

## INTRODUCTION

Teachers are most effective when they have access to a **high-quality curriculum, ongoing professional development** that helps them use that curriculum effectively, and data from a limited number of **standards-aligned non-summative assessments** which measure how well students are meeting the outcomes of the high-quality curriculum.

There has been a dramatic increase in the number of schools and school systems across Louisiana who are using **high-quality curriculum** as their primary instructional resource. However, many teachers report that they receive very little professional development that focuses on helping them navigate and use their curriculum effectively. As a result, the quality of curriculum implementation and student learning remains uneven.

The Louisiana Department of Education created this tool to make it easier for schools and school systems to identify vendors who provide professional development packages that meet all of the following criteria:

- Help teachers use **high-quality curricula**
- Build teachers' content knowledge
- Provide teachers with the opportunity to practice skills and receive feedback

Louisiana educators are encouraged to **send feedback** on their experience with these vendors and/or suggest additional vendors who meet the criteria above so the Department can continue to refine and improve this tool over time.

## ADDITIONAL RESOURCES

- [Louisiana's Instructional Materials Reviews](#)
- [PD Planning Guide](#)

## VENDORS BY SUBJECT

### ENGLISH LANGUAGE ARTS

Achievement Network (ANet)

American Reading Company

Amplify

Generation Ready

Houghton Mifflin Harcourt (Collections)

LearnZillion

Pearson (myPerspectives)

Teaching Lab

The Writing Revolution, Inc.

### MATHEMATICS

Achievement Network (ANet)

The Charles A. Dana Center

Eureka Math

Cain Center

Teaching Lab

### SOCIAL STUDIES

DBQ Project

Gilder Lehrman

Stanford History Education Group

### SCIENCE

Louisiana Tech University

### EARLY CHILDHOOD

Abrams Learning Trends

Agenda for Children

Frog Street Press

Kaplan Early Learning Company

On Track by 5 Alliance

Pearson

Teaching Strategies

Voyager Sopris Learning



**VENDOR: [Achievement Network \(ANet\)](#)**

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**CONTENT AREA: [English Language Arts](#)**

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**CONTACT FOR LOUISIANA:**

**Madeline Brown, Executive Director of ANet Louisiana [mbrown@achievementnetwork.org](mailto:mbrown@achievementnetwork.org)**

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## 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. One way ANet works towards its mission of increasing student achievement via standards- and data-driven instruction is to support leaders to set a vision for and execute a meaningful professional learning cycle. ANet helps schools and school systems:

- Create a coherent system of professional learning that provides teachers the opportunity to practice new skills and receive actionable feedback;
- Build a strong adult culture that models reflective practices; and
- Effectively manage instructional change by tying professional learning to instructional priorities and creating an explicit vision of success.

Professional Learning Series Topics for English Language Arts

- ELA Essentials: Text-Based and Standards- Aligned Instructional Planning
- Complex Text
- Balancing Close Reading with Other Types of Instruction
- Integrating Reading, Writing, and Content

## SCOPE OR TIME FRAME

ANet is offering Louisiana schools professional learning series on the above topics. Each series includes 4 content-based learning sessions for school leaders and two implementation focused support interactions (for example: classroom observation support).

## COST AT-A-GLANCE

Cost is \$8,500, per professional learning series (including implementation support interactions), plus travel and lodging costs based on location.



**VENDOR: American Reading Company**

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**CONTENT AREA: English Language Arts**

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**CONTACT FOR LOUISIANA:**

**Angela Brotherton, Account Manager, [angela.brotherton@americanreading.com](mailto:angela.brotherton@americanreading.com), (903) 285-2213**

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## DESCRIPTION

American Reading Company (ARC) offers a Tier I program, the IRLA Foundational Skills Toolkit, which supports students in learning to read during small-group instruction. This program should be paired with an ELA program such as the ELA Guidebooks 1.0 to offer a complete curriculum in grades K-2.

ARC specializes in job-embedded, elbow-to-elbow coaching to support implementation of the IRLA Foundational Skills Toolkit and the ELA Guidebooks 2.0 for grades 3-12.

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)

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.

Additional information on job-embedded professional development specific to the ELA Guidebooks 2.0.

Additional information on ARC's professional development.

## 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: Amplify: Core Knowledge Language Arts (CKLA)

### CONTENT AREA: English Language Arts

#### CONTACT FOR LOUISIANA:

**Doug Bonner, Account Manager, [dbonner@amplify.com](mailto:dbonner@amplify.com)**

### DESCRIPTION

The Core Knowledge Language Arts (CKLA) Skills Strand is a Tier I product for grades K-2. The full comprehensive program, including the Skills Strand and the Listening and Learning Strand is a Tier I product for grade 3.

CKLA is a uniquely structured knowledge-based program, built on solid research, CKLA focuses on foundational reading skills, comprehension, and vocabulary from K forward. Organized in a dual-strand model in the early grades, with a heavy emphasis on building background knowledge in all grades, the CKLA program falls outside the continuum of basal vs. balanced literacy. While elements of each approach are represented within the program, CKLA is built to support all students in acquiring the two essential elements of reading proficiency -- decoding/encoding and comprehension.

### SCOPE OR TIME FRAME

The following custom professional development package is designed to support Louisiana district leaders, principals, instructional leaders, and teachers in implementing CKLA. We welcome the opportunity to partner with your district or school to design additional customized offerings.

