, goals, and progress toward the goals. Reflections and discussions on their work carries over into online discussions with the PD provider.
Includes embedded follow-up and continuous feedback	Each module is connected to the next through the online follow-up discussions and “big picture” discussion.
Improve and increase teachers’ knowledge of the academic and essential domains of school readiness	This strand is woven into the process of home, school, community engagement.
Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and teachers’ performance in the classroom	This PD is designed to extend over the course of one school year to allow teachers the opportunity to plan, implement, and evaluate engagement strategies
Be structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers’ knowledge and professional skills	There is solid evidence in the literature noting the importance and impact of home, school, community engagement (see references).
Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development	Professional development will be provided by James Madison University faculty and affiliates who hold advanced degrees in early childhood, reading, or an appropriate related degree.
Support the success of all learners including children with special needs and limited English proficiency	Specific attention is paid to working with children and families with special needs and the laws that protect children’s and families’ rights.
Provide training for teachers in the use of technology so that technology and technology applications are effectively used in the classroom to enhance the teaching and learning environment, and facilitate developmentally appropriate and effective teaching practices	Technology is one of the tools for delivery of the content.
Promote the use of data and developmentally appropriate assessments to improve instruction	Qualitative data will be an essential part of the planning and evaluation of the goals.
Be reviewed for high quality and evaluated after completion to determine if the intended results were achieved	A final summative evaluation will be conducted through an analysis of the audit trail.

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

Dr. Nancy Barbour is a professor in the Department of Early, Elementary, and Reading Education at James Madison University. She has worked in the field of early childhood education for the past 35 years, beginning as a preschool teacher in an inner-city childcare program, then as a teacher in Head Start, as a laboratory school teacher, and as a teacher educator in early child at both Kent State University and James Madison. Most recently, she has been teaching in the Inclusive Early Childhood program. She is a member of the NAEYC Professional Development Panel and a Commissioner on the Early Childhood Associate Degree Accreditation Board for NAEYC. She participated in writing the Professional Development standards for Early Childhood teachers for NAEYC (see Appendix A.III.4).

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

(PLEASE SEE QUALIFICATIONS ABOVE)

Staff who deliver the professional development described in this proposal are faculty or affiliates of James Madison University and hold advanced degrees in early childhood education, early childhood exceptional education, or related fields in teacher education. Their work as teacher educators working directly with pre-service and in-service teachers in university, school, and community settings is extensive. All PD staff for this project have experience developing PD, working in schools and classrooms with teachers, administrators, and staff in collaborative ways to promote effective practices to enhance learning in children and families.

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.

The alignment of the 8 modules with the Foundation Blocks and Kindergarten SOLs is better described as a holistic alignment since the research evidence supporting home, school, community engagement describes the benefits of engagement as applicable to all learning and future school performance (Henrich & Gadaire, 2008; Shartrand, Weiss, Kreider, & Lopez, 1997; Weiss, Caspe, & Lopez, 2006). It is, perhaps, best aligned with the Personal and Social Development Foundation Blocks.

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

There are no pre-requisites for participation. Access to technology is helpful but not required for the face-to-face training sessions. Space with tables and chairs adequate for the number of participants is needed.

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

No

Yes.

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

Insert response here.

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.

Insert response here.

13. **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.

Combination

 8 Days of Face-to-Face Professional Development

 5-6 Hours per day of Face-to-Face Professional Development

 8 Total Hours Online Professional Development

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

The first session will be to help the PD learn about the school, home and community contexts of the school division and constituent schools. Participants will receive a survey asking pertinent family and school questions ahead of the meeting. These will be returned to the PD ahead of the first meeting so that the content of the modules can be customized to address the divisions' demographic characteristics. The meeting with participants will be used to share the results and develop an overview of the content to be covered and the participants' expectations. Tentative goals and objectives will be co-constructed during the remaining time and these will guide the outcomes for workshop.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Each module of this Professional Development Program is designed to provide 5-6 hours of workshop time in which there is a work with case studies, discussion, activities, and planning for their sites. This 5-6 hour face-to-face time is then followed with 1 hour of interactive online discussion which is scheduled between the PD provider and the participants. During these office hours, participants have the opportunity to share their progress, discuss questions and concerns related to module content and implementation, and interact with other participants during the time between module sessions.

References:

- Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Washington, DC: NAEYC
- Head Start. (2011). The Head Start parent, family, and community engagement framework. Washington, DC: Head Start
- Shartrand, A. M., Weiss, H. B., Kreider, H. M., & Lopez, M. L. (1997). New skills for new schools: Preparing teachers for family involvement. Cambridge, MA: Harvard Family Research Project.
- Weiss, H. B., Caspe, M., & Lopez M. E. (2006). *Family involvement in early childhood education*. Cambridge, MA: Harvard Family Research Project.

E.I.1 Character Education

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.

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

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
<i>Character Education: The nuts and bolts of implementing character education in early elementary schools</i>	A & G	\$4800	16 hours over 4-6 weeks	\$300

E.I.2 Engaging Young Learners
Revised Pricing Schedule

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

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	Per Hour Price
Engaging Young Learners: Molding Minds and Shaping Synapses!	a, b, c, d, e, f, and n	\$9,000	6 hours per day for 3 days	\$500.00 per Hour

E.I.3 Let's Talk About It

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

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
Let's Talk About It: Expanding Our Words and Young Minds at the Same Time	c and o	\$5,400	18	\$300

E.I.4 Listening in the Pre-school Classroom

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

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
Listening in the Pre-school Classroom: Strategies for Engaging All Young Learners	a,b,c,g,i,o	\$4300.00	10	\$430.00

E.I. 5 Enhancing Play and Creativity in Early Childhood Programs

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

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
Early Childhood Curriculum: Play Based Learning I	a	\$12,000	40	\$300

