2016 VENDOR PD COURSE CATALOG

OUR APPROACH

Increasing student learning and improving teacher instruction requires access to high-quality resources and targeted, ongoing professional development to help teachers use those resources effectively. The goal of this document is to support local school systems in making informed decisions regarding professional development.

The Louisiana Department of Education has worked with vendors to create professional development packages for districts. These packages focus on key skills and incorporate the following key criteria, which contribute to a quality professional development experience.

VENDORS BY SUBJECT

KEY CRITERIA →	Implement a high-quality curriculum	Build content knowledge	Analyze quality student work	Manage a classroom environment	Provide teacher practice and feedback	Offer ongoing support through mentoring, coaching, and/or professional learning communities
ENGLISH LANGUAGE ARTS						
Achievement Network (ANet)	✓	✓	✓		✓	✓
American Reading Company	✓	✓	✓	✓	✓	✓
Generation Ready	✓	✓	✓	✓	✓	✓
LearnZillion	✓	✓	✓	✓	✓	✓
Southern Regional Education Board (LDC)	✓	✓	✓	✓	✓	✓
MATHEMATICS						
Achievement Network (ANet)	✓	✓	✓		✓	✓
Dana Center	✓	✓	✓		✓	✓
Eureka Math	✓	✓	✓	✓	✓	✓
Cain Center	✓	✓	✓	✓	✓	✓
Illustrative Mathematics	✓	✓	✓		✓	✓
LearnZillion	✓	✓	✓	✓	✓	✓
Southern Regional Education Board (MDC)	✓	✓	✓	✓	✓	✓
SOCIAL STUDIES						
DBQ Project	✓	✓	✓		✓	✓
Gilder Lehrman	✓	✓	✓	✓	✓	✓
ISKME	✓	✓	✓		✓	✓
Library of Congress	✓	✓		✓	✓	✓
Stanford History Education Group	✓	✓	✓	✓	✓	✓

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EARLY CHILDHOOD						
Abrams Learning Trends	✓	✓	✓	✓	✓	
Agenda for Children	✓	✓		✓	✓	✓
Frog Street Press	✓	✓	✓	✓	✓	✓
Kaplan Early Learning Company	✓	✓	✓	✓	✓	
On Track by 5 Alliance	✓	✓		✓	✓	✓
Pearson	✓	✓	✓	✓	✓	✓
Teachstone				✓		✓
Teaching Strategies	✓	✓	✓	✓	✓	✓
Tulane Early Childhood Mental Health Consultation				✓	✓	✓
Voyager Sopris Learning	✓	✓	✓	✓	✓	✓

VENDOR: Achievement Network (ANet)

CONTENT AREA: English Language Arts

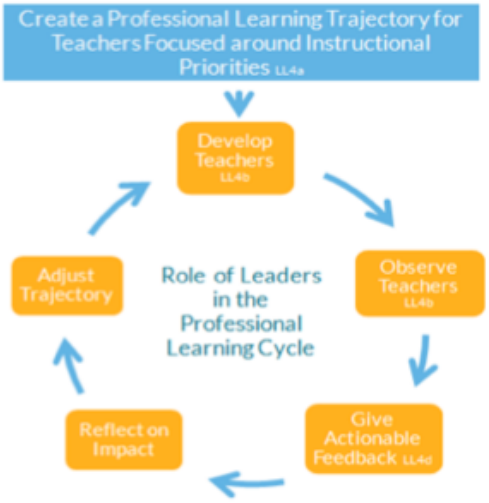
CONTACT FOR LOUISIANA:

Molly DePasquale, Managing Director of Program Development mdepasquale@achievementnetwork.org and Madeline Brown, Executive Director of ANet Louisiana mbrown@achievementnetwork.org

DESCRIPTION

As a nonprofit, ANet's vision is to ensure equitable opportunities for all children. ANet has worked in Louisiana since 2009 and currently has a team of 4 coaches and 3 additional staff living and working in Louisiana communities. The Louisiana Network has grown to serve 32 schools and approximately 11,000 students.

Using a blend of in-person and virtual ANet leaders set a vision for and execute a meaningful professional learning cycle (see graphic right).



ANet helps organizations:

A. Create a coherent system of professional learning that provides teachers the opportunity to practice new skills and receive actionable feedback;

B. Build a strong adult culture that models reflective practices; and

C. Effectively manage instructional change by tying professional learning to instructional priorities and creating an explicit vision of success.

Possible Professional Learning Topics for English Language Arts

- Using the Louisiana **ELA Guidebooks** to understand text complexity
- Use the Louisiana **ELA Guidebooks** as part of a strong overall approach to literacy instruction

SCOPE OR TIME FRAME

ANet is offering Louisiana school districts two packages for professional learning: an introductory two-month package and an in-depth, four-month package. Each package includes in-person capacity building, virtual and in-person thought leadership, and access to ANet's curated professional learning library containing professional learning session decks, screencasts, and virtual professional learning modules.

COST AT-A-GLANCE

Package #1 is $30,000 per district and Package #2 is $60,000 per district.

Package #1 - Setting a Vision for Professional Learning and Creating a Meaningful Trajectory

- Helping systems select an instructional priority **connected to their curricula** by reflecting on data and conducting informal classroom walkthroughs or reviewing artifacts.
- Crafting a professional learning trajectory that:
  - » Outlines a vision of success for the teacher, leader, and student;
  - » Leverages existing structures (district PD days, school-based collaborative planning times and data days) to **build content knowledge** in key areas related to the priority;
  - » Assigns ownership for professional learning preparation and facilitation and clarifies what is school-based vs. district-owned.

Package #2 - Setting a Vision for Professional Learning, Creating a Meaningful Trajectory and Supporting with the Execution of One (1) Complete Professional Learning Cycle

- Same as package #1
- Additional support will be flexible and personalized based on district needs. Samples below:

Option 1

- Support from two ANet team members facilitating or co-facilitating five, 2-hour professional learning sessions for district leaders, school leaders, and teachers
- Four half-day observation series, debrief and artifact reviews with an ANet team member
- One 4-hour reflection meeting for system leaders, facilitated by an ANet team member, to discuss the impact of professional learning efforts, plan to adapt subsequent professional learning cycles and outline next steps

Option 2

- Support from an ANet team member to facilitate or co-facilitate three, 4-hour professional learning sessions for district leaders, school leaders, and teachers
- Five half-day observation series, debrief and artifact reviews with an ANet team member
- One 4-hour reflection meeting with system leaders, facilitated by two ANet team members, to discuss impact of professional learning efforts, adapt subsequent professional learning cycles and outline next steps

Option 3

- Support from three ANet team members to facilitate or co-facilitate one 8-hour professional development session for district leaders, school leaders and teachers
- Four half-day observation series, debrief and artifact reviews with two ANet team members
- Two 2-hour reflection meeting with system leaders, facilitated by an ANet team member, to discuss impact of professional learning efforts, adapt subsequent professional learning cycles and outline next steps

VENDOR: American Reading Company

CONTENT AREA: English Language Arts

CONTACT FOR LOUISIANA:
Angela Brotherton, Account Manager, angela.brotherton@americanreading.com, (903) 285-2213

DESCRIPTION

American Reading Company (ARC) specializes in job-embedded, elbow-to-elbow coaching to support best practices of literacy instruction and the **ELA Guidebooks 2.0** for grades K-12. ARC can customize professional development to meet the needs of individual parishes, schools, leaders, and teachers. Job-embedded coaching can be a combination of the following, depending on the specific needs of the parish, school and/or teacher:

- Leadership team meetings
- On-site workshops
- Grade group meetings/professional learning communities
- Coaching (co-facilitated lessons)
- Status checks/learning walks
- One-on-one consultations
- Webinars (online forum)
- Family workshops

The outcomes related to teachers' classrooms include: increased reading engagement, growth in independent reading levels, and greater knowledge of best practices in reading instruction. Parishes, schools, and teachers will also have a greater understanding of the **ELA Guidebooks 2.0** and will receive support in various ways including, but not limited to how to: plan specific lessons, ask text-specific questions, differentiate instruction, and much more.

For more information on job-embedded professional development specific to the **ELA Guidebooks 2.0**, please follow this link: **http://www.americanreading.com/documents/LADOE-Professional-Development.pdf**. For more information on ARC's professional development, please visit the following link: **http://www.americanreading.com/professional-development/**.