### COST AT-A-GLANCE

#### CKLA 1st Edition Package: Year 1

PACKAGE NAME	INITIAL IMPLEMENTATION: COMPREHENSIVE PACKAGE FOR LOUISIANA					
Description	Complete year one implementation package including partnership with an Amplify consultant, comprehensive initial training for staff and leadership, and an integrated follow-up plan for the initial school year.					
Sessions	K-3 Initial Implementation	K-3 Initial Implementation	CKLA Office Hours	PD Booster Session: Strengthening and/or Onsite Coaching	Program Review/ Planning	Online Learning Modules
Audience	Principals or Instructional Leaders	Teachers	Teachers or Instructional Leaders	Teachers	Principals/ Instructional Leaders	Teachers
Delivery	WebEx	Onsite	WebEx	Onsite	WebEx	Amplify's edX platform
Duration	3 hours	2 days	4 1-hour sessions	1 day	2 sessions at 3 hours each	10 online modules (approximately 10-15 minutes each)
Maximum Number of Participants	25	25	25	25	25	N/A
Prerequisites	None	None	Initial Implementation	Initial Implementation	Initial Implementation	None



PACKAGE NAME	FULL OPERATION: COMPREHENSIVE PACKAGE FOR LOUISIANA				
<b>Description</b>	<b>Complete package focused on strengthening the implementation, including partnership with an Amplify consultant, a continuation of training and coaching for staff and leadership, and multiple check-ins throughout the year.</b>				
<b>Sessions</b>	Strengthening Implementation: District Leaders, Principals, or Instructional Coaches	PD Booster Session: Strengthening Session and/or Onsite Coaching	CKLA Office Hours	Program Review/ Planning	Online Learning Modules
<b>Audience</b>	District Leaders, Principals, or Instructional Coaches	Teachers	Teachers or Instructional Coaches	Principals/ Instructional Coaches	Teachers
<b>Delivery</b>	WebEx	Onsite	WebEx	WebEx	Amplify's edX platform
<b>Duration</b>	3 hours	2 days	3 1-hour sessions	1 session at 3 hours each	10 online modules (approximately 10-15 minutes each)
<b>Maximum Number of Participants</b>	25	25	25	25	N/A
<b>Prerequisites</b>	Initial Implementation	Initial Implementation	Initial Implementation	Initial Implementation	None



### COST AT-A-GLANCE\*:

- CKLA 1st Edition Package for Louisiana: Year 1: \$18,600
- CKLA 1st Edition Package for Louisiana: Year 2: \$11,475

\*Please contact Doug Bonner ([dbonner@amplify.com](mailto:dbonner@amplify.com)) for more information regarding customized sessions for your district.

### Professional Development A La Carte Sessions:

CKLA INITIAL PROFESSIONAL DEVELOPMENT SESSIONS		
<b>Sessions</b>	Instructional Leaders: K-3 Initial Implementation	Teachers: K-3 Initial Implementation
<b>Audience</b>	District and state-level administrators, principals, and other instructional leaders.	Classroom teachers
<b>Delivery Method and Duration</b>	Onsite or Webinar (Half Day only), One Day or Half Day	Onsite or Webinar (One Day only), Two Days or One Day (Two Days recommended)
<b>Maximum Number of Participants</b>	15	25
<b>Prerequisites</b>	None	None

CKLA PROFESSIONAL DEVELOPMENT BOOSTER SESSIONS				
<b>Sessions</b>	Teaches: K-3 Strengthening Initial Implementation	Teachers: K-3 Strengthening Writing	Teachers: K-3 Assessment and Remediation Guide	Onsite Coaching: K-3 Modeling, Planning, Feedback, and Consultation
<b>Audience</b>	Classroom teachers	Classroom teachers	Instructional leaders and classroom teachers	Instructional leaders and classroom teachers
<b>Delivery Method and Duration</b>	Onsite or Webinar (Half Day Only), One Day or Half Day	Onsite or Webinar (Half Day only), One Day or Half Day	Onsite or Webinar, Half Day	Onsite, One Day or Two Days
<b>Maximum Number of Participants</b>	25	25	25	25
<b>Prerequisites</b>	CKLA Initial Implementation	CKLA Initial Implementation	CKLA Initial Implementation	CKLA Initial Implementation

### COST AT-A-GLANCE\*:

- Two Days Onsite (consecutive days): \$4,800
- One Day Onsite: \$3,200
- Half Day Onsite: \$2,500
- One Day Webinar: \$1,000
- Half Day Webinar: \$750

\*Please contact Doug Bonner ([dbonner@amplify.com](mailto:dbonner@amplify.com)) for more information regarding customized sessions for your district.

**VENDOR: Generation Ready**

**CONTENT AREA: English Language Arts**

**CONTACT FOR LOUISIANA:**

**Ginger Merritt, Louisiana State Director, (318) 614-4224, [ginger.merritt@generationready.com](mailto:ginger.merritt@generationready.com)**

## DESCRIPTION

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 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 to ensure that school practices related to use of Louisiana [ELA Guidebooks 2.0](#) align with 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, instruction, assessments, family outreach, etc.) with the work to implement Louisiana Guidebooks. This can include but is not limited to data/student work analysis, observation norming, focus area identification, and strategic initiative development.
- Customize individual professional learning to help improve school and classroom practices for planning for, facilitating, and assessing the quality and level of student learning when using Louisiana [ELA Guidebooks 2.0](#).