E.I.6 Building Positive, Supportive Classrooms for Young Learners

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

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
Building Positive, Supportive Classrooms for Young Learners	A, b, g, j, k	\$3,600	12	\$300

E.IV.1 Fostering Early Literacy Skills

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
Fostering Early Literacy Skills	C	\$8600	20	\$430

E.IV.2. Sustaining High Quality Early Literacy Practices

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
Sustaining High Quality Early Literacy Practices	C, O	\$8600	20	\$430

E.IV.3 Learning Environments

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
Module 1: Introduction to Developmentally appropriate learning environments (face-to-face PD followed by on-site coaching/consultation)	b	\$3200	8 hours	\$400
Module 1: Introduction to Developmentally appropriate learning environments (interactive online office hours)	b	\$800	4 hours	\$200
Module 2: Creating a learning environment to support the development of early literacy skills (face-to-face PD followed by on-site coaching/consultation)	a, b, c, f	\$3200	8 hours	\$400
Module 2: Creating a learning environment to support the development of early literacy skills (interactive online office hours)	a, b, c, f	\$800	4 hours	\$200
Module 3: Creating a learning environment to support the development of early math skills (face-to-face PD followed by on-site coaching/consultation)	a, b, d, f	\$3200	8 hours	\$400
Module 3: Creating a learning environment to support the development of early math skills (interactive online office hours)	a, b, d, f	\$800	4 hours	\$200
Module 4: Creating a learning environment to support the development of early science skills (face-to-face PD followed by on-site coaching/consultation)	a, b, e, f	\$3200	8 hours	\$400
Module 4: Creating a learning environment to support the development of early science skills (interactive online	a, b, e, f	\$800	4 hours	\$200

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
office hours)				
Module 5: Creating a learning environment to support the development of creativity (face-to-face PD followed by on-site coaching/consultation)	a, b, f	\$3200	8 hours	\$400
Module 5: Creating a learning environment to support the development of creativity (interactive online office hours)	a, b, f	\$800	4 hours	\$200
Module 6: Creating a learning environment to promote healthy social and emotional development (face-to-face PD followed by on-site coaching/consultation)	a, b, g, j	\$3200	8 hours	\$400
Module 6: Creating a learning environment to promote healthy social and emotional development (interactive online office hours)	a, b, g, j	\$800	4 hours	\$200
Module 7: Creating a learning environment to support learners with special needs (face-to-face PD followed by on-site coaching/consultation)	a, b, h	\$3200	8 hours	\$400
Module 7: Creating a learning environment to support learners with special needs (interactive online office hours)	a, b, h	\$800	4 hours	\$200
Module 8: Creating a learning environment to support English Language Learners (face-to-face PD followed by on-site coaching/consultation)	a, b, i	\$3200	8 hours	\$400
Module 8: Creating a learning environment to support English Language Learners (interactive online office hours)	a, b, i	\$800	4 hours	\$200
Module 9: Creating a learning environment that integrates technology (face-to-face PD followed by on-site	a, b, f	\$3200	8 hours	\$400

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
coaching/consultation)				
Module 9: Creating a learning environment that integrates technology (interactive online office hours)	a, b, f	\$800	4 hours	\$200

E.IV.4 Working in Partnership with Families

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
Module 1: Getting to know the cultural context for family/community engagement., Introduction to Working in Partnership with Families	a,b,g,h,i,j,o	\$2400	6 hours per day	\$ 400.00
Module 2: Family Engagement and Family Well-being:	a,b,g,h,i,j,m,o	\$2400	6 hours per day	\$ 400.00
Module 3: Family knowledge and the diversity of family structures; Families as part of a system Function, Empowerment, Cultural Competence, Social Capital	a, b, g, h, i, m, o	\$2400	6 hours per day	\$ 400.00
Module 4: Home-School communication – It goes both ways	a, b, g, j, o	\$2400	6 hours per day	\$400.00
Module 5: Family engagement in learning activities	a, b, g, h, i, j, m, o	\$2400	6 hours per day	\$400.00

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
Module 6: Families supporting schools and schools supporting families	a, b, g, h, i, j, m, o	\$2400	6 hours per day	\$400.00
Module 7: Families as leaders, advocates, decision makers, and change agents	a, b, g, h, i, m, o	\$2400	6 hours per day	\$400.00
Module 8: Families as lifelong learners and supporters of school transitions.	a, b, g, h, i, m, o	\$2400	6 hours per day	\$400.00
Over the 8 months asynchronous on-line discussion monitored, one hour per month	a, b, g, h, i, m, o	\$3200	8 hours over 8 months	\$400.00

Appendix

Vita of Professional Development Developers

Appendix A.I.1

Character Education

Dr. Smita Mathur

Appendix A.I.2

Engaging Young Learners

Dr. John Almarode

Appendix A.I.3

Let's Talk About It

Dr. Mira Cole Williams

Dr. Emily Ely

Appendix A.I.4

Listening in the Pre-school Classroom

Dr. Reece Wilson

Appendix A.I.5

Enhancing Play and Creativity in Early Childhood Programs

Dr. Dorothy Sluss

Appendix A.I.6

Building Positive Supportive Classrooms for Young Learners

Dr. Keri Bethune

Appendix A.IV.1

Fostering Early Literacy

Dr. Pam Sullivan

Dr. Joy Myers

Appendix A.IV.2

Sustaining High Quality Early Literacy Practices

Dr. Pam Sullivan

Dr. Joy Myers

(See Appendix A.IV.1 for vitae)

Appendix A.IV.3

Learning Environments

Dr. Teresa Harris

Dr. Holly McCartney

Appendix A.IV.4

Working in Partnership with Families

Dr. Nancy Barbour