

DELAWARE DEPARTMENT OF EDUCATION
PROFESSIONAL LEARNING PARTNERS GUIDE



Delaware
Department of Education

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INTRODUCTION

Delaware's vision is that every learner across the state leaves school ready for success in college, career, and life. In order to achieve this vision, teachers must provide students with high-quality, standards-aligned instruction every day. In order for teachers to be fully prepared for every lesson, school leaders must then provide teachers with standards-aligned instructional materials and the support needed to use those materials well.

Globally, professional learning is defined as a comprehensive, sustained, and intensive approach to improving educators' effectiveness in raising student achievement. Professional learning that is directly aligned to standards and curriculum leads to improvements in:

- **educator practice**
- **student achievement**
- **school outcomes**

In 2012, Delaware's Professional Standards Board adopted statewide professional learning standards that are grounded in Learning Forward's standards. The Delaware Standards for Professional Learning describe the context, processes, and content for effective, high-quality professional learning, and set clear expectations at the state, district, and school levels.

This guide provides Delaware educators with information on partner organizations who have the expertise and ability to provide professional learning and coaching that is focused on helping every level of the system—including but not limited to school system leaders, school leaders, and classroom teachers—ensure the highest quality instruction in every classroom, every day.



SCIENCE OF READING PROFESSIONAL LEARNING

Students spend their earliest years learning to read. They need strong literacy skills to access information in math and science, social studies, the arts, and every other subject. Having a strong literacy foundation is crucial for Delaware children's success in school and life. That is why improving third-grade literacy has been a key education initiative of Governor John Carney since before he took office. In recognizing how critical literacy skills are for our young learners, he has directed focus and resources to this effort.

The [Delaware Literacy Plan](#) establishes a framework to address the state's literacy challenges. Literacy success requires a combination of high-quality early learning experiences, rigorous elementary and secondary instruction, and strong community support. Through the plan, our commitment is to:

- **Provide guidance and support to districts and schools**
- **Increase professional learning opportunities**
- **Develop tools to support educators in eliminating achievement gaps**
- **Increase learning across the curriculum for all students in Delaware**
- **Increase collaboration among stakeholders**
- **Engage families in supporting literacy**

The following guide outlines professional learning partners who can provide PK–4 teachers, reading specialists, reading interventionists, and school and district leaders with quality professional learning on the science of reading that increases teachers' expertise in and leaders' abilities to support standards-aligned core literacy instruction.

VENDOR: Back to Basics Learning Dynamics

CONTACT: Juli Bennett, Juli@backtobasicslearning.com, 302-594-0754

Vendor Description

Back to Basics Learning Dynamics (B2B) is a full-service education and training company based in Wilmington, Delaware. During our thirty-five years in business, we have worked with state agencies, local school districts, and private schools to design and implement programs at each level of the system. Our theory is that students learn best when they are engaged and have a motivated and prepared teacher, and we believe teachers' knowledge of ELA Foundational Skills is the key to skilled teacher practice. B2B will be partnering with the AIM Institute for Learning and Research (AIM) to deliver literacy instruction and evidence-based content in the science of reading to teachers through the AIM Pathways platform.

Professional Learning Services

AIM Pathways: Pathways to Proficient Reading course has received accreditation from the International Dyslexia Association for its alignment to the IDA's Knowledge and Practice Standards for All Teachers of Reading. The course includes 17 learning sections with hundreds of learning tools, a variety of downloadable teacher resources, and eight virtual coaching sessions to support classroom implementation, and takes between thirty-five to forty-five hours to complete, depending on the teacher's background knowledge and pace. Additionally, the AIM Pathways platform houses multiple courses aligned to the IDA Knowledge and Practice Standards (for all teachers of reading) as well as theoretical models of the science of reading such as The Simple View of Reading and Hollis Scarborough's Reading Rope.

Sample Partnership Services

| | |
|--------------------------|--|
| Title | AIM Pathways: Pathways to Proficient Reading |
| Description | AIM Pathway is an interactive digital platform designed to deliver research and evidence-based teacher professional development and increase teacher expertise in providing standards-aligned core literacy instruction. |
| Method | Blended: In-person, virtual |
| Duration | Annual, per day, and per session |
| # of Participants | In-person: 25 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | SWD |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting Staff:** Coaches attain certification in one or more of the domains (AIM Integrated Literacy Model, coaching and consultation modalities and tools, data-driven decision making, cultural competence, and expert knowledge in literacy).
- **Training Staff:** Coaching candidates selected by the AIM Institute for Learning and Research attain certification in coaching teachers, and must have a strong understanding of the Integrated Literacy Model's goals, research base, and implementation frameworks, as well as each of the ILM's six core components (Assessment, Oral Language, Word Recognition, ELA Comprehension, ELA Writing, and Interactive Humanities).
- **Coaching/Evaluating Staff:** will co-develop an individualized ILM Coach/Trainer Development Plan with their manager to identify strengths that can be leveraged, address areas of development, and define the process and timeline for acquiring all of the requisite skills.