## 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.



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

### Generation Ready District/School Trend Analysis

Parish/District	School	SPS				
		2014-15	2015-16	2014-15	2015-16	Growth
Franklin Parish Schools	Franklin Parish High School	D	C	67.8	70.1	2.3
Madison Parish	Tallulah Elementary School	F	D	45.0	58.4	13.4
	Wright Elementary School	F	D	38.8	58.4	19.6
Monroe City School District	Martin Luther King Jr. High School	F	D	41.0	52.6	11.6
Morehouse Parish	HV Adams Elementary School	F	F	34.1	31.9	-2.2
	Morehouse Junior High School	F	F	32.2	37.3	5.1
Union Parish Schools	Union Parish 6 <sup>th</sup> Grade Ctr.	D	D	62.9	64.4	1.5
Webster Parish	Webster Junior High School	D	D	58.2	65.0	6.8
First Line Charter, New Orleans	Joseph S. Clark High School	F	F	29.5	35.9	6.4

## 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: Houghton Mifflin Harcourt (Collections)**

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**CONTENT AREA: English Language Arts**

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**CONTACT FOR LOUISIANA:**  
**Brandy Pitre, 225-802-6727, [brandy.pitre@hnhco.com](mailto:brandy.pitre@hnhco.com)**

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## DESCRIPTION

Collections for grades 9-12 is a Tier I English language arts full curriculum from Houghton Mifflin Harcourt (HMH). During professional development on the Tier I program, participants engage in a variety of hands-on experiences to learn about the organization, design, and resources of *Collections* for grades 9-12. Participants experience the program's resources both from a student and teacher perspective through direct instruction, guided practice, and cooperative exploration.

Learning Outcomes:

- Enrich daily instruction by applying knowledge of the organization and pedagogy of the *Collections* program
- Support differentiation, assessment, and effective whole- and small-group instruction using HMH program resources and instructional tools
- Enhance instructional delivery and student learning using HMH technology

## SCOPE OR TIME FRAME:

4-6 Hours

## COST AT-A-GLANCE:

Supporting Initial Program Implementation with Getting Started – Complimentary with purchase of the *Collections* program for grades 9-12

Deepening Program Mastery – Available for purchase

- Plan Effectively Follow-Up Course
- Monitor Student Progress Follow-Up Course
- Support English Learners Follow-Up Course
- AskHMH
- Team Coaching



**VENDOR: LearnZillion**

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**CONTENT AREA: English Language Arts**

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**CONTACT FOR LOUISIANA:**

**Eric Ceballos, Regional Account Director, 469-774-2808, [ericceballos@learnzillion.com](mailto:ericceballos@learnzillion.com)**

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## DESCRIPTION

LearnZillion empowers educators to provide the education that every student deserves through high-quality ELA curricular resources for grades 3-8, teacher-friendly tools and features, and intensive professional development workshops. Through a partnership with LearnZillion, school districts gain access to a customized LearnZillion site specifically designed for their district. This enables easier access for teachers and students and unlocks premium content, assessments, and reporting functionality. Additionally, a LearnZillion Customer Success Manager supports your implementation throughout the year.

LearnZillion also provides intensive professional development workshops focused on the implementation and integration of Guidebooks 2.0. Workshop topics include: Introduction to Guidebooks 2.0, Instructional Strategies for Guidebooks 2.0, Differentiation and Guidebooks 2.0 and Writing and Guidebooks 2.0.

## SCOPE OR TIME FRAME

LearnZillion workshops are booked by the day (sessions require 4-6 hours) and are only available in-person. Workshops require a facilitator for the room and typically also include LearnZillion coaches at a 1:10 coach to attendee ratio. These coaches push the thinking of participants and ensure transfer back into the classroom. Multi-day workshops or a yearlong program can be designed to meet your needs.

## COST AT-A-GLANCE

Pricing starts at \$4000 per school building for access to a customized LearnZillion site and ongoing support. Professional development workshops are available to partner districts and can be scheduled as individual days or as part of a yearlong program.

In addition, your LearnZillion subscription can include:

- 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 Eric Ceballos for more information as it relates to your district.

469-774-2808, [ericceballos@learnzillion.com](mailto:ericceballos@learnzillion.com)