ARC has over 16 years of experience delivering custom PD to support each specific parish, school, classroom, and teaching need. To see evidence of some of ARC's success, please follow the included link: **http://www.americanreading.com/research-and-results/results/**.

SCOPE OR TIME FRAME

Parishes and schools work with an ARC team that is dedicated to their success. ARC PD can be implemented in individual days or multiple day packages over the course of a semester or year. ARC is willing and able to be supplemental literacy support on specific topic(s)/initiative(s) or become a frequent and trusted literacy partner.

COST AT-A-GLANCE

- Individual Day: $2,600
- 5-Day Package: $12,500
- 10-Day Package: $24,000
- 15-Day Package: $36,000
- 20-Day Package: $46,000
- 30-Day Package: $66,000

VENDOR: Generation Ready

CONTENT AREA: English Language Arts

CONTACT FOR LOUISIANA:

Ginger Merritt, Louisiana State Director, (318) 614-4224, ginger.merritt@generationready.com

DESCRIPTION

Include approach, audience, available options/customizations, expected outcomes[1] and impact[2], and evidence of success[3]

Generation Ready has worked in Louisiana since 2004 and we currently have eight partnerships throughout the state. We are the only national provider of professional learning services that uniquely combines an evidence-based model for improving schools and developing school leaders, deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning.

OUR APPROACH

We offer job-embedded instructional coaching, workshops, institutes, and virtual coaching to teachers, school leaders, and district-level instructional leaders. Everything that we do – from our methods, to our instructional content and the technology that can underpin our work – is grounded in our Six Essential Practices of Effective Schools.

Generation Ready's practices are aligned with the Louisiana Department of Education's school improvement efforts. We can,

- Provide job-embedded classroom coaching and content workshops to support the implementation of Louisiana **ELA Guidebooks 2.0**.
- Provide school leadership development that builds internal coherence to ensure that school practices are best matched to the identified and specific needs of local professional learning and desired student outcomes.
- Provide district and school partners a strategy development process to align all improvement initiatives (climate, assessments, family outreach, etc.) with the work to implement Louisiana Guidebooks. This can include but is not limited to data analysis, observation norming, focus area identification, and strategic initiative development.
- Customize additional professional learning environments to help implement improved school and classroom practices that diagnosis, plan for, facilitate, and assess the quality and level of student learning.

OUR IMPACT

Generation Ready's Continuous Cycle of Improvement (Diagnose, Plan, Implement, and Monitor) ensures that each engagement's outcome includes increases in the levels of content, teachers' knowledge and skill, and student engagement. Each engagement begins with a diagnostic process, followed by the development of a shared plan of action with the input and collaboration of key stakeholders. Ongoing monitoring of the plan through data collection using our unique online tools (optional) ensures that we are focused on student outcomes, making adjustments based on observation and student data. Generation Ready consultants model and provide feedback on effective teaching and leadership practice, the structures that promote collaboration to attain a shared vision and understanding of effective instruction, all resulting in an increase of collective expectations for and belief in student achievement.

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1. **Outcomes:** What will be different in a teacher's classroom as a result?
2. **Impact:** How will the impact on student learning be measured?
3. **Evidence of success:** Provide information about previous clients and services provided as well as evidence which illustrates a positive impact on student learning.

EVIDENCE OF RESULTS

See accompanying case studies for Horn Lake Middle School, DeSoto County, MS, Emolior Academy, The Bronx, NY, and West Kemper Elementary School, DeKalb, MS.

SCOPE OR TIME FRAME

Generation Ready learning environments are customized to meet local learning and budget needs. Job-embedded coaching is at the heart of all our partnerships and can work in combination with workshop days, institutes, and/ or virtual coaching.

COST AT-A-GLANCE

- Job-embedded coaching: $1,500 per day
- Workshop and Institute Days: $1,500 per day (one consultant for 30 participants)
- Virtual Coaching: $125 per hour

VENDOR: LearnZillion

CONTENT AREA: English Language Arts - Guidebooks 2.0

CONTACT FOR LOUISIANA:
Kristine Hammond, Regional Account Director, 678-429-7109, kristinehammond@learnzillion.com

DESCRIPTION

LearnZillion empowers educators to provide the education that every student deserves.

LearnZillion's professional development for districts is a year-long program focused on the implementation and integration of Louisiana's **ELA Guidebooks 2.0**. Through a blend of in-person and virtual workshops and ongoing virtual discussions, LearnZillion provides meaningful professional development and support to administrators, instructional leaders (e.g., instructional coaches, curriculum coordinators), and teachers. The focus of all professional development will be customized based on individual district needs and materials (e.g., utilizing **ELA Guidebooks 2.0** as a core curriculum or as a supplement to existing core curriculum).

The configuration of the components for the program will be customized depending on the needs of each district.

Topics covered include (but are not limited to) the following:

- Annotating texts: A critical close reading tool
- Measuring text complexity: Qualitative measures rubric for literature
- Measuring text complexity: Using a qualitative measures rubric for informational texts
- Identifying depth of knowledge (DOK) levels
- Writing text-dependent questions
- Integrating vocabulary into close reading plans
- Analyzing student approaches to assess understanding

LearnZillion's professional development for Guidebooks 2.0 will grow teacher capacity through an improved understanding of Louisiana's ELA standards and best instructional practices for ELA. Specific strategies for implementing and integrating ELA Guidebooks 2.0 into a district's curriculum will be modeled and practiced. Job-embedded training and support allows teachers the unique chance to plan their work based on best instructional practices, to teach high-quality lessons that utilize those practices, and then to reflect on their implementation in a collaborative cycle that ensures success. For example, teachers who participate in our ELA professional development will understand how to better sequence and scaffold text-dependent questions and teach multiple standards through a more integrated approach and authentic context that engages students.

SCOPE OR TIME FRAME

LearnZillion's blended model of professional development is a year-long partnership with districts that includes in-person sessions, ongoing online collaboration, an instructional leadership program and a digital, on-demand PD library. Additionally, districts will work with a LearnZillion account manager to monitor district progress on implementation and integration.

COST AT-A-GLANCE

Costs range from $6,000 per school and up, depending upon the level of partnership and implementation. Pricing is designed to include all districts regardless of size.

Please call or email Kristine Hammond (678-429-7109, **kristinehammond@learnzillion.com**) for more information as it relates to your district.

VENDOR: Southern Regional Education Board

CONTENT AREA: English Language Arts, Literacy

CONTACT FOR LOUISIANA:
Daniel Mollette, Director of Training, Dan.mollette@sreb.org

DESCRIPTION

The Literacy Design Collaborative (LDC) is a vehicle for incorporating rigorous literacy standards into middle grades and high school content area classes. LDC is a system for developing reading, writing and thinking skills within a variety of academic disciplines, not just in English language arts courses. Teachers learn how to use structured but flexible tools that can be used again and again, with any program, practice or curriculum, to drive student growth. Teachers also gain access to online software to modify or create lessons.

SREB's training design involves a combination of face-to-face workshops and embedded classroom coaching. During our face-to-face workshops, teachers actively engage in designing instruction and experiencing the types of lessons they will implement in their classrooms. Then, through school-based coaching, teachers receive feedback, analyze classroom data, and plan with our SREB trainers. SREB's training design develops local coaches, teams of teacher leaders, and principals.

Access additional information about our training:

LDC Training Brochure: **http://bit.ly/LDCbrochure**

Evidence of success: **http://bit.ly/LDCMDCPublication**

SCOPE OR TIME FRAME

The LDC training program lasts three years. After three years, schools and districts will have trained enough teachers to sustain and spread the use of the LDC frameworks.

Year One	Year Two	Year Three
Teacher leaders from each school engage in nine days of training. Participants design and teach three or four high-quality LDC modules that meet both content and literacy standards.	SREB and district-level trainers prepare year one teachers and school leaders to spread LDC practices schoolwide. District trainers also conduct year-one work with a new group of teachers from additional schools.	SREB and district-level trainers work together to spread LDC to all schools in the district and the region.

COST AT-A-GLANCE

When schools become part of our statewide rollout grant, we provide the training at no cost. Additionally, we provide subsidies for substitutes and travel.