Sample of Prior Clients

AIM has been providing professional development for more than thirteen years. As a Wilson Accredited Partner School, AIM offers numerous Wilson Language Training courses and certifications, Orton-Gillingham training, Teaching Level Foundational Skills with Practicum, Access to the Expert Series and Dyslexia workshops. AIM is currently delivering the AIM Pathways online platform to the following schools and districts:

- Upper Darby School District, PA — three-year implementation. Year one includes fifty-four participants: administrators, principals, and all K teachers. Years two and three will include adding Grade 1 and 2 teachers.
- School District of Indian River County, FL — sixty administrators and teachers.
- Inwood Leadership Academy (Charter School), NY — twenty-five participants. Three-year implementation.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-----------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Upper Darby School District | PA | 12,524 | 63% | 8% | Math: 25% ELA: 47% |
| Indian River County | FL | 17,792 | 62% | 5% | Math: 56% ELA: 52% |
| Inwood Leadership Academy | NY | 892 | 94% | 15% | Math: 22% ELA: 30% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Neuhaus Education

CONTACT: Sam McCollum, smccollum@neuhaus.org, 724-833-7280

Vendor Description

Neuhaus Education Center (Neuhaus) partners with districts and schools by developing a comprehensive professional development plan. Through our years of experience partnering with school districts, we know the importance of mandating literacy instruction and Structured Literacy based methods, which encompass approaches to reading instruction that conform with IDA's Knowledge and Practice Standards for Teachers of Reading. Our professional development helps leaders develop a clear and focused literacy plan and teachers use systematic, cumulative, and explicitly taught strategies that enhance a student's ability to learn.

Professional Learning Services

In order to assure that the unique needs of students are met, the teachers who instruct these students must have a thorough knowledge of language learning and the capacity to deliver specialized literacy instruction. The Neuhaus classes address all the components required by the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. The teachers learn to use systematic, cumulative, and explicitly taught strategies that enhance a student's ability to learn. In addition to professional development, coaching is initiated to provide personalized embedded coaching for each teacher to assist in the fidelity of implementation. Here is a model scope of sequence:

PHASE I:

Foundational Literacy Instruction — K-4 Teachers

- Prepare teachers to become highly knowledgeable about data-driven literacy instruction
- Prepare teachers to deliver a tiered system of support that targets every child's instructional needs
- Courses:
 - Reading Readiness online (1 day)
 - Language Enrichment (5 days)
 - Implementation Coaching (1 session/teacher)
 - Literacy Leadership Training (Administrators)

PHASE II:

Refining Structured Literacy Skills — K-4 Teachers

- Support teachers with fidelity of reading routines
- Support teachers with administering and interpreting Mastery Check data
- Support teachers with lesson planning that is diagnostic and prescriptive based on student needs
- Courses:
 - Developing Vocabulary for Reading Success online
 - Virtual Implementation Coaching (1 session/teacher)
 - Literacy Leadership Training (Administrators)

PHASE III:

Deeper Dive into Literacy Instruction — K-4 Teachers

- Prepare teachers in the area of comprehension
- Courses:
 - Developing Metacognitive Skills (2 days)
 - Virtual Implementation Coaching (1 session/teacher)
 - Literacy Leadership Training (Administrators)

Sample Partnership Services

| | |
|--------------------------|--|
| Title | Reading Readiness |
| Description | Reading Readiness promotes reading success through evidence-based training and support to teachers and leaders in building knowledge in foundational skills, multisensory activities, and explicit and systematic instruction. |
| Method | Blended: In-person, online, virtual |
| Duration | 2-day and 5-day sessions |
| # of Participants | In-person: 40 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | SWD |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting Staff:** Neuhaus instructional staff are highly qualified to deliver and guide the implementation of Structured Literacy Instruction. Individuals are matched to projects based on the individual's teaching, coaching, and administrative experience.
- **Training Staff:** Staff train by taking Neuhaus professional learning courses multiple times for both content understanding and from a facilitator's/instructor's perspective.
- **Evaluating Staff:** Frequent check-ins are scheduled between district leaders and Neuhaus leaders as well as between staff and Neuhaus leadership as services are delivered.
- **Coaching Staff:** Facilitators work together with a seasoned Neuhaus Instructional Staff member to ensure fidelity of delivery of the content.

Sample of Prior Clients

Neuhaus is uniquely qualified to provide professional development to teachers and literacy leaders to deepen their knowledge of effective literacy instruction. The overarching goal of the collaboration is to provide teachers with the knowledge and skills to improve the decoding and word recognition skills and critical reading, writing, and thinking skills.

- **Brownsville Independent School District:** Neuhaus collaborated with the Brownsville Independent School District (BISD), a district of 45,000 predominantly native Spanish-speaking, at-risk students to improve the literacy skills of its student population. To reach its goal, the district provided teachers in the early elementary grades with professional development in Neuhaus' *Reading Readiness* and *Language Enrichment*.
- **Lufkin Independent School District:** Neuhaus partners with Lufkin Independent School District (Lufkin ISD) using the Neuhaus' Language Enrichment program to provide coaches with access to the online course and job-embedded coaching. This course allows participants to learn the structure and patterns of English for reading and spelling and strategies for developing oral language and comprehension.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Brownsville Independent School District | TX | 45,578 | 96% | 28% | ELA: 42% |
| Lufkin Independent School District | TX | 7,992 | 74% | 17% | ELA: 36% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Public Consulting Group

CONTACT: Chy Davidson, c davidson@pcgus.com, 704-668-5385

Vendor Description

Public Consulting Group's perspective to developing professional learning that improves instructional practice is grounded in the fundamental belief that core instructional practice should serve all learners in core instruction classrooms. To that end, our professional learning opportunities embed the most respected research-based and evidence-based practices for working with all learners with a particular emphasis on meeting the needs of serving diverse student subgroups with specific needs and interests (e.g. SwD, EL). PCG designs professional learning that ensures when teachers go into the classroom, they carry with them tools and understandings that will help them better meet the needs of all their students. Deepening educators' professional knowledge and understandings about evidenced based instructional strategies and practices and differentiated instruction increases student learning outcomes and provides a pathway for all students to access to the core content.

Professional Learning Services

Professional learning for K–4 teachers, reading specialists, reading interventionists, and school and district leaders on the components of effective and comprehensive reading instruction will be delivered in a fully customized manner based on the results of the state's previously administered survey of needs.