**VENDOR: Pearson (myPerspectives)**

**CONTENT AREA: English Language Arts**

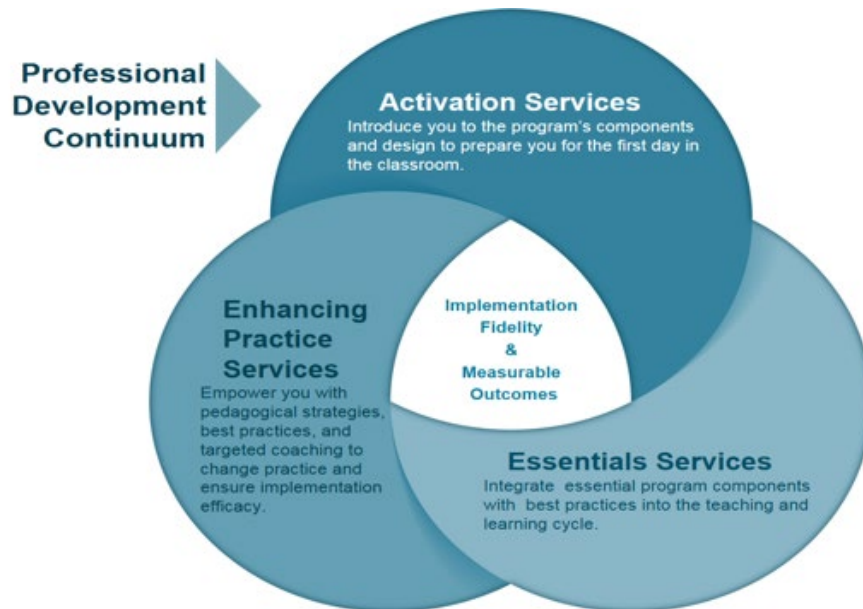
**CONTACT FOR LOUISIANA:**

**Dr. Andrea Thomas-Reynolds, Market General Manager – Gulf Coast, 504-264-4564**  
[andrea.thomas-reynolds@pearson.com](mailto:andrea.thomas-reynolds@pearson.com)

**DESCRIPTION**

Pearson offers *myPerspectives*®, a Tier I ELA program for grades 6-12. Pearson has helped educate more than 130 million students worldwide. We offer comprehensive solutions for professional learning and growth for grades K–12 educators nationwide, including teachers, district leaders, principals, coaches, and district coordinators. Our evidence-based professional development programs help bridge the gap between knowledge and implementation of *myPerspectives*® while building sustainable capacity for districts.

Pearson’s professional development model is the product of research-based practices and close work with national and international thought leaders. Our Professional Development Continuum is the result of much of our research. This systematic continuum promotes implementation fidelity and improves measurable outcomes.





## SCOPE OR TIME FRAME

Pearson professional development is available in single days, multiple-day packages, and even packages that include Pearson Education Specialists dedicated to a parish. Pearson's Louisiana team will collaborate with parishes to devise a professional development plan scope and timeline that will meet their needs for implementing myPerspectives®.

The following table outlines the PD continuum available for myPerspectives® implementation.

AVAILABLE PROFESSIONAL DEVELOPMENT FOR <i>myPERSPECTIVES</i> ® IMPLEMENTATIONS	
SERVICES	DESCRIPTION AND OUTCOMES
<p><b>Activation Services</b></p> <p><b>Duration:</b> 1 six-hour day</p> <p><b># of participants:</b> up to 30</p>	<p><b>Description:</b></p> <p>Provide an overview of the program components and design to prepare teachers, administrators, and district coaches for start-up.</p>
<p><b>Essentials Services</b></p> <p><b>Duration:</b> 1 six-hour day</p> <p><b># of participants:</b> up to 30</p>	<p><b>Description:</b></p> <p>Provide teachers, administrators and district coaches with a deeper dive into the program. In Essentials workshops, the Education Specialist will model a lesson, demonstrate scaffolding strategies, and provide best practices for instruction and assessment.</p>
<p><b>Enhancing Practice Services</b></p> <p>Job Embedded Support/Coaching/Modeling/Lesson Analysis</p> <p><b>Duration:</b> 6-hours with flexible delivery options</p> <p><b># of participants:</b> varies</p>	<p><b>Description:</b></p> <p>Provide teachers with shoulder-to-shoulder job-embedded support, targeted coaching, lesson analysis, and consulting. The Education Specialist also monitors the progress of the implementation through data analysis to ensure efficacy of the implementation and provide evidence-based recommendations to school and district administration.</p>
<p><b>Enhancing Practice Services:</b> Literacy Institute</p> <p><b>Duration:</b> 15 six-hour days (non-consecutive)</p> <p><b># of participants:</b> up to 30</p>	<p><b>Description:</b></p> <p>The Literacy Institute provides an integrated overview of English language arts (ELA) instruction for teachers. The Institute is a rigorous mix of PD, job-embedded support, and efficacy analysis over the course of months or a school year.</p>

## COST AT-A-GLANCE

Professional Development for *myPerspectives*®.

	ACTIVATION	IMPLEMENTATION ESSENTIALS	ENHANCE PRACTICE SERVICES (PD, Job Embedded And Change Of Practice Institutes)
Cost*	Included if purchase threshold is met. If not, \$1,900	\$2,800/day	\$3,150/day
Volume Discount	\$1,805 - 10-50 days	\$2,660 - 10-50 days	\$2,990 - 10-50 days
	\$1,710 - 50+ days	\$2,520 - 50+ days	\$2,835 - 50+ days
Time	6 hours	6 hours	6 hours/day (Varies by offering)
Ideal Group Size	Up to 30	Up to 30	Varies: 1-30
Participant Training Guides	Pearson provides	Pearson provides	Pearson provides