VENDOR: Achievement Network (ANet)

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA: Molly DePasquale, Managing Director of Program Development mdepasquale@achievementnetwork.org and Madeline Brown, Executive Director of ANet Louisiana mbrown@achievementnetwork.org

DESCRIPTION

As a nonprofit, ANet's vision is to ensure equitable opportunities for all children. ANet has worked in Louisiana since 2009 and currently has a team of 4 coaches and 3 additional staff living and working in Louisiana communities. The Louisiana Network has grown to serve 32 schools and approximately 11,000 students.

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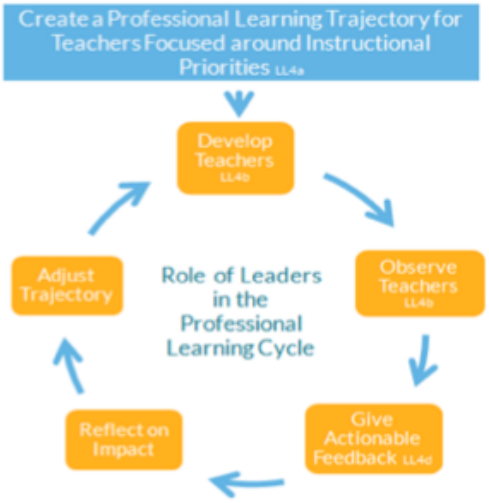

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C. Effectively manage instructional change by tying professional learning to instructional priorities and creating an explicit vision of success.

Possible Professional Learning Topics For Mathematics

- Strategies for effectively using math tasks from high quality curricula
- Understanding rigor, focus, and coherence through planning with a high quality math curriculum

SCOPE OR TIME FRAME

ANet is offering Louisiana school districts two packages for professional learning: an introductory two-month package and an in-depth, four-month package. Each package includes in-person capacity building, virtual and in-person thought leadership, and access to ANet's curated professional learning library containing professional learning session decks, screencasts, and virtual professional learning modules.

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Package #2 - Setting a Vision for Professional Learning, Creating a Meaningful Trajectory and Supporting with the Execution of One (1) Complete Professional Learning Cycle

- Same as package #1
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Option 1

- Support from two ANet team members facilitating or co-facilitating five, 2-hour professional learning sessions for district leaders, school leaders, and teachers
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Option 2

- Support from an ANet team member to facilitate or co-facilitate three, 4-hour professional learning sessions for district leaders, school leaders, and teachers
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Option 3

- Support from three ANet team members to facilitate or co-facilitate one, 8-hour professional development session for district leaders, school leaders and teachers
- Four, half-day observation series, debrief and artifact reviews with two ANet team members
- Two, 2-hour reflection meeting with system leaders, facilitated by an ANet team member, to discuss impact of professional learning efforts, adapt subsequent professional learning cycles and outline next steps

VENDOR: The Charles A. Dana Center

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA: Katey Arrington, katey.arrington@austin.utexas.edu

Formative Assessment Collaborative (FAC)

DESCRIPTION

District teams of 3–5 math educators engage in planning and reflection tools, with formative assessment as the key driver, as they collaboratively plan for key assessment points within a learning progression. They will select rigorous and worthy tasks and next-generation assessment items to engage students at these assessment points. In addition, these teams will design and implement strategies to solicit evidence from all students and plan for instructional adjustments based on the evidence collected. They will reflect on the process for continual self-improvement.

FAC goes beyond traditional item banks and technology solutions by helping every teacher use the evidence collected from assessment processes to make instructional decisions that continuously improve student learning. Strong team growth and increases in teacher understanding of student performance are the expected outcomes for the FAC.

SCOPE OR TIME FRAME

FAC work is typically offered as a 3-day face-to-face initial meeting, with three 2-day follow-up sessions spread out over a school year. For example, 3 days in August, then 2-day sessions in October, January, and March scheduled to meet the needs of the educators in the group. The schedule is flexible and can be tailored to district needs.

COST AT-A-GLANCE

Cost option 1: $36,820, up to 35 participants

Cost option 2: $1,800 per participant, with a minimum of 20 participants

*Contact for more detailed cost information

VENDOR: The Charles A. Dana Center

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA: Katey Arrington, katey.arrington@austin.utexas.edu

Instructional Leadership Academy (ILA)

DESCRIPTION

Participants learn how to use the Dana Center's proven tools, strategies, and processes, including a rigorous study of the Louisiana Student Standards (LSS), for strengthening alignment of curriculum, instruction, and assessment. ILA includes the Collect, Analyze, Reflect, and Act school improvement process and a unique approach to classroom walkthroughs. The target audience for ILA is school and district instructional leaders—instructional coaches, administrators, or lead teachers. ILA might include leaders from one school, multiple schools in a district, or multiple districts.

ILA enhances participants' capacity to function successfully as an instructional leader by providing ongoing professional learning focused on strategies and tools informed by theories of adult learning and leadership practices to guide the learning and growth in groups of educators. Participants use all of these resources to collaborate with teachers to improve instruction, observe teacher and student actions in the classroom and use the data to strengthen the instructional program, and help ensure that all students master the LSS and are prepared for college and careers.

SCOPE OR TIME FRAME

ILA is typically offered as four 2-day face-to-face sessions spread out over a school year (for example, 2 days in each of August, October, January, and March). The schedule is flexible and can be tailored to district needs.

COST AT-A-GLANCE

Cost Option 1: $49,600, up to 35 participants

Cost Option 2: $1,600 per participant, with a minimum of 20 participants

*Contact for more detailed cost information

VENDOR: **The Charles A. Dana Center**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA: **Katey Arrington, katey.arrington@austin.utexas.edu**

Integrating Mathematical Practices with Content

DESCRIPTION

Participants will experience and plan for instruction in the classroom that leverages the mathematical practices. Practice-forward tasks are included to show how, with good instruction, students will be able to understand and use math content and employ the habits of mind of successful mathematicians. In the past, the Dana Center has offered the following as part of a 10-day summer institute:

- Study of the Standards: Educators work toward a deep level of understanding of the purpose, intent, depth, and clarity of the standards. This session fosters a sense of urgency in implementing the standards, builds a commitment to engaging in an ongoing study of the standards on campuses and throughout a district, and realizes implications of the standards on instruction. (Duration: 2 days)
- Integrating the Standards: These sessions help educators integrate the critical content with the standards of mathematical practice and model instructional best practice. Practice-forward tasks are featured during this part of the summer institute. (Duration: 6 days)
- Extending Our Study—The Professional Teaching Model: Teachers in representative teams study the standards to develop their understanding of the vertical and horizontal alignment of the student expectations and to plan lessons that address implications for classroom practice. (Duration: 2 days, with 3 days in follow-up sessions)

SCOPE OR TIME FRAME

Based on district or school needs

COST AT-A-GLANCE

Cost Option 1: $62,000 for a 10-day summer institute with three follow-up days for up to 35 participants

Cost Option 2: $5,000 per day for up to 35 participants

*other cost options available upon request

VENDOR: **Eureka Math/Great Minds**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA: **EurekaPD@greatminds.net**

Workshops and Institutes

DESCRIPTION

Sessions, which focus on helping educators implement Eureka Math curriculum, are available to meet the needs of both new and continuing implementations. Our PD services team will work with school and district leadership to develop a plan that is tailored to their specific needs.

Current offerings include:

- Module study
- Focus on fluency
- Preparation and customization of Eureka Math lessons
- Problem solving through modeling
- Understanding the major work of the grade band
- Engineered teaching sequences
- Foundational math

Additional information about each session is available at **http://greatminds.net/teachers-guild/eureka-math**

SCOPE OR TIME FRAME

6 hours of instruction per topic

COST AT-A-GLANCE

$5,200 per session

Some sessions may be available for individual registration. See website for more information.

VENDOR: **Eureka Math/Great Minds**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA: **EurekaPD@greatminds.net**

Virtual Coaching

DESCRIPTION

The Eureka Math team offers *Virtual Coaching* as a flexible and responsive way to address the unique needs of educators. In each session, the coach meets virtually with a cohort of educators (up to 10) to focus on supporting effective math instruction using a quality curriculum.

SCOPE OR TIME FRAME

1 hour per session (minimum of 5 recommended)

COST AT-A-GLANCE

$1,500 per package of five coaching meetings.