- **Face-to-face professional learning:** The focus of the eight-module program will be to support teachers in the application of the components of effective and comprehensive reading instruction in grades K–4. The in-person PL will be delivered regionally in sessions for up to fifty participants. PCG and DDOE will collaborate to determine an appropriate number of sessions per region.
- **Online modules:** PCG will host all online modules and other content developed as part of this project in Pepper, our online learning management system built on the edX platform. PCG will work with the DDOE team to identify specific topics to be covered by the full catalogue of modules during the planning phase.
- **Online resources:** PCG will facilitate leadership webinars beginning in year one and a virtual library of online learning modules, tools, and resources for teachers, coaches, and leaders will be created and made available to all participants through an easy to use web-based learning management platform. Participants will have access to PCG's Playbook, a professional learning platform, to leverage these resources along with a virtual network of peers.

Sample Partnership Services

| | |
|--------------------------|--|
| Title | Science of Reading Professional Learning |
| Description | PCG offers professional learning and consulting services to help promote student success using Wiggins & McTighe's "backward design" principles which include knowledge, skills, and positive orientation to implementing new learning to improve student performance. |
| Method | Blended: In-person and virtual |
| Duration | Per day |
| # of Participants | In-person: 50 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | Not Reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting staff:** PCG assesses candidates based on an advanced degree; years of instructional experience; experience with a variety of delivery models; and success rates based on evaluations.
- **Training staff:** All facilitators engage in rigorous training and will receive certification to facilitate the professional learning program. Project leadership facilitates a train-the-trainer session to prepare staff for service delivery, as well as provide staff with a detailed Facilitator's Guide.
- **Evaluating staff:** PCG uses a combination of participant feedback and evaluation protocols to assess facilitator strengths and areas in need of improvement.
- **Coaching staff:** Project leadership provides monthly facilitator meetings for facilitators to connect with project leadership around successes and challenges, engage in shared problem-solving, and participate in required calibration activities to ensure the highest level of services.

Sample of Prior Clients

PCG has experience leading professional learning with multiple stage agencies and districts in similar size, scope, technical requirements, and function to the proposed contract.

- **Connecticut State Department of Education (March 2016–Present):** The CSDE partnered with PCG to conduct a statewide initiative that will enable Connecticut's K–3 educators and literacy coaches to implement the Connecticut Core Standards by providing professional learning focused on the foundations of reading development, development of reading comprehension, reading assessment and instruction, effective teaching practices, and CCS in English Language Arts: Foundational Skills.
- **Florida Department of Education (November 2012–August 2016):** PCG provided educators from Florida's 675 charter schools with the training and resources they needed to transition to full implementation of the standards in English language arts, content literacy, and mathematics. Content included the development and delivery of professional learning courses and online modules on best practices in foundational skills to create accurate readers, featuring instruction on print concepts, phonological awareness, phonics, and word recognition.
- **New Mexico Public Education Department (February 2015–June 2018):** PCG partnered with the NMPED to develop a system of comprehensive K–3 literacy professional learning and support for a cohort of teachers, including workshops, online courses, and coaching in select schools. NMPED then extended its partnership with PCG to deliver a professional learning series for kindergarten teachers on research-based strategies and scaffolds to help students master early literacy skills and provided experienced teachers with content related to designing exemplar units of study.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|--|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Monterey Peninsula Unified School District | CA | 10,658 | 64% | 27% | Math: 25% ELA: 36% |
| New Haven School District | CT | 21,418 | 54% | 16% | Math: 23% ELA: 34% |
| Albuquerque Public Schools | NM | 89,935 | 67% | 18% | Math: 20% ELA: 34% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Reading Assist Institute

CONTACT: Caroline O’Neal, coneal@readingassist.org, 508-380-0747

Vendor Description

Reading Assist Institute (RAI) has had a long history of providing professional development opportunities for educators across Delaware. We are proficient at training and educating classroom and special education teachers through workshops, classes, and conferences on the science of reading. The Reading Assist Intervention Program provides a deep understanding of the science of reading, as well as an understanding of phonemic awareness, phonics, structural analysis (syllables), vocabulary/morphology and comprehension, print awareness, decoding and word recognition, word-reading strategies, reading fluency, syntactic awareness, and text structure analysis. The program develops participants into practitioners in the area of Structured Literacy Instruction and teaches the necessary skills to plan and deliver instruction to struggling readers.

Professional Learning Services

Reading Assist’s Reading Intervention program provides both theory and practice and is divided into three interactive segments. The program is disseminated in this manner to allow participants to examine the science of reading and later apply what is learned in real life teaching scenarios.

- **Part one:** A discussion-based seminar important to building the background knowledge on the science of learning to read.
- **Part two:** Implementation-based instruction during which participants learn how to plan and deliver explicit, sequenced, multisensory instruction. Principles of diagnostic-prescriptive instruction are addressed so participants learn how to target and adjust their instruction to meet the needs of the student.
- **Part three:** In the final segment, which is a practicum, the participant teaches a minimum of sixty hours of individualized lessons to one student. During the practicum, each participant is assigned a highly trained RAI coach to monitor their progress and assess competency. The practicum will take place at the participants’ host school. Please note that observations can be done both in person and virtually to accommodate the participant’s schedule.

For parts one and two, RAI recommends training take place during either pre or post service; however, it can be adapted to a school calendar. Participants receive seventy-three instructional hours, which equates to full-day training sessions. A sample calendar is provided with the course syllabus. For part three, the minimum sixty hours of practicum will take place during the participant’s school year at their host school.