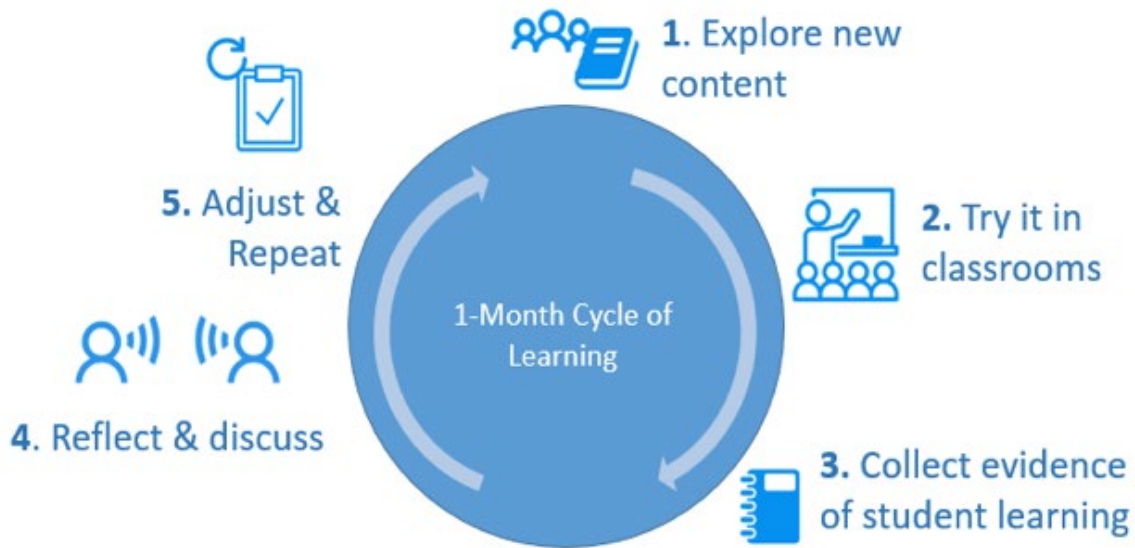
**VENDOR: Teaching Lab**

**CONTENT AREA: English Language Arts**

**CONTACT FOR LOUISIANA: Silas Kulkarni, [silas@teachinglab.us](mailto:silas@teachinglab.us)**

## DESCRIPTION

Teaching Lab is a nonprofit organization that works to close the achievement gap through teacher-led professional learning. Teaching Lab trains local teachers and instructional coaches to lead professional learning, builds custom content based on teacher, student, and school leader needs and coach teacher-leaders as they facilitate professional learning sessions. Teaching Lab supports the Louisiana Guidebooks 2.0 while also providing protocols for analyzing student work and teacher lesson plans. The heart of Teaching Lab's model is the cycle of inquiry. Teachers learn by trying out new approaches, looking at student work with peers, and discussing what worked, what didn't and why. Repeating this cycle helps teachers continuously improve.



## SCOPE OR TIME FRAME

Typical, one-year engagements with Teaching Lab include 1 to 5 days of summer training plus 2 to 6 cycles of professional learning (equivalent to 4 to 12 half-days or 16 to 48 1-hr PLC sessions).



## COST AT-A-GLANCE

<b>In-person Services</b>	<b>MAX GROUP SIZE</b>	<b>DAYS</b>	<b>PRICE PER PRESENTER PER DAY</b>	<b>TOTAL PRICE</b>
<ul style="list-style-type: none"> <li>• 2 presenters per room</li> <li>• (1 content expert, 1 implementation support specialist)</li> </ul>				
<b>Summer Institute</b>				
<ul style="list-style-type: none"> <li>• Teaching Lab staff in-person facilitation</li> <li>• Curriculum &amp; content study</li> </ul>	40	1-5	\$1,900	\$3,800 per day
<b>Teaching Lab-led Cycles of Inquiry</b>				
<ul style="list-style-type: none"> <li>• 2 PL days, separated by 1 to 4 weeks</li> <li>• Teaching Lab staff in-person facilitation</li> <li>• Curriculum &amp; content study</li> <li>• Student work collection &amp; analysis protocol</li> </ul>	40	2	\$1,900	\$7,600 per cycle
<b>Remote Services</b>	<b>MAX GROUP SIZE</b>	<b>WEEKS</b>	<b>MAX HRS/ WEEK</b>	<b>TOTAL PRICE</b>
<ul style="list-style-type: none"> <li>• Includes Custom Content Design</li> </ul>				
<b>Virtual Coaching &amp; Implementation Support</b>				
<ul style="list-style-type: none"> <li>• Teacher and student needs analysis</li> <li>• Custom session plans designed around needs analysis &amp; integrated with your curriculum</li> <li>• Access to national content experts</li> <li>• Facilitation practice for Lab Leaders</li> <li>• Analysis of teacher &amp; student work samples</li> </ul>	10	4 to 8	4	\$5,600 per cycle



**VENDOR: The Writing Revolution, Inc.**

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**CONTENT AREA: English Language Arts**

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**CONTACT FOR LOUISIANA:**

**Jacqueline Kelly, Executive Director, (646) 793-4721, [jkelly@thewritingrevolution.org](mailto:jkelly@thewritingrevolution.org)**

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## DESCRIPTION

The Writing Revolution (TWR) is a national not-for-profit organization dedicated to supporting kindergarten through 12th grade educators in all content areas by teaching them explicit strategies for providing expository writing instruction. We train teachers and school leaders in The Hochman Method, a carefully calibrated, artfully sequenced and highly explicit set of strategies for teachers to embed in their curriculum. Dr. Judith C. Hochman developed our model. Dr. Hochman has been an educator, head of school, superintendent and teacher mentor for over three decades and developed the method over the course of her career.

TWR enables teachers to embed explicit written language instruction in every grade and in every content area. TWR breaks writing down into its component parts, offering clear goals and sequences for crafting sentences, and developing paragraphs and compositions. TWR's evidenced-based strategies ensure that all students at all levels can produce clear, coherent, unified, structured writing. Armed with those strategies, students become better readers, communicators and most importantly, critical thinkers.