VENDOR: **Eureka Math/Great Minds**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA: **EurekaPD@greatminds.net**

PD Toolkits

DESCRIPTION

New for the 2016-2017 school year, Eureka Math PD Toolkits provide districts with the resources needed for school or district personnel to facilitate PD sessions designed by the writers of Eureka Math. Toolkits contain a presentation file, facilitator's guide, and participant handouts for selected sessions. Offerings for the 2016-2017 include Module Study sessions.

Module Study sessions provide an opportunity for teachers, coaches, and instructional leaders to closely examine the development of mathematical concepts, instructional strategies, and assessment within a particular module at a selected grade level. In addition to building strong content knowledge, this work equips teachers with a deep understanding of how each component of the module—module overview, topic overview, daily lesson plan, and assessment—contributes to successful implementation of the Eureka Math curriculum.

SCOPE OR TIME FRAME

Each Module Study session is designed to provide six hours of instruction.

COST AT-A-GLANCE

TBD for 2016-2017

VENDOR: **Gordon A. Cain Center for STEM Literacy, Louisiana State University**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA:
Rose Kendrick at rkendr3@lsu.edu or Charles James at cjames41@lsu.edu

Implementation Coaching for Math Teachers

DESCRIPTION

This model helps teachers practice and perfect implementation of strategies focused on helping students build strong math foundations. Through coaching, co-teaching, modeling, analysis of student work, and observations with detailed feedback, this support provides teachers with the content knowledge and instructional approaches needed for standards-based instruction and increased student learning in math.

SCOPE OR TIME FRAME

Available for teachers of grades 3-5 (classroom-based and virtual)

Varies based on district need

COST AT-A-GLANCE

*Detailed pricing available upon request

Contact: Rose Kendrick at **rkendr3@lsu.edu**

VENDOR: Gordon A. Cain Center for STEM Literacy, Louisiana State University

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA:
Rose Kendrick at rkendr3@lsu.edu or Charles James at cjames41@lsu.edu

Leadership Master Mind Groups for Teacher Leaders (and department chairs, coaches, instructional specialists)

DESCRIPTION

Effective teacher leaders support and empower their colleagues to improve instructional practice and increase student learning. The program equips teacher leaders with tools and skill sets to achieve this goal. It is based on John Maxwell's philosophy of leadership as influence (not just compliance).

SCOPE OR TIME FRAME

10 sessions of PK-12 Master Mind Groups (face-to-face and virtual settings)

COST AT-A-GLANCE

$300 per Teacher Leader

Contact: Rose Kendrick at **rkendr3@lsu.edu**

VENDOR: Gordon A. Cain Center for STEM Literacy, Louisiana State University

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA:
Rose Kendrick at rkendr3@lsu.edu or Charles James at cjames41@lsu.edu

PD Work Sessions

DESCRIPTION

Math-focused sessions develop the content knowledge and pedagogical practices of teachers. These are intentionally designed to foster collaboration, explore content standards and model research-based strategies to increase student engagement. Specific content and logistics are customized to meet school and district needs.

SCOPE OR TIME FRAME

6 hours/session (can be modified to accommodate schedules)

COST AT-A-GLANCE

Approximately $1,300 per session per trainer plus travel; detailed pricing available upon request

Contact: Charles James at **cjames41@lsu.edu**

VENDOR: Gordon A. Cain Center for STEM Literacy, Louisiana State University

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA:
Rose Kendrick at rkendr3@lsu.edu or Charles James at cjames41@lsu.edu

PLC Support

DESCRIPTION

The Cain Center offers full-scale support by helping math educators establish, implement and sustain professional learning communities. This support includes on-site training through a partnership approach of coaching, mentoring, planning, and co-teaching. A PLC designed for middle and high school teachers focuses on increasing student success in Algebra I.

SCOPE OR TIME FRAME

Varies based on school or district needs

COST AT-A-GLANCE

Detailed proposal and pricing available upon request

Contact: Charles James at **cjames41@lsu.edu**

VENDOR: **Illustrative Mathematics**

CONTENT AREA: **Mathematics**

CONTACT FOR LOUISIANA: **Ellen Whitesides, ellen@illustrativemathematics.org**

Virtual Coaching for Professional Learning Communities (PLC)

DESCRIPTION

Illustrative Mathematics has trained coaches who will join your teacher PLCs virtually to facilitate mathematics discussions tailored to your needs. An experienced coach will join the group meeting via a video call at a time convenient to the school. Discussions will focus on readings, videos, tasks teachers have used with students, and math content.

Teachers can expect to try new questioning techniques, analyze tasks with a critical eye, and deeply analyze student work. Topics will be tailored to the requests of the specific group. Participating groups should have 3 to 7 teachers.

SCOPE OR TIME FRAME

School districts choose the number of sessions; we advise a minimum of 6 sessions per group.

COST AT-A-GLANCE

$300 per session

VENDOR: LearnZillion

CONTENT AREA: Mathematics, K-12

CONTACT FOR LOUISIANA: Kristine Hammond, Regional Account Director, 678-429-7109, kristinehammond@learnzillion.com

DESCRIPTION

LearnZillion empowers educators to provide the education that every student deserves.

LearnZillion's professional development for districts is a year-long program that supports teachers, instructional leaders and principals in implementing the shifts called for by the new math standards. Through a blend of on-demand professional development modules, in-person and virtual workshops and ongoing virtual discussions, LearnZillion provides meaningful professional development and support to administrators, instructional leaders (e.g. instructional coaches, curriculum coordinators), and teachers.

The configuration of components for the program can be customized depending on the needs of each district.

Our program increases the rigor of instruction through a task-based approach to instruction. Historically, math teachers have taught through a direct instruction approach with an emphasis on memorization and procedures. But the new standards necessitate a new approach—one that challenges students to productively struggle as they integrate new concepts and skills with previous knowledge.

This type of job-embedded training and support allows teachers the unique chance to plan their work based on best instructional practices, to teach high-quality lessons that make use of those practices, and then to reflect on their implementation in a collaborative cycle that ensures success.

SCOPE OR TIME FRAME

LearnZillion's blended model of professional development is a year-long partnership with districts that includes in-person sessions, ongoing online collaboration, an instructional leadership program and a digital, on-demand PD library. Additionally, districts work with a LearnZillion account manager to monitor district progress on implementation and integration.

COST AT-A-GLANCE

Costs range from base cost is $6,000 per school, price may increase dependent upon the level of partnership and implementation. Pricing is designed to include all districts regardless of size.

In addition, LearnZillion's professional development for districts includes:

- Alignment to local instructional frameworks and curricular resources
- Single sign-on integration with Active Directory, Google, and other LMS and SIS through Clever
- Ongoing support from LearnZillion's Customer Success team
- Student and teacher data reporting

Please contact Kristine Hammond at 678-429-7109 or **kristinehammond@learnzillion.com** for more information as it relates to your district.

VENDOR: Southern Regional Education Board

CONTENT AREA: Mathematics

CONTACT FOR LOUISIANA: Daniel Mollette, Director of Training, Dan.mollette@sreb.org

DESCRIPTION

The Mathematics Design Collaborative (MDC) provides schools with instructional tools needed to help teachers understand and implement Louisiana Student Standards in Math. MDC focuses on building student understanding of mathematical concepts by working through problems rather than memorizing formulas and plugging them into a page of workbook problems. Teachers infuse Formative Assessment Lessons (FALs) and formative assessment strategies into their current unit plans and students engage in a productive struggle with mathematics that develops procedural fluency and deepens mathematical reasoning.

SREB's training design involves a combination of face-to-face workshops and embedded classroom coaching. During our face-to-face workshops, teachers actively engage in designing instruction and experiencing the types of lessons they will implement in their classrooms. Then, through school-based coaching, teachers receive feedback, analyze classroom data, and plan with our SREB trainers. SREB's training design develops local coaches, teams of teacher leaders, and principals.

Access additional information about our training:

MDC Training Brochure: **http://bit.ly/mdcbrochure**

Evidence of success: **http://bit.ly/LDCMDCPublication**

SCOPE OR TIME FRAME

The MDC training program lasts three years. After three years, schools and districts will have trained enough teachers to sustain and spread the use of the MDC frameworks.

Year One	Year Two	Year Three
Teacher leaders from each school engage in nine days of training and build excitement among their peers. Participants implement six to eight FALs.	SREB and district-level trainers prepare year one teachers and school leaders to spread MDC practices schoolwide. District trainers also conduct year-one work with a new group of teachers from additional schools.	SREB and district-level trainers work together to spread MDC to all schools in the district and the region.

COST AT-A-GLANCE

When schools become part of our statewide rollout grant, we provide the training at no cost. Additionally, we provide subsidies for substitutes and travel.

VENDOR: The DBQ Project

CONTENT AREA: Social Studies

CONTACT FOR LOUISIANA: Tyler Adams, tyler@dbqproject.com, (737) 222-1832

DESCRIPTION

The DBQ Project was started in 2000 to help teachers help students read with understanding, think straight, and write clearly about social studies content.

The DBQ Project works with school districts to develop consistent and progressively more rigorous skills in reading, analyzing, and writing about primary sources. The DBQ Project provides engaging inquiry-based units that inspire clear, evidence-based, argument writing. The units come in binders that contain primary and secondary sources, accompanying instruction in analyzing those documents, and a culminating document-based task.

Professional development supports teachers in implementing these units or mini-tasks in their classroom. Our engaging questions and use of primary and secondary sources give students the opportunity to investigate history from a variety of perspectives. Our flexible pedagogy supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills. As a result, students tend to score higher on state social studies, reading, and writing assessments and are learning skills and content in unison.

SCOPE OR TIME FRAME

The DBQ Project offers full-day workshops, workshops plus ongoing follow-up, and a coach's workshop for redelivery at school based sites. Visit **http://www.dbqproject.com/professional-dev2.php** for more information about each of the opportunities. PD can be adapted to meet the needs of your teachers or district.

COST AT-A-GLANCE

Binders:

$325 - $350 per binder

Professional Development:

$2500 per day/per trainer (travel cost and supplies included)

VENDOR: Institute for the Study of Knowledge Management in Education (ISKME)

CONTENT AREA: Social Studies (All)

CONTACT FOR LOUISIANA: Megan Simmons, megan@iskme.org

DESCRIPTION

ISKME (Institute for the Study of Knowledge Management in Education, **iskme.org**) is a pioneer in knowledge sharing and educational innovation with a focus on open educational practices and deeper learning, or "learning to learn." For the past 10 years, ISKME has worked to advance open educational resource (OER) use among partner organizations, consortia of states, schools, and higher education institutions globally through leveraging ISKME's **OER Commons** initiatives.

Open educational resources are freely licensed materials, such as lessons, curricula, textbooks, etc., which users are able to reuse, revise, remix, or redistribute. OER Commons (**oercommons.org**) offers a comprehensive infrastructure for educators at all levels and for all subject areas to identify high-quality OER and collaborate around their use, evaluation, and improvement. OER can be used as a full curriculum or supplement current curriculum as needed to address the unique needs and preferences of learners.

ISKME's team of facilitators, subject matter experts, and librarians work with educators at their current level of familiarity and build their capacities to use digital tools and team workflow processes to implement innovative curriculum which uses OER.

Below are descriptions of the types of trainings ISKME provides. These dynamic, hands-on OER trainings can be facilitated in person or virtually and can be completed as a set or individually.

- **Introduction to OER Practices**: Exploration of the what, why, and how of OER, highlighting school use cases that have successfully adopted and implemented OER as their curriculum.
- **Road Mapping Strategies for OER Adoption**: Interactive workshop for educators to design and create an OER pilot project plan and workflow for implementation and impact at school.
- **OER Discovery and Curation**: Hands-on training aimed at supporting effective search, quality evaluation, and curation strategies to collaboratively identify, evaluate, organize, adapt, and implement OER relevant to desired use.
- **OER Fellowship Program**: Supports the development of OER champions and early adopters as they design and implement OER projects that integrate core content and deeper learning competencies, collaborate with other Fellows, share with their work, and train to become OER leaders in their community.

SCOPE OR TIME FRAME

We offer customized trainings, from day-long trainings to three-month, six-month, or year-long packages for a variable number of participants.

COST AT-A-GLANCE

Prices range depending on the time frame and number participants. Contact us for exact pricing based on a customized package.

Examples of training (estimates):

- Cost Option: $2,000 for two-hour virtual training
- Cost Option: $8,000 for one day in-person training for up to 30 participants
- Cost Option: $12,000: for two day in-person training for up to 30 participants
- Cost Option: $50,000: for six month Fellowship Program for up to 15 participants. This program includes a blend of weekly in person, virtual trainings, and ongoing supports.

VENDOR: The Gilder Lehrman Institute of American History

CONTENT AREA: PD and literacy skills for k-12 teachers in Social Studies, Civics, and English Language Arts.

CONTACT FOR LOUISIANA: Josh Landon, landon@gilderlehrman.org

DESCRIPTION

In Teaching Literacy through History (TLTH), K-12 educators learn a series of integrated literacy skills that will directly impact student performance. Primary sources are used to illustrate pedagogical strategies, including:

- Unlocking primary sources through a scaffolded shared-reading strategy
- Text-based questioning strategies to promote better understanding of complex primary sources
- Encouraging student interaction by building a dynamic classroom experience
- Integrating literature and art into social studies content to build unique content connections
- Developing student skills, including evidence-based writing skills, vocabulary development, analysis of documents and graphic materials, and deep understanding of complex texts.

Teachers leave with model lesson plans and resources, including primary source documents, graphic organizers, and implementation tips, and methods for students to demonstrate understanding through measurable activities. For example, in 2014-15 and 2015-16 the Gilder Lehrman Institute partnered with The Historic New Orleans Collection to create a program focused on developing literacy skills and exploring Louisiana History. Explore an **example** of the type of resources we can help you create.

Example of success: In 2014-2015, the Gilder Lehrman Institute worked with 26 New York City public schools on a year of TLTH teacher training. Afterwards, the student pass rate on the New York Regents Exam increased from 68 to 77 percent in these schools.

SCOPE OR TIME FRAME

Training is customized based on school or district needs. Programs can impact a combination of social studies, civics, and ELA teachers for grades K-12. PD offerings can include a half-day or full-day session focused on improving teachers' content knowledge with support from a Master Teacher Fellow and presenting historian to a full-year or multi-year program to ensure teachers become "teacher leaders" capable of disseminating technique in their school or district.

Sample one year, three-session program:

Introduction session:

Participants:

- Deepen knowledge of specific areas of American history to increase content knowledge and develop literacy as a natural, essential part of social studies instruction
- Gain experience in primary source-based pedagogy, which develops student knowledge and vital literacy skills
- Engage in exercises and content analysis focused on developing fact-based arguments
- Receive lesson plans and resources, including primary source documents, graphic organizers, and instructions for integrating the teaching unit into the classroom

Follow-up sessions, 2-3 months apart:

Participants:

- Share implementation reflections and best practices
- Engage in exercises using a broader selection of documents, including speeches and artwork, connected to seminal moments in American history with a focus on reading, writing, and the development of fact-based arguments
- Learn how to become school-based teacher-leaders, using the expertise gained from these sessions to help other teachers use primary source-based lesson plans in the classroom

COST AT-A-GLANCE

Costs range from $3,000-$5,000 per day, depending on the number of presenting Master Teacher Fellows (typically one master teacher for each group of up to 40 teachers) and the inclusion of a presenting historian.

- **Professional development presentations**
  - » Lectures from a master teacher fellow on topics/content areas of the district's choice
  - » Lectures from a historian on a subject of the district's choice (optional)
- **Lesson plans and curriculum materials**
  - » One TLTH packet per session containing lesson plans, graphic organizers, and exercises
- **Planning and Coordination**
  - » Gilder Lehrman staff costs for workshop planning, outlining, and presentation assembly
  - » Travel and accommodations for the presenting Master Teaching Fellow and, if selected, the presenting historian
- **Video Access/Online Resources**
  - » Online access to the six-part Teaching with Documents video series
  - » Teacher access to over fifty TLTH lesson units covering key era, moments, and iconography in American History
- **Overhead & Materials**
  - » Material preparation, costs, and shipping

VENDOR: Library of Congress Teaching with Primary Sources at Southeastern Louisiana University

CONTENT AREA: Social Studies

CONTACT FOR LOUISIANA:
Jordan Kea Ahrend, Program Coordinator, jordan.ahrend@selu.edu, (985) 549-2229

DESCRIPTION

The Library of Congress offers many resources for social studies teachers, such as student discovery sets, lesson plans, primary sources, and primary source sets. Teaching Primary Sources supports teachers in using these resources with students. The mission is of the program is to build awareness of the Library's education initiatives, provide content that promotes the effective educational use of the Library's resources, and offer access to and promote sustained use of the Library's educational resources. **http://pangea.selu.edu/tps/**

SCOPE OR TIME FRAME

There are set engagement opportunities. Learn more at **http://pangea.selu.edu/tps/ProgramLevels.html**.