Sample Partnership Services

| | |
|--------------------------|---|
| Title | Reading Assist Intervention Program |
| Description | The Reading Assist Intervention Program is a sequential, explicit, and multisensory program that teaches the structure of language. The program provides a deep understanding of the science of reading, as well as an understanding of phonemic awareness, phonics, structural analysis (syllables), vocabulary/morphology, and comprehension. |
| Method | In-person with virtual option |
| Duration | Self-paced per participant |
| # of Participants | In-person: 50 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | SWD |

Cost

Contact the vendor for information about the cost of their services.

Staff

RAI has established a regional and national reputation for training teachers in a reading intervention program that produces impactful results.

- **Selecting staff:** In addition to having to hold a bachelor's degree, all instructors and coaches are Certified Dyslexia Practitioners by the International Dyslexia Association. They also have extensive expertise in teaching in high-needs schools and are actively serving struggling readers as teachers.
- **Training staff:** RAI employs multiple levels of training for instructors and coaches to sustain our IMSLEC (International Multisensory Structured Language Education) accreditation and maintain the quality of RAI program. All members of the RAI staff who deploy the program must first complete the Reading Assist Intervention training course.
- **Evaluating staff:** RAI coaches continually observe the program in real time and guide teachers through best practices for the program and appropriate lesson planning.
- **Coaching staff:** RAI maintains a corps of coaches who support RAI facilitators in designing and delivering their lessons. RAI Coaches are recruited from our group of certified interventionists, go through a year-long fellowship program, and manage a caseload of five teachers.

Sample of Prior Clients

- **New Castle County:** Our accredited Reading Assist Intervention Program is currently being delivered to students in grades kindergarten through third grade in high-needs elementary schools in New Castle County who have been identified to perform in the lowest ten percent in reading proficiency. According to data that we have received over the last four years, students receiving our accredited program have been able to reach grade level benchmarks and outpace expected grade-level progress in oral reading fluency.
- **Landmark School:** The Landmark School is recognized internationally as a leader in the field of language-based learning disabilities for their K-12 schools and outreach training program. Participants who received training from RAI and became certified in our program have been sought out by The Landmark School to deliver effective intervention services to their students.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Colonial School District | DE | 9,819 | Not Reported | 11% | Math: 26%* ELA: 41% |
| Kuumba Academy Charter School | DE | 608 | 72% | Not Reported | Math: 29% ELA: 36% |
| All Saints Catholic School | DE | 415 | Not Reported, Private School | | |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: SchoolKit

CONTACT: Ethan Mitnick, ethan@schoolkitgroup.com, 610-858-1546

Vendor Description

At SchoolKit we believe that comprehensive, content-, curriculum-, and role-specific training for all educators paired with implementation support ensures that all students receive meaningful, at-grade-level learning in all classrooms. We also believe that ELA Foundational Skills serve as the cornerstone of a highly effective, equitable instructional program and that all teachers in grades K-3 must be trained on these skills and provided with high-quality resources so that they can provide aligned instruction to all students. SchoolKit also believes that intensive training and support for school and system leaders on ELA Foundational Skills is critical so that they have the knowledge and skills in place to support their teachers to support this work effectively. SchoolKit is partnering with CenterPoint Education Solutions (formerly Parcc, Inc) as a sub-contractor.

Professional Learning Services

SchoolKit offers professional development modules designed to develop the skills and knowledge of PreK-4 literacy teachers with opportunities for grade-level specific focal work to account for the distinctive nature of the standards at each grade-level.

- **Research-based strategies for teaching and formatively assessing phonemic awareness and phonics:** Teachers will learn and practice research-based strategies for teaching and formatively assessing phonemic awareness and phonics to support foundational skill development, including strategies to ensure skill development for both English and Spanish speaking students.
- **Teaching and formatively assessing oral reading fluency:** Teachers will learn and practice research-based strategies for teaching and formatively assessing reading fluency, including how to support struggling readers, students with oral language delays, and students for whom English is a second language.

- **Teaching and formatively assessing vocabulary:** Teachers will learn and practice research-based strategies for teaching and formatively assessing vocabulary acquisition, with a focus on supporting development of vocabulary when students read content-rich, informational texts.
- **A deep dive into text selection for reading comprehension lessons:** Teachers will learn and practice strategies for effectively selecting “just right” texts (or maximizing existing curriculum resources) to provide effective reading comprehension lessons.

The modules are designed to be standards-aligned and consistent with high-quality instructional practice while being “curriculum-neutral” so that teachers can participate, regardless of the instructional program their school or district uses. Our program of support consists of multiple half-day (three-hour) training modules. The complete curriculum is approximately forty-five hours total (exact length of complete curriculum can be customized with DDOE to align with programmatic needs).

Sample Partnership Services

| | |
|--------------------------|--|
| Title | Science of Reading with CenterPoint |
| Description | SchoolKit offers in-person and virtual professional development modules designed to develop the skills and knowledge of PreK-4 literacy teachers of English and Spanish-speaking students with opportunities for grade-level specific focal work to account for the distinctive nature of the standards at each grade-level. |
| Method | Blended: In-person and virtual |
| Duration | In-person: 4 days Virtual: 6 days |
| # of Participants | In-person: 30 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | SWD/EL |

Cost

Contact the vendor for information about the cost of their services.

Staff

We have a talented team of project managers, content designers, and professional learning facilitators that will allow us to successfully provide this training to Delaware educators.