### Unique Strengths

- Evidence-based and proven approach
- Aligned with standards and provides educators with explicit strategies to help meet them
- Embedded in content
- Enhances teacher practice
- Utilized across grade levels and content areas
- Sustainable model

Through a series of workshops bolstered by ongoing consulting, TWR provides teachers with the capacity to deliver comprehensive writing instruction in every subject: English, social studies, math, and science—even foreign languages. Additional information can be found at [www.thewritingrevolution.org](http://www.thewritingrevolution.org).

## OUR IMPACT & EVIDENCE OF RESULTS

The impact of The Hochman Method on students is dramatic and has been replicated across a variety of settings. TWR's pilot program in the Washington, DC public schools has shown promising results to date—and the number of schools using the method has grown significantly. We are currently working in partnership with the Louisiana Department of Education to embed our writing strategies into the ELA Guidebooks. In addition, TWR has partnerships in New York, Washington, DC and Texas and courses attended by educators throughout the country.

## SCOPE OR TIME FRAME

The scope and timeframe of TWR's work ranges from an 18-hour course for educators to one to three year partnerships with schools and districts.

## COST AT-A-GLANCE

TWR provides customized support based upon the needs of specific schools and parishes. Our three-day in-person summer courses in New York City cost \$1,200 per educator with a 10% discount for schools that send more than one teacher and/or school leader.

We offer customized remote and in-person training/partnerships to schools and districts that want to integrate our strategies.

Partnerships range in cost depending on services selected.



**VENDOR:** [Achievement Network \(ANet\)](#)

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**CONTENT AREA:** [Mathematics](#)

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**CONTACT FOR LOUISIANA:** [Madeline Brown, Executive Director of ANet Louisiana](#)  
[mbrown@achievementnetwork.org](mailto:mbrown@achievementnetwork.org)

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## 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. One way ANet works towards its mission of increasing student achievement via standards- and data-driven instruction is to support leaders to set a vision for and execute a meaningful professional learning cycle. ANet helps schools and school systems:

- Create a coherent system of professional learning that provides teachers the opportunity to practice new skills and receive actionable feedback;
- Build a strong adult culture that models reflective practices; and
- Effectively manage instructional change by tying professional learning to instructional priorities and creating an explicit vision of success.

Professional Learning Series Topics for Math

- Math Essentials: Deepening Knowledge of the Shifts and Standards
- Building Understanding: Sense-Making vs. Answer-Getting
- Math Planning and Instruction with EngageNY/Eureka Math
- Strengthening Mathematical Practice through High-Quality Tasks

## SCOPE OR TIME FRAME

ANet is offering Louisiana schools professional learning series on the above topics. Each series includes 4 content-based learning sessions for school leaders and two implementation focused support interactions (for example: classroom observation support).

## COST AT-A-GLANCE

Cost is \$8,500, per professional learning series (including implementation support interactions), plus travel and lodging costs based on location.





**VENDOR:** [The Charles A. Dana Center](#)

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**CONTENT AREA:** **Mathematics**

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**CONTACT FOR LOUISIANA:** **Katey Arrington, [katey.arrington@austin.utexas.edu](mailto:katey.arrington@austin.utexas.edu)**

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## **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

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**CONTENT AREA:** **Mathematics**

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**CONTACT FOR LOUISIANA:** **Katey Arrington, [katey.arrington@austin.utexas.edu](mailto:katey.arrington@austin.utexas.edu)**

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## **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](#)

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**CONTENT AREA:** **Mathematics**

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**CONTACT FOR LOUISIANA:** **Katey Arrington, [katey.arrington@austin.utexas.edu](mailto:katey.arrington@austin.utexas.edu)**

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## **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](#)

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**CONTENT AREA:** [Mathematics](#)

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**CONTACT FOR LOUISIANA:** [EurekaPD@greatminds.net](mailto:EurekaPD@greatminds.net)

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## Workshops and Institutes

### DESCRIPTION

Eureka PD workshops are designed to deliver six hours of instruction on a given topic offered as a stand-alone workshop or in a multi-day combination as a Eureka Institute. Sessions are available to meet the needs of both new and continuing implementations, and our PD Services team will work collaboratively to develop a specific plan with school and district leadership

Schedule and registration details for Great Minds Institutes is available at <https://greatminds.org/events/1/upcoming-pd-institutes>.

- Current offerings include:
- Launch Eureka
- Lead Eureka
- Focus on Fluency
- Preparation and Customization of Eureka Lessons
- Problem Solving through Modeling
- Understanding the Major Work of the Grade Band
- Foundational Math
- Module Study
- On-site Coaching

A recommend sequence of PD topics is available at <https://greatminds.org/pd/sequence>.

### SCOPE OR TIME FRAME

All PD sessions are designed to deliver 6 hours of instruction.

### COST AT-A-GLANCE

\$5,200 per session (inclusive of trainer travel and session materials) at a school site.

\$300 per day for Institute registration.



**VENDOR:** [Gordon A. Cain Center for STEM Literacy, Louisiana State University](#)

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**CONTENT AREA:** [Mathematics](#)

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**CONTACT FOR LOUISIANA:**

[Rose Kendrick at rkendr3@lsu.edu](#) or [Charles James at cjames41@lsu.edu](#)

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## **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](#)

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**CONTENT AREA:** **Mathematics**

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**CONTACT FOR LOUISIANA:**

**Rose Kendrick at [rkendr3@lsu.edu](mailto:rkendr3@lsu.edu) or Charles James at [cjames41@lsu.edu](mailto:cjames41@lsu.edu)**

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### **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](mailto:rkendr3@lsu.edu)



**VENDOR:** [Gordon A. Cain Center for STEM Literacy, Louisiana State University](#)

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**CONTENT AREA:** [Mathematics](#)

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**CONTACT FOR LOUISIANA:**

[Rose Kendrick at rkendr3@lsu.edu](#) or [Charles James at cjames41@lsu.edu](#)

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## 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 \$1,700 per session per trainer plus travel; detailed pricing available upon request

Contact: Charles James at [cjames41@lsu.edu](mailto:cjames41@lsu.edu)



**VENDOR:** [Gordon A. Cain Center for STEM Literacy, Louisiana State University](#)

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**CONTENT AREA:** [Mathematics](#)

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**CONTACT FOR LOUISIANA:**

[Rose Kendrick at rkendr3@lsu.edu](#) or [Charles James at cjames41@lsu.edu](#)

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## **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](mailto:cjames41@lsu.edu)



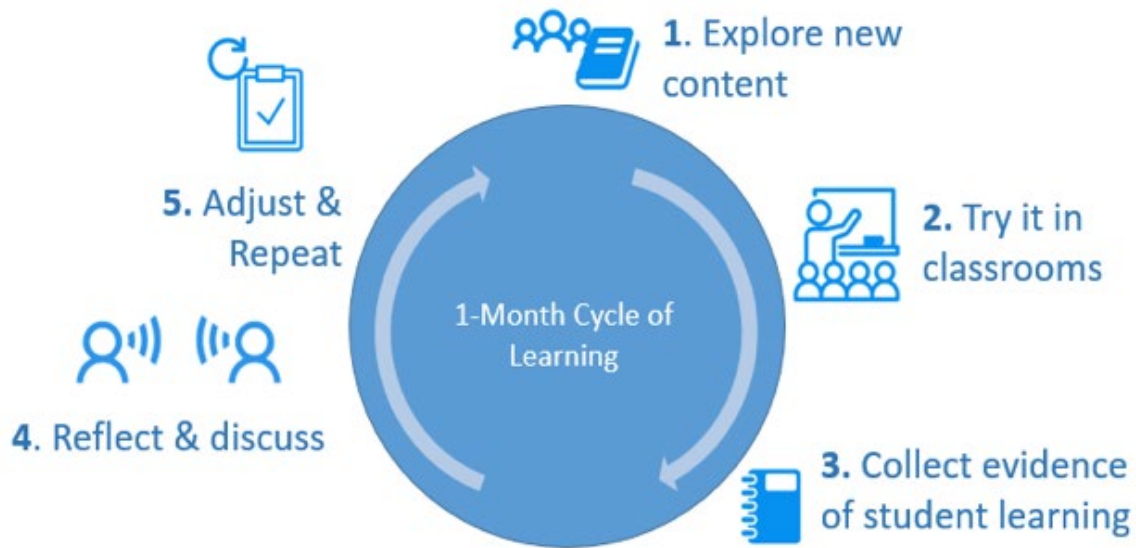
**VENDOR: Teaching Lab**

**CONTENT AREA: Mathematics**

**CONTACT FOR LOUISIANA: Silas Kulkarni, [silas@teachinglab.us](mailto:silas@teachinglab.us)**

**DESCRIPTION**

Teaching Lab is a nonprofit organization that works to close the achievement gap through teacher-led professional learning. Teaching Lab trains local teachers and instructional coaches to lead professional learning, builds custom content based on teacher, student, and school leader needs and coach teacher-leaders as they facilitate professional learning sessions. Teaching Lab designs subject-, grade-, and curriculum-specific content. Teaching Lab specifically supports Eureka Math by integrating research on college- and career-readiness with specific lessons or units in Eureka and other standards-aligned curriculum. They also provide protocols for analyzing student work and teacher lesson plans. The heart of Teaching Lab's model is the cycle of inquiry. Teachers learn by trying out new approaches, looking at student work with peers, and discussing what worked, what didn't and why. Repeating this cycle helps teachers continuously improve.



**SCOPE OR TIME FRAME**

Typical, one-year engagements with Teaching Lab include 1 to 5 days of summer training plus 2 to 6 cycles of professional learning (equivalent to 4 to 12 half-days or 16 to 48 1-hr PLC sessions).



## COST AT-A-GLANCE

<b>In-person Services</b> <ul style="list-style-type: none"> <li>• 2 presenters per room</li> <li>• (1 content expert, 1 implementation support specialist)</li> </ul>	<b>MAX GROUP SIZE</b>	<b>DAYS</b>	<b>PRICE PER PRESENTER PER DAY</b>	<b>TOTAL PRICE</b>
<b>Summer Institute</b> <ul style="list-style-type: none"> <li>• Teaching Lab staff in-person facilitation</li> <li>• Curriculum &amp; content study</li> </ul>	40	1-5	\$1,900	\$3,800 per day
<b>Teaching Lab-led Cycles of Inquiry</b> <ul style="list-style-type: none"> <li>• 2 PL days, separated by 1 to 4 weeks</li> <li>• Teaching Lab staff in-person facilitation</li> <li>• Curriculum &amp; content study</li> <li>• Student work collection &amp; analysis protocol</li> </ul>	40	2	\$1,900	\$7,600 per cycle
<b>Remote Services</b> <ul style="list-style-type: none"> <li>• Includes Custom Content Design</li> </ul>	<b>MAX GROUP SIZE</b>	<b>WEEKS</b>	<b>MAX HRS/ WEEK</b>	<b>TOTAL PRICE</b>
<b>Virtual Coaching &amp; Implementation Support</b> <ul style="list-style-type: none"> <li>• Teacher and student needs analysis</li> <li>• Custom session plans designed around needs analysis &amp; integrated with your curriculum</li> <li>• Access to national content experts</li> <li>• Facilitation practice for Lab Leaders</li> <li>• Analysis of teacher &amp; student work samples</li> </ul>	10	4 to 8	4	\$5,600 per cycle



**VENDOR: [The DBQ Project](#)**

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**CONTENT AREA: Social Studies**

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**CONTACT FOR LOUISIANA: Tyler Adams, [tyler@dbqproject.com](mailto:tyler@dbqproject.com), (737) 222-1832  
Keith Hyndshaw, [keith@dbqproject.com](mailto:keith@dbqproject.com), (407) 461-4584**

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## 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 creates and sells engaging inquiry-based units that inspire clear, evidence-based, argument writing. The units come in binders which 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. PD can be adapted to meet the needs of your teachers or district.

Please visit our website, <http://www.dbqproject.com/>, for more information on materials and professional development.

## COST AT-A-GLANCE

- Print Binders: \$325 - \$350 per binder
- DBQ Online Platform: \$500 per binder/per site annual subscription, 25% discount for previous print customers, additional discounts for multi-year subscriptions
- Professional Development: \$2500 per day/per trainer (travel cost and supplies included)



**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, \[landon@gilderlehrman.org\]\(mailto:landon@gilderlehrman.org\)](#)

## 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:** [Stanford History Education Group](#)

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**CONTENT AREA:** [History/Social Studies](#)

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**CONTACT FOR LOUISIANA:**

**Joel Breakstone, Director, Stanford History Education Group, [breakstone@stanford.edu](mailto:breakstone@stanford.edu)**

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## DESCRIPTION

The award-winning Stanford History Education Group ([sheg.stanford.edu](http://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](http://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](mailto:breakstone@stanford.edu).

## COST AT-A-GLANCE

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

**VENDOR: Louisiana Tech University: Office of Professional Education Outreach in the College of Education**

**CONTENT AREA: Literacy, Reading**

**CONTACT FOR LOUISIANA:**

**Lindsey Keith-Vincent, Director, [lbkv@latech.edu](mailto:lbkv@latech.edu), 318-257-2866**

## DESCRIPTION

Louisiana Tech’s professional development series, which includes face-to-face and virtual learning, emphasizes equipping and empowering teachers to effectively shift science instructional practice through the lens of implementing the new multi-dimensional Louisiana Student Standards for Science.

Participants will engage in a series of experiences that help them completely unpack the new Louisiana Student Standards for Science including diving into the science and engineering practices, reviewing and revising existing scope and sequences, and exploring the disciplinary core ideas required by the new standards.

Participants will engage in model lessons while collaborating to create new lessons that incorporate all dimensions of the new science standards. In addition, teachers will spend time examining a variety of resources that will help them make the transition toward more student-centered teaching and learning.

## SCOPE OR TIME FRAME

2017 Summer Elementary Event (Grades K-5), Louisiana Tech University, June 12-16

2017 Summer Middle Event (Grades 6-8), Louisiana Tech University, June 19-23

2017 Summer Secondary Event (Grades 9-12), Louisiana Tech University, June 26-30

2017 Summer Elementary Event (Grades K-5), South LA (Location TBA), July 17-21

2017 Summer Middle Event (Grades 6-8), South LA (Location TBA), July 24-28

2017 Summer Secondary Event (Grades 9-12), South LA (Location TBA), July 10-14

## COST AT-A-GLANCE

Registration per teacher or administrator for scheduled events above is \$500.00 per person.

District- specific training sessions based on the model outlined above are available upon request at a rate of \$10,000.00 for up to 20 teachers.

Custom professional development trainings and variations for schools and districts are also available upon request.

One day standards-overview sessions are available at \$3500.00 for up to 30 teachers.



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

CONTENT AREA: **Early Childhood**

CONTACT FOR LOUISIANA: **Bruce Warren, [brucew@abramslearningtrends.com](mailto: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](mailto: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**

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**CONTENT AREA: Early Childhood**

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

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## **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 OTb5 scheduled trainings.

**VENDOR:** [Pearson](#)

**CONTENT AREA:** [Early Childhood](#)

**CONTACT FOR LOUISIANA:** [Debbie Campbell](#), [debbie.campbell@pearson.com](mailto: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](mailto: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](mailto: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](http://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](mailto: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](mailto:aboothe@tulane.edu)) for more information.





**VENDOR:** [Voyager Sopris Learning, Inc. – We Can](#)

**CONTENT AREA:** [Early Childhood](#)

**CONTACT FOR LOUISIANA:** [Karl Green, \[karl.green@voyagersopris.com\]\(mailto:karl.green@voyagersopris.com\), 214-552-4495](#)

### 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. Voyager Sopris Field Implementation Specialists visit classrooms, observe instruction, model the strategies, and provide feedback to teachers. 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