COST AT-A-GLANCE

All services are free of charge.

VENDOR: Stanford History Education Group

CONTENT AREA: History/Social Studies

CONTACT FOR LOUISIANA:
Joel Breakstone, Director, Stanford History Education Group, breakstone@stanford.edu

DESCRIPTION

The award-winning Stanford History Education Group (sheg.stanford.edu) provides professional development in school districts across the country **focused on helping teachers develop and implement literacy-based history curriculum**.

Our pioneering *Reading Like a Historian* curriculum includes over 100 document-based lessons from across the United States and world history sequences. Our materials interweave historical content with the explicit teaching of academic literacy and reading strategies for non-fiction texts. Our materials are available for free on our website (**sheg.stanford.edu/rlh**).

Our professional development workshops provide participants with multiple opportunities to experience and practice instructional activities. Workshops often begin with participants engaging in a model lesson. We then step back and reflect upon the lesson and how participants would adapt it for their own classrooms. After watching our staff model particular instructional practices, participants have opportunities to use these practices with their colleagues. For example, teachers might engage in cognitive modeling, adapting documents, or facilitating discussions. Afterwards, we discuss these practices in small groups and as a whole group. This allows teachers to consider how they might use these types of instructional practices in their own classrooms.

An evaluation of the *Reading Like a Historian* approach in five San Francisco high schools found that students using our approach showed statistically significant gains in reading comprehension, content knowledge, and historical thinking skills compared to peers in traditional classes. Our curriculum materials have been downloaded more than 3 million times by educators from all 50 states. Our curriculum materials and professional development offerings align with the Common Core State Standards for literacy.

SCOPE OR TIME FRAME

We offer a range of professional development options for teachers across grade levels. From online coaching to week-long workshops, our staff provides professional development that prepares teachers to implement literacy-based history curriculum. Workshop topics include:

- Using the *Reading Like a Historian* curriculum
- Formative assessment with Beyond the Bubble assessments
- Teaching students to think historically
- Developing document-based lessons and assessments
- Facilitating classroom discussions about historical topics
- Modeling historical reading of primary documents
- Supporting students to develop evidence-based arguments

Our staff can tailor professional development to meet the particular needs of your school or group. For more information or to schedule a workshop, please contact Dr. Joel Breakstone, Director, Stanford History Education Group, via email: **breakstone@stanford.edu**.

COST AT-A-GLANCE

Please contact Dr. Joel Breakstone, Director, Stanford History Education Group, via email (**breakstone@stanford.edu**) for information about pricing.

VENDOR: Abrams Learning Trends - *Develop, Inspire, Grow (DIG)*

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Bruce Warren, brucew@abramslearningtrends.com

DESCRIPTION

Abrams Learning Trends, Tier 1 rated curriculum, *DIG: Develop, Inspire, Grow* program supports kindergarten readiness by delivering 21st century instruction in two important categories of skills: developmental readiness and academic readiness. To date, more than 35 million children have found beginning reading success with *DIG's* program components. Every purchase of the curriculum includes **comprehensive implementation training and ongoing classroom and technical support** to assist teachers at every stage of implementation.

- For teachers new to *DIG*, there is an initial program implementation training orienting users to the program's basics, foundational research base, learning objectives, and alignment to standards. Delivery options include virtual self-guided training, included for free with the program, or in-person, facilitator-led training. Self-guided training modules included with the *DIG* program are available for review at: **http://training.mydigprek.com**.
- For teachers beyond the initial implementation period, there are a variety of ongoing user supports including unlimited access to the digital user community, webinars and learning events, fresh tips and ideas, and personalized phone and email support, all included at no additional cost with the purchase of the complete *DIG* program.

SCOPE OR TIME FRAME

DIG offers robust training options at various times of the year to meet the needs of every educator:

- Free, virtual, on-demand training is available year round for 24/7, anytime accessibility and as-needed professional development.
- Fee-based initial implementation training is individualized to meet the needs of the customer, and is a 6-hour, in-person training session that can be scheduled at any time during the school year or summer.

COST AT-A-GLANCE

Program training and implementation includes:

DIG Implementation Training	Cost
On-Demand Virtual Training Modules	No Cost - Included with Purchase
On-Site Program Implementation Training	$ 2295.00

VENDOR: Agenda for Children - Child Care Resource and Referral Agency

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Elizabeth Kief, 504-586-8509, ekief@agendaforchildren.org,

DESCRIPTION

Foundational Learning Opportunities

Agenda for Children offers Foundational Learning Opportunities on a variety of topics related to *CLASS*, child assessment (including GOLD), and early childhood development. The latest offerings and training registration can be found at **https://training.agendaforchildren.org**. Most training workshops are two hours in length and are offered on weekends and at night. Centers can also request on-site, targeted trainings designed to meet the specific needs of the center. Agenda for Children also provides customized trainings to Head Starts, public, and non-public schools. The topic, length, format and pricing are determined in consultation with Head Starts and schools. All trainings allow teachers to: 1) learn about improving teacher-child interactions or using a child assessment tool appropriately, 2) use their new skills and knowledge by participating in hands-on activities, 3) structured reflection and feedback. Outcomes include improved teacher-child interactions, improved observation skills, improved documentation and assessment of the development of children in their care, and/or strategic use of assessment data to plan and individualize instruction.

Technical Assistance

Intensive technical assistance is available for Type III early learning centers, Head Starts, public and non-public schools. This service is free for Type III centers but there is a charge for other programs. Type III early learning centers can call or **email** about anything related to early care and education to receive expert advice from a trained early childhood professional. Agenda for Children also offers more intensive technical assistance on *CLASS*, including on-site coaching, facilitated communities of practice, and webinars. The focus, format, duration and pricing are determined in consultation with the Head Starts and schools. Agenda for Children uses the Practice-Based Coaching (PBC) model developed by the National Center for Teaching Quality (NCQTL). Coaching cycle components are: 1) planning goals and action steps, 2) engaging in focused observation, 3) reflecting on and sharing feedback about teaching practices. Targeted technical assistance is focused on helping programs and teachers improve their teacher-child interactions, as measured by *CLASS* scores. All trainer/coaches have classroom experience in an early learning center, are GOLD Inter-Rater Reliable, are Pathways-certified trainers and are certified *CLASS* Observers.

Over the years, we've helped hundreds of programs progress through the Quality Start system. Recent feedback from coaching visits has included:

"As a director, having a coach removes the tension of being observed from an outside source. I feel like we are working in a partnership to improve the quality of education instead of the scrutiny we've experienced in the past from Licensing and other government officials. This relationship is welcomed and appreciated."

"Anytime we need help with something, Agenda is right there helping us with exactly what we need. They are always there and we are most grateful for their services."

"They help the teachers become more reflective by providing different resource tools, which will help develop stronger language and reasoning skills to improve children's learning."

SCOPE OR TIME FRAME

Services are offered throughout southeast Louisiana, including the greater New Orleans area, Northshore and Houma regions. The amount and duration of technical assistance provided to centers varies by program needs.

COST AT-A-GLANCE

Agenda for Children offers Foundational Learning Opportunities to Type III early learning centers and family child care providers at no cost. Staff from public schools, Type I and Type II early learning centers and Head Start programs may attend for a nominal fee (typically $10 per participant.) Technical assistance is offered at no cost to Type III early learning centers.

VENDOR: Frog Street Press

CONTENT AREA: Early Childhood: Infants, Toddlers, Threes, Pre-K

CONTACT FOR LOUISIANA: Glenda L. Allen Jones, Ph.D, Account Executive, 504-617-0968

DESCRIPTION & RESULTS

AFrog Street Press offers engaging and interactive professional learning sessions on its Tier I-rated curricula. Sessions are designed to help early educators make connections between early brain development and best practices as well as learn strategies for effective curriculum implementation. From one-on-one trainings to large group implementations, Frog Street curriculum-based training is specifically designed for teachers, administrators and coaches working with infants/toddlers and three-and-four-year olds. Users across the nation have documented seeing immediate gains in *CLASS* scores ranging from 10-20% after receiving Frog Street curriculum implementation.

In addition to training on Frog Street Curriculum, Frog Street Press offers research-based training solutions on a variety of early childhood topics which can be customized to meet the needs of individual sites or entire early childhood programs.

Current training options include sessions on:

- *Developmentally Appropriate Practices*
- *Curriculum Implementation*
- *Family Engagement*
- *Social Emotional Development*
- *STEAM*
- *Classroom Management/Transitions*
- *Intentional Coaching (Series and Institute)*
- *Assessments (CLASS, Environment, Teaching)*

SCOPE OR TIME FRAME

Certified professional learning staff can help customize the extension and content of training offerings to meet the needs of any organization. This customization may include a single day of training, or a more in-depth coaching series, which provides a prolonged professional development plan with subsequent implementation and coaching support. Both models may include face-to-face or online collaboration options.

COST AT-A-GLANCE

Prices start at $3500 for a full day with one trainer. Additional days and packages are built at a customized rate, depending on the number of days, participants and number of trainers/coaches needed.

VENDOR: Kaplan Early Learning Company

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Bryan Fulton, bfulton@kaplanco.com, 800-334-2014 Ext.5026

DESCRIPTION & RESULTS

Kaplan Early Learning Company provides options for interactive, instructor-led and online professional development for Learn Every Day® The Program for Infants, Toddlers, and Twos, a Tier I infant/toddler curriculum. Kaplan has over 40 years of experience providing resources to improve the lives of young children, cognitively, physically, socially and emotionally. The curriculum supports developmentally appropriate practices allowing for flexibility and fluidity in implementation based on children's needs.

During professional development sessions, teachers learn how to foster dynamic and appropriate methods of engagement and interactions with the very youngest learners. Participants learn to use effective instructional strategies and resources in the curriculum needed to affect teaching and learning outcomes. Additional training options include, but are not limited to sessions on "Relationships and Attachment Theory" and partnering with families, creative/nurturing environments including outdoor play, and supporting development of language.

Instructor-led and online sessions:

- Build teachers' ability to effectively implement the Learn Every Day ™ curriculum with fidelity
- Build content knowledge and understanding of developmentally appropriate practices in infant/toddler classrooms.
- Build skill in managing a classroom environment
- Provide practice in translating newly learned skills into daily classroom instruction.

SCOPE OR TIME FRAME

Training options are available for a variable number of participants and include:

- Half-day or full-day training
- 1-day conference
- Training series (2 or more sessions over time)
- Virtual experiences

COST AT-A-GLANCE

Prices range from $30 (individual online modules) to between $2500-$12,000 per instructor-led training type, depending on the time frame and number of participants. Exact pricing can be customized for each program.

VENDOR: On Track by 5 Alliance - Child Care Resource and Referral Agency

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Paula Granger, CCR & R Supervisor, 337-521-7134

DESCRIPTION

On Track by 5 Alliance (OTb5) offers Foundational Learning Opportunities as a platform from which essential knowledge and skills are obtained or strengthened. The overarching goal of all trainings is to provide professional development that enhances children's experiences in early childhood settings. Currently, OTb5 has 18 modules based on teacher-child interactions, seven modules based on the Standards and curriculum, and six modules based on child assessment. In addition, OTb5 has 13 modules developed in other areas such as inclusion, licensing, physical activity, staff development, emergency preparedness, and family involvement. These modules have been developed and reviewed by highly qualified trainers and are based on research and best practices. Online survey evaluations are sent to each participant to track effectiveness of these training modules. In addition, each participant is requested to list three classroom improvements to be implemented based on the knowledge gained. Our targeted area in Louisiana is Lafayette Parish.

SCOPE OR TIME FRAME

Currently, we offer trainings every month, second Thursday from 6-9 PM and the third Saturday from 8-3. For on-site trainings, the time frame is based on the availability of the staff.

COST AT-A-GLANCE

Type III providers in Lafayette Parish receive our services at no cost. A cost of $300.00 per 3 clock hour training maximum of 20 people is charged to Type I or Type II providers that request on-site trainings and $10.00 fee is charged if they attend one of the OTby5 scheduled trainings.

VENDOR: Pearson

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Debbie Campbell, debbie.campbell@pearson.com, 850-240-50096

DESCRIPTION

Pearson provides onsite, live virtual, and self-paced virtual support for Opening the World of Learning™ (OWL) ©2014 program, a Tier I rated three- and four-year old curriculum. OWL is designed to help teachers learn how to ensure equitable instruction for all children. In the professional development, teachers will learn about the program's explicit, easy-to-follow structure making for a safer, more organized classroom environment. They will examine plans for small-group instruction that promote quality interactions with students as well as how to implement a balance of teacher-led activities and student-choice opportunities. Teachers will also learn about the robust and effective progress monitoring component of the curriculum that can lead to improved learning for students.

Activation Services orient educators to program components so teachers can begin to use OWL immediately in their classrooms. Training options can be a combination of the following depending on the specific needs of the program:

- Onsite sessions
- Live standard webinar
- Live custom webinar
- Recorded, on-demand webinar
- Open chat
- Tutorials
- PD and Job Embedded services such as Implementation Essentials, Lesson Study, Full Coaching Cycle, Flexible Coaching and Program Consultant

SCOPE OR TIME FRAME

Pearson has local educational consultants who will work with programs to customize a plan based on needs and the length of time required to complete training. The plan is flexible, depending on teacher schedules and the implementation support necessary to meet the program needs and goals.

COST AT-A-GLANCE

- For ALL Programs: Activation of virtual resources (including live and custom live webinars and chat with literacy specialist) is included with purchase of curriculum
- Activation on-site training: Included with $50,000 purchase of curriculum, otherwise $1,900 per session
- Implementation Essentials: $2,800/day (discount for 10 or more days)
- Additional Professional Development: $3,150/day (discount for 10 or more days)

VENDOR: Teachstone

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Sedra Spano, sedra.spano@teachstone.org, (704) 641-6802

myTEACHSTONE SUBSCRIPTION SERVICE

DESCRIPTION

Teachstone was established in 2008 to provide training and professional development around the Classroom Assessment Scoring System (*CLASS*) tools at all age levels. Teachstone has been working in Louisiana for three years. We have provided online courses for teachers as a way to introduce them to the PK and Toddler *CLASS* tools. Additionally, we have done numerous face-to-face, on-site *CLASS* observation trainings and *CLASS* Train the Trainer programs statewide. We have also worked with individual parishes, foundations, and collaboratives in Louisiana. Some entities in the state have engaged with Teachstone for calibration services and for additional *CLASS*-based professional development options including the myTeachstone online system and MyTeachingPartner (MTP) coaching.

myTeachstone is an online subscription service that provides the tools and resources that *CLASS* observers, coaches, teachers, and administrators need to promote effective teacher-child interactions, all in one place. Resources include a library of over 1,000 *CLASS* videos, online courses, PDFs, and articles.

Teachers will have access to data-driven, individualized professional development opportunities tied to their *CLASS* scores. myTeachstone was built on strong research foundations that emphasize proven principles in supporting teacher growth. Teachstone drew on a wide-range of research findings from the University of Virginia and other research institutions, including research specific to the *CLASS* framework as well as research on adult learning, implementation, and effective professional development.

http://teachstone.com/myteachstone/

SCOPE OR TIME FRAME

12-month Subscription

COST AT-A-GLANCE

$100 per teacher for one year subscription; 10% set up fee in year 1.

Coaches, observers and administrators use the system at no additional cost.

VENDOR: Teachstone

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Sedra Spano, sedra.spano@teachstone.org, (704) 641-6802

Making the Most of Classroom Interactions (MMCI)

DESCRIPTION

Making the Most of Classroom Interactions (MMCI) is a 10-session course that uses the *CLASS* as a guide to examine the impact of teacher-child interactions on children's learning. Teachstone trains local instructors to deliver the MMCI course to local teachers.

Teachers will improve their understanding of the importance of teacher-child interactions and improve the interactions in their classroom.

For MMCI participants (teachers), their progress is measured by the instructor through:

- class discussion (whole-group and small-group) with formative feedback from instructor;
- individual, in-class work identifying and describing interactions from video, with specific, written feedback from trained instructor;
- individual homework assignments (video review, reflection, and application) that are reviewed by the instructor.

http://teachstone.com/class-trainings/making-most-classroom-interactions-mmci/

SCOPE OR TIME FRAME

For the instructor, 3-day training, plus 1 year of support leading to instructor license

For participants, MMCI is a 10 session course; each session is 2 hours in length for a total of 20 hours

COST AT-A-GLANCE

$8000 flat fee plus $2500 per participant for instructor training and licensing (10 instructors maximum per training), plus $150 each for packets for teacher participants

VENDOR: Teaching Strategies (*The Creative Curriculum® for Preschool* (CCP) *and The Creative Curriculum® for Infants, Toddlers and Twos* (CCIT2))

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Arment Guillaume, arment470@aol.com, 504-450-5230

DESCRIPTION

Teaching Strategies offers training and resources supporting implementation of The Creative Curriculum® designed to meet the needs of every type of early childhood classroom. Both The Creative Curriculum® for Preschool (CCP) and The Creative Curriculum® for Infants, Toddlers and Twos (CCIT2) received the state of Louisiana's highest tiered rating (Tier 1, Exemplifies Quality) through the Instructional Materials Review (IMR) Process and are widely used throughout the nation by Head Start programs, child care providers, and school districts, etc.

Teaching Strategies has been officially approved as an International Association for Continuing Education and Training (IACET) Authorized Provider, following completion of a rigorous application and review process. Continuing Education Units (CEUs) are available upon completion of professional development sessions.

Programs needing to build internal capacity to train teachers new to Teaching Strategies resources, can take advantage of the Accreditation Program for Trainers (APT). APT equips accredited trainers to provide high-quality training to their staff on implementing The Creative Curriculum®.

Teaching Strategies ensures excellence in professional development through the following:

1. Evaluation of trainer competencies to support delivery of quality training sessions that ensure achievement of the planned learning outcomes;
2. Measurement of the participants' disposition and knowledge before and after the training to determine attainment of learning objectives;
3. Analysis of evaluation results to make improvements to PD and provide targeted support to trainers;
4. Ensuring that all trainers' planning and self-evaluation documentation are aligned with the PD learning goals and high-performing skills, competencies, and attributes of quality training practices, and
5. Using a documented process of data analysis and systemic evaluation of PD to identify areas for continuous improvements.

Details of an extensive list of professional development offerings can be found at: **teachingstrategies.com/professional-development**

SCOPE OR TIME FRAME

Teaching Strategies offers customized PD plans that range from a 2-day introductory session to a full year of ongoing professional development and coaching responsive to a program's unique needs. There are solutions to meet every schedule and budget, and range from comprehensive interactive in-person sessions to online training or books to support coaching and fidelity of implementation.

COST AT-A-GLANCE

- Two consecutive day on-site training: Approximately $5,000.00 (Additional discounts offered if multiple days of training are purchased)
- Accreditation Program for Trainers (APT): Approximately $4,500.00 per approved applicant

VENDOR: Tulane Early Childhood Mental Health Consultation (ECMHC)

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Allison Boothe, aboothe@tulane.edu 504-988-2714

DESCRIPTION

Early Childhood Mental Health Consultation is an intervention that teams a licensed mental health professional with early childhood professionals to improve social, emotional, and behavioral health of children, teachers, and families involved in early care and education programs. Tulane ECMHC has experience working with child care centers, Head Start and Early Head Start programs, and elementary schools across the Louisiana. Our consultants work hand-in-hand with teachers, directors, and parents to support developmentally healthy environments. Consultants provide both programmatic consultation (i.e., working to improve the experience of each individual involved with an early care and education program) and child-centered consultation (i.e., working to support how teachers and parents respond to and support an individual child who may be demonstrating concerning or challenging behaviors). ECMHC services may also include training on a wide variety of topics related to young children, infant and early childhood mental health, social emotional health, challenging behaviors, and developmentally appropriate practices among others.

ECMHC is gaining national support as an evidenced based method of supporting young children and their caregivers. The Tulane ECMHC program has been recognized nationally as a successful model of ECMHC. We have published peer reviewed scientific papers demonstrating the positive changes that resulted in centers after 6 months of our ECMHC. Several other ECMHC programs across the country have found other promising results using similar models.

After participating in ECMHC the following benefits have been found:

Benefits for Children and Teachers:

- Improved teacher-child interactions as demonstrated by increased *CLASS* scores
- Improved overall classroom climate
- Decreased stress and burnout for teachers
- Lower staff turnover rates
- Teachers report improved teaching self-efficacy and competence in supporting social emotional development of young children

Benefits for Children and Families:

- ECMHC is the only intervention that reduces the risk of expulsion for children at-risk for expulsion
- Families miss less work
- Children show increased social skills
- Children show a decrease in challenging behaviors

SCOPE OR TIME FRAME

Through a contract with Louisiana Department of Education, those centers or classrooms participating in a community network are eligible to receive six months of the Tulane model of ECMHC. Centers with seven or fewer classrooms receive visits every other week, while centers with eight or more classrooms receive weekly visits. Consultants provide programmatic and child-centered consultation. Once a center has participated, the center is eligible for ongoing follow up visits contingent upon consultant availability.

Tulane ECMHC also offers independent ECMHC contracts, ECMHC visits, and ECMHC trainings on a variety of topics related to the development, mental health, and education of infants and young children through second grade. These contracts are not time-limited and we work to meet the needs of an organization based on their needs and affordability.

COST AT-A-GLANCE

For Type III early learning centers participating in the community networks, the services are available at no cost. For those early care and education sites or schools (infant through second grade) interested in purchasing services, pricing depends upon the services requested and number of hours purchased and typically ranges from $90 -$130 per hour. We can also negotiate specific pricing for trainings. Please contact Allison Boothe (**aboothe@tulane.edu**) for more information.

VENDOR: Voyager Sopris Learning, Inc. — *We Can*

CONTENT AREA: Early Childhood

CONTACT FOR LOUISIANA: Kevin Englande, kevin.englande@voyagersopris.com, 504-638-0585

DESCRIPTION

Launch training is provided on-site and is designed to prepare teachers to successfully implement *We Can*, a Tier I Curriculum. The training utilizes content presentations, group interactions and modeling to focus on the program's research, lesson structure, specific instructional strategies, assessments. Web-based resources are also provided. The interactive training is designed to help teachers organize and prepare lessons, use the digital curriculum, identify student needs, and monitor progress.

Support or coaching days focus on specific program needs and include modeling of strategies, mentoring, side-by-side coaching, goal setting, and teacher observations and feedback, Consultative support includes campus visits to ensure that *We Can* is implemented with fidelity. Site coaches and administrators participate in articulation meetings to review data, discuss implementation successes and challenges, and develop plans to accelerate student performance. Voyager Sopris Learning also offers webinars, initial planning sessions, leadership training, and customizable sessions for *We Can* upon request.

SCOPE OR TIME FRAME

Voyager Sopris Learning works with programs to customize a plan that best meets their needs. An initial planning session and/or leadership orientation can be scheduled 3 weeks prior to the implementation start date. Additionally, Launch Training occurs within one to two weeks before implementation begins, and follow-up sessions/classroom coaching take place throughout the school year as needed.

COST AT-A-GLANCE

The following includes pricing options for purchasing professional development.

Service	Cost
Launch In-person Training – Two 6-Hour Days (40 attendees)	$2,500/day
Launch Webinar	Based on number of hours
Live Webinars/Virtual Support	$250/hour
Customized Services/Development (Workshops created to meet the needs of the program, for example: follow-up training on classroom management or interpreting assessment results	Per Hour or Project Rate

Implementation Support Packages (Voyager consultant can support/visit up to 5 classrooms at one site per day)	**Cost**
1-2 Day Package	$2,500/day
3-9 Day Package	$2,400/day
10-24 Day Package	$2,250/day
25+ Day Package	$2,000/day
Live Webinars/Virtual Support (unlimited attendees)	$250/hour
Customized Services/Development	Per Hour or Project Rate
Webinar Launch Training	Based on number of hours