- **Selecting Staff:** We have a rigorous selection process for hiring our facilitators, including a three-part comprehensive interview process that includes a resume review, phone screen, and facilitation demonstration and content knowledge interview that takes two to three weeks to complete. All facilitators have robust knowledge of college and career ready standards in ELA and evidence-based practices for early literacy instruction, 5+ years of teaching or school leadership experience, 2+ years of experience with the design and/or delivery of adult professional learning, and advanced degrees or certifications.
- **Training Staff:** We provide our facilitators with one full day's worth of training for every day's worth of content they will facilitate onsite, in addition to several weeks of time for self-study of materials. We convene facilitators for in-person and remote training sessions, including live and recorded webinars where they have the opportunity to practice delivering the content and receive targeted feedback on their delivery.
- **Evaluating Staff:** We use survey and observation data to evaluate our facilitators' effectiveness during their training process and as they facilitate professional learning onsite. During the training process, we observe facilitators to ensure that they demonstrate adequate preparation to facilitate. Onsite, we observe facilitators using a rubric to assess the extent to which they are able to build a strong group culture, their ability to effectively deliver professional learning, and their demonstration of content knowledge during the sessions in responding to participant questions.
- **Coaching Staff:** We provide written feedback and in-person and remote coaching to facilitators during the process of training preparation and as they deliver training onsite, based on areas of focus identified in preparation, survey data, and observations.

Sample of Prior Clients

SchoolKit and CenterPointe have led professional learning and trained educators serving students in grades Pre-K–12, including classroom teachers, instructional coaches, instructional leaders (principals, assistant principals), paraprofessionals, special education teachers, curriculum managers, principal managers, and district leaders. An example of similar past work includes:

- **Denver Public Schools:** In 2016, our team launched its partnership with Denver Public Schools to implement the “Foundations of Early Literacy,” a three-year, district-wide professional learning initiative. In year one, our teams designed grade-level and language-specific trainings for the district's 2,500+ Pre-K to grade 3 teachers and leaders on topics including the five pillars of early literacy from the National Reading Panel Study (2000), text complexity and analysis, Speaking and Listening Standards, reading comprehension and vocabulary, emergent writing and written expression, and running records.
- **Louisiana Department of Education:** Beginning in 2017, SchoolKit partnered with the Louisiana Department of Education to design nine days of training for ELA Content Leaders to build their knowledge of the ELA Guidebooks 2.0 content, content pedagogy, and adult professional learning best practices and provide 36 hours of turnkey professional learning modules to bring to teachers in their school. In three years, this program has trained over 800 educators.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Denver Public School | CO | 91,822 | 67% | 28% | Math: 32% ELA: 42% |
| Omaha Public Schools | NE | 52,836 | 77% | 18% | ELA: 35% Math: 31% |
| Sabine Parish Public Schools | LA | 4,416 | 64% | 0% | Math: 30% ELA: 43% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Teaching Lab

CONTACT: Auddie Mastroleo, auddie.mastroleo@teachinglab.org, 315-382-3727

Vendor Description

Founded in 2016, Teaching Lab’s mission is to shift the paradigm of teacher professional learning for educational equity. We have partnered with over thirty districts across thirteen states and currently partner with four state education departments, reaching over 500,000 students. We believe that ELA Foundational Skills are the backbone of literacy and must support students in developing foundational skills, have a research-based scope and sequence, include systematic and explicit instruction, and provide aligned assessments and multiple review opportunities. Our professional learning theory of action and corresponding services are built on the premise that educators at all levels of a system are responsible for supporting all students in meeting high academic standards, especially students from traditionally underserved groups.

Professional Learning Services

All Teaching Lab’s PL offerings will be grounded in our Head, Heart, and Habit’s approach:

- **Head:** Core academic content embedded in high-quality instructional materials (HQIM) and aligned to research-based practices.
- **Heart:** Teacher-led communities that build both social capital and buy-in.
- **Habits:** Structured and repeated cycles of inquiry in the classroom.

In addition to this approach, the *Science of Reading PL Scope and Sequence* will provide a year-long, nine-day sequence of professional learning for Pre-K–4 teachers, reading specialists, reading interventionists, and school and district leaders focused on:

- studying the science of reading and how it lives in HQIM;
- engaging in cycles of inquiry and establishing a strong community of practice where educators collaborate with peers, share best practices, and troubleshoot challenges together; and
- creating action plans for next steps adapted to local context.

Sample Partnership Services

| | |
|--------------------------|---|
| Title | Science of Reading Professional Learning |
| Description | Teaching Lab provides a year-long, nine-day sequence of professional learning for Pre-K-4 teachers, reading specialists, reading interventionists, and school and district leaders in the science of reading through cycles of inquiry on foundational skills, systematic and explicit instruction, and building knowledge. |
| Method | In-person |
| Duration | 9 days |
| # of Participants | In-person: 40 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | Not reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting Staff:** Teaching Lab team members are all former or current teachers or instructional leaders and are certified by the organization to conduct high-quality professional learning aligned with specific curriculum. Facilitators are selected based on a three-screen process:
 - an initial screen to assess content knowledge, pedagogical content knowledge, specific curriculum knowledge, and commitment to educational equity;
 - a performance task focused on professional learning content development and facilitation; and
 - a set of interviews to assess content knowledge, specific curriculum knowledge, equity mindsets, and facilitation skills.
- **Training Staff:** Facilitators engage in >30 hours of curriculum study and >15 hours of practice facilitation. Facilitators then use Teaching Lab's Facilitator Competency Framework to engage in ongoing development and learning over the course of their time at Teaching Lab, engaging in cycles of inquiry about their own practice that mirror the cycles of inquiry used in our professional learning.
- **Evaluating/Coaching Staff:** Facilitator managers observe facilitators, record feedback using our Facilitator Competency Framework, and provide feedback on a regular basis. They also provide formal feedback to every facilitator four times a year and an annual formal performance evaluation.

Sample of Prior Clients

Teaching Lab currently provides PL on the science of reading aligned with HQIM in eighteen school systems and four state departments of education, having led trainings for groups as large as 350+ teachers at one time. Our HQIM aligned PL builds educator knowledge of the science-based practices contained within HQIM and also how to make these practices come alive when using HQIM. For instance, our PL aligned with EL Education includes supports for teachers to provide explicit and systematic phonics instruction in order to build student reading foundational skills. Expert reviewers of our ELA PL content, including reading foundational skills experts and field-wide experts such as Meredith Liben and David Liben (authors of *Know Better, Do Better*), consistently rate our content with the highest possible scores (net promoter scores >90).

We have also led the Louisiana Content Leaders program aligned with Guidebooks, which centers foundational skills, successfully for the past three years, reaching 1000+ teacher and instructional leaders with the state. With LDOE, we may also build out a new K-2 Content Leader sequence focused on the science of reading aligned with a different and strong K-2 curriculum.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|----------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Lafayette Parish Public Schools | LA | 30,633 | 45% | 5% | Math: 38% ELA: 41% |
| Washington Parish Public Schools | LA | 5,238 | 62% | 1% | Math: 26% ELA: 42% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: TNTP

CONTACT: Jack Perry, jack.perry@tntp.org, 302-276-5959

Vendor Description

A national nonprofit founded by teachers, TNTP helps school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 200 public school districts, charter school networks, and state departments of education, and have extensive experience designing and facilitating professional learning opportunities focused on understanding and implementing research-based instructional practices in literacy.

Professional Learning Services

PL for Teachers: Following an introductory session, the scope and sequence for teachers is organized into six cycles of inquiry. Phase 2 will be differentiated to support teachers to implement their HQIM with integrity. Support for cohort participants that are not yet using HQIM will be focused on a few high-impact instructional resources that exist across the HQIM in use in Delaware (e.g., chaining). Phase 2 and Phase 4 of each cycle will feature structured, replicable protocols to facilitate teacher application and habits throughout. During each cycle participants will participate in 4 phases:

- **Phase 1: Learning**—engage in collaborative learning around one aspect of reading science research
- **Phase 2: Application and Planning**—prepare to implement research-based instructional practices
- **Phase 3: Implementation**—implement research-based instructional practices in their own classrooms
- **Phase 4: Reflection**—engage in reflection on the impact on student learning and plan to refine their instruction

PL for Leaders: Following the introductory session, the scope and sequence for leaders is organized into two cycles of inquiry. All phases will focus on the analysis of classroom practice and providing targeted feedback to teachers to improve instruction using a replicable protocol. Phase 2 will be differentiated to build understanding of the role that specific HQIM play in supporting improvements in practice. During each cycle participants will engage in four phases:

- **Phase 1: Learning**—collaborative learning around one component of reading instruction
- **Phase 2: Application and Planning**—prepare to diagnose instruction in their classrooms/schools using a structured observation protocol
- **Phase 3: Implementation**—collect and surface trends in instruction across their classrooms/schools
- **Phase 4: Reflection**—explore and plan strategic initiatives to drive improvements in practice

Sample Partnership Services

| | |
|--------------------------|---|
| Title | Science of Reading Professional Learning |
| Description | TNTP facilitates professional learning focused on understanding and implementing research-based instructional practices in literacy by developing a deep understanding of the science of reading, and implementing research-based instructional strategies (leveraging HQIM) in the classroom while supporting changes in practice that reflect the research. |
| Method | In-person |
| Duration | Annual |
| # of Participants | Not Reported |
| Level of Support | Initial and ongoing |
| SWD/EL Support | Not Reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting staff:** Our Talent Acquisition team incorporates hiring practices that reduce the influence of bias and ensure candidates have strong experience with an inclusive process. Staff hired to support academic work attend several interviews with a range of TNTP leaders, and complete hiring exercises (including designing content and/or strategy plans for academic work).
- **Training/Coaching staff:** To support staff's development, we assess their experience and staff them to engagements where they will have the opportunity to grow their knowledge and skills within a particular context and in a specific type of work. We also have several structures for ongoing development of staff in their projects and more generally:
 - Staff are strategically grouped in cohorts with peers and managers who engage in similar work so they can collaborate, learn, and develop.
 - Project managers provide job-embedded feedback and development opportunities tailored to individual needs.
 - Staff can attend external professional development germane to their project work and/or their areas of development.
 - We leverage our internal communications platforms to share knowledge, including: blog posts on our internal wiki; project and regional meetings; internal brown bag sessions; and knowledge sharing sessions during our annual conference.
- **Evaluating staff:** Each staff person sets individual goals that help them to develop and to successfully contribute to their team and to TNTP. Evaluations are done formally, including a 360-type review, annually and done informally at least one other time during the year.

Sample of Prior Clients

TNTP has extensive experience designing and facilitating professional learning opportunities focused on understanding and implementing research-based instructional practices in literacy.

- **Clark County School District:** In 2018-2019, TNTP partnered with Clark County School District (serving approx. 329,000 students) to design and facilitate five turnkey sessions for coaches and leaders involved in the Read by Grade Three initiative. Sessions focused on deepening understanding of the research that informed Nevada's ELA standards and preparing for instruction to improve literacy achievement. Participants examined each of the research-based components of a comprehensive foundational skills program with opportunities for practice and planning with core materials. Participants also explored the importance of building knowledge through high-quality read-aloud texts in the early grades.
- **Aldine Independent School District:** TNTP recently designed and facilitated a series of learning opportunities for Aldine Independent School District's literacy task force (serving approx. 70,000 students) to deepen understanding of current reading research and dispel misconceptions about instruction that have been holding teachers and students back. As a result, Aldine ISD leaders identified a set of research-based instructional practices that will improve the student experience and developed a professional learning strategy to support implementation.
- **Corning Union Elementary School District:** In 2018-19, we partnered with Corning Union Elementary School District (serving approx. 2,000 students) to engage Transitional-K, K, and Grade 1 teachers in PLCs focused on planning instruction and support for struggling readers.
- **Tennessee's State Collaborative for Reforming Education (SCORE):** TNTP provided counsel to Tennessee's State Collaborative for Reforming Education (SCORE) on problematic misconceptions about reading instruction that exist across the state, shared critical research to inform their policy and practice platforms, and offered suggestions to end the reading crisis in Tennessee.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|--|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Clark County School District | NE | 329,259 | 67% | 19% | Math: 37% ELA: 48% |
| Aldine Independent School District | TX | 67,331 | 89% | 31% | Math: 56% ELA: 52% |
| Corning Union Elementary School District | CA | 2,048 | 84% | 42% | Math: 26% ELA: 32% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: University of Delaware: Professional Development Center for Educators

CONTACT: ELA: Jaime True Daley, Ph.D., jtdaley@udel.edu, (302) 831-2560
Math: Faith Muirhead, Ph.D., muirhead@udel.edu, (302) 831-4490

Vendor Description

The Professional Development Center for Educators (PDCE) at the University of Delaware believes that if we design and deliver a coordinated, flexible system of professional learning in the Science of Reading (SOR), teachers will build understanding and collective efficacy, and will be able to use HQIM more effectively, and student achievement will improve. To this end, we build understanding of evidence-based reading and writing instruction, including standards-aligned, genre-based writing strategy instruction.

Professional Learning Services

Consistent with the 2019 Delaware Literacy Plan, PDCE will design, implement, and evaluate three professional learning pathways for Delaware educators: traditional graduate courses, hybrid online cohorts, and face-to-face sessions (school-year sessions or summer Reading Institute). The pathways will be coordinated in content and build knowledge and skills consistent with the science of reading and its implementation in high-quality instructional materials. The PL will be evaluated for design quality, effects on knowledge and skills, and teacher efficacy. Evaluation will comprise a variety of tools, including micro-credentials. The pathways are designed to provide choice and equitable access to professional learning for Delaware educators.

Sample Partnership Services

| | |
|--------------------------|---|
| Title | Science of Reading Professional Learning |
| Description | PDCE will design, implement, and evaluate three professional learning pathways for Delaware educators that will build knowledge and skills consistent with the science of reading and its implementation in high-quality instructional materials. |
| Method | Blended: In-person, virtual, digital |
| Duration | 4 days |
| # of Participants | In-person: 50 max. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | Not Reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Selecting staff:** All staff members we plan to use for this project are currently working at PDCE full time. If we need to replace or expand our team, PDCE has a rigorous system for posting, interviewing, and selecting candidates with master's degrees, teaching experience, and professional learning experience.
- **Training staff:** PDCE team members meet monthly for day-long PL. They also meet monthly in content teams for more specific PL. Between meetings, they problem-solve in all of the ways targeted in this project: face-to-face, online, and in their scholarly work.
- **Evaluating staff:** PDCE uses the University's evaluation system to monitor performance.

Sample of Prior Clients

PDCE, under the leadership of Dr. Sharon Walpole, provides Science of Reading (SOR) services to fifty-five Delaware schools. Walpole has extensive experience in designing and providing professional learning in SOR including:

- **Georgia:** Walpole has trained fifty coaches and administrators as part of the Reading Excellence Act in Georgia and served as the Professional Learning Architect for Georgia Reading First and Striving Readers programs.
- **Delaware:** Walpole and the PDCE team have worked with four schools in Seaford, Delaware to build a coherent implementation of HQIM. They began by training the reading intervention team in SOR and implemented lessons to cement their understanding. When the district decided on full adoption of HQIM, Walpole provided summer training and school-year coaching, and PDCE team members followed with coaching matched to buildings' specific needs. At this time, the district serves as a demonstration site for HQIM.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|--------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Seaford County School District | DE | 3,333 | NR | 18% | ELA: 56% Math: 48% |

HIGH-QUALITY INSTRUCTIONAL MATERIALS AND PROFESSIONAL LEARNING

For students to achieve short- and long-term success, they need and deserve access to the following resources each and every day¹:

- Consistent opportunities to work on grade-appropriate assignments
- Strong instruction that deeply engages students and empowers them to do most of the thinking and analysis
- Teachers who hold high expectations for them and deeply believe that they can meet grade-level expectations

Research has shown that high-quality instructional materials (HQIM), as defined by [EdReports](#), serve as an important foundation for teachers and are essential in improving the strength of the instruction that takes place in classrooms every day.² Therefore, school and district leaders should prioritize ensuring that teachers in all core content areas have access to HQIM that best fits their local needs.

But access to HQIM alone is not enough. Teachers also need initial and ongoing training, professional learning, and coaching that helps them use those materials effectively to meet the needs of all learners; leaders need analogous training and professional learning on how best to support their teachers.³

This guide provides information on professional learning partners who indicated that they provide services on the following HQIM.

1 TNTP (2018). The opportunity myth. New York, NY: Author. Retrieved from https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

2 Steiner, David. (2017, March) Curriculum Research: What We Know and Where We Need to Go. StandardsWork. Retrieved from <http://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

3 Kane, T.J., & Steiner, D. (2019, April) Don't Give Up on Curriculum Reform Just Yet. Education Week. Retrieved from <https://www.edweek.org/ew/articles/2019/04/02/dont-give-up-on-curriculum-reform-just.html>

English Language Arts

| | ANet | ARC | Leading Educators | Public Consulting Group | SchoolKit | Teaching Lab | TNTP | Unv. of Delaware PDCE | WestEd |
|--|------|-----|-------------------|-------------------------|-----------|--------------|------|-----------------------|--------|
| ARC | | ✓ | | | | | ✓ | | |
| Bookworms | | | | | | | ✓ | ✓ | |
| CKLA | ✓ | | ✓ | | | ✓ | ✓ | | ✓ |
| Developing Core Literacy Proficiencies | | | | | | | ✓ | | |
| Engage NY | ✓ | | ✓ | | | | ✓ | | ✓ |
| EL Education | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| LearnZillion Guidebooks | | | | | ✓ | ✓ | ✓ | | |
| MyPerspectives | ✓ | | ✓ | | | | | | |
| Paths to College and Career | | | | ✓ | | | | | |
| Ready Gen | | | | | | | ✓ | | |
| Springboard | | | | | | | ✓ | | |
| Study Sync | | | | | | | ✓ | | |
| Wit & Wisdom | ✓ | | | | | | ✓ | | ✓ |
| Wonders | ✓ | | | | | | ✓ | | |

Mathematics

| | ANet | DE Math Coalition | Leading Educators | Public Consulting Group | SchoolKit | Teaching Lab | TNTP | Unv. of Delaware PDCE | WestEd |
|-------------------------|------|-------------------|-------------------|-------------------------|-----------|--------------|------|-----------------------|--------|
| Agile Mind | | | | | | | ✓ | ✓ | |
| Bridges | | ✓ | | | | | ✓ | ✓ | |
| Carnegie Learning | | | | | | | | ✓ | |
| CPM | | | | | | | ✓ | | |
| Core Connections | | | | | | | | ✓ | |
| Core Plus | | | | | | | ✓ | ✓ | |
| Discovering Mathematics | | | | | | | ✓ | ✓ | |
| enVision | | | | | | | ✓ | ✓ | |
| Eureka | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| HMH Into Math | | | | | | | ✓ | | |
| Illustrative Math | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| Investigations | | | | | | | | | |
| MVP | | | | | | | | ✓ | |
| OUR Math | ✓ | | | | | ✓ | | | |
| Ready Math | ✓ | | | | | | ✓ | ✓ | |
| Reveal Math | | | | | | | ✓ | | |
| Utah Middle School Math | | | | | | | | ✓ | |
| Zearn | ✓ | | | | ✓ | ✓ | | ✓ | ✓ |

HQIM Adoption and Implementation

To effectively implement HQIM, school and school system leaders should partner with experts to provide a continuum of support to educators.



This section of the PL Partner Guide is organized by phase of the HQIM implementation continuum and provides information on PL partners who provide the following services.

1. Support for adopting HQIM aligned to a strong instructional vision

Professional learning that equips educators with the foundational, content-specific knowledge and skills necessary to select HQIM that support a clear and common vision of great instruction for the content area, with stakeholder participation in the process.

2. Systems-Level Support to Launch of HQIM

Professional learning that equips leaders to develop a clear implementation plan that results in the effective use and support of HQIM.

3. Initial PL for teachers and leaders on HQIM

Initial/introductory professional learning for teachers and/or leaders that builds their familiarity with the structure, approach, and key components of the HQIM.

4. Ongoing PL for teachers and leaders on HQIM

Ongoing, content-specific, job-embedded professional learning for teachers that builds their ability to use HQIM. And/or contractor(s) shall provide ongoing, job-embedded professional learning for leaders that builds their ability to monitor the quality of implementation and provide aligned support to teachers.

| PL Partners | Adoption Support | Systems-Level Support | Initial PL | Ongoing PL |
|--------------------------------|------------------|-----------------------|------------|------------|
| ANet | ✓ | ✓ | ✓ | ✓ |
| ARC | | ✓ | ✓ | ✓ |
| Delaware Mathematics Coalition | | | | ✓ |
| Leading Educators | ✓ | ✓ | ✓ | ✓ |
| Public Consulting Group | ✓ | ✓ | | |
| School Kit | ✓ | ✓ | ✓ | ✓ |
| Teaching Lab | ✓ | ✓ | ✓ | ✓ |
| TNTP | ✓ | ✓ | ✓ | ✓ |
| University of Delaware | | | ✓ | ✓ |
| WestEd | | ✓ | | |

SUPPORT IN ADOPTING HIGH-QUALITY INSTRUCTIONAL MATERIALS ALIGNED TO A STRONG INSTRUCTIONAL VISION

Adoption Support

The PL partners in this section provide professional learning that equips educators with the foundational, content-specific knowledge and skills necessary to select materials that support a clear and common vision of great instruction for the content area, with stakeholder participation in the process.

As you review these partners, consider evidence that indicates the vendor would be able to support you in:

- Establishing a vision of excellent instruction within the content area to inform each step of the selection process
- Training the team on the instructional vision and the standards in addition to the review process
- Involving administrators and teachers in a meaningful way at each step across the selection process
- Using identified non-negotiables to pre-screen the list of options to promote a deep review of a small number of high-quality instructional materials (HQIM)
- Soliciting stakeholder input and developing/revising a rubric for materials review
- Communicating the process and decision transparently to educators and the community
- Establishing a timeline that will allow for the procurement of materials at least three to four months before use in classrooms

VENDOR: [ANet](#)

CONTACT: partnerships@achievementnetwork.org

Vendor Description

Achievement Network (ANet) is a nonprofit dedicated to providing all students, regardless of circumstance, a high-quality education. ANet's support of school and district leaders focuses on developing exceptional instructional leaders who have the skills, instructional materials, and leadership capacity necessary to support their teachers in delivering data-driven, standards-aligned instruction. Founded in Boston in 2005 by a group of school leaders, ANet has nearly fifteen years of experience supporting schools and districts deliver data-driven, high-quality instruction.

ANet's model is based around our theory of action, which states that developing school leadership teams is key to ensuring equitable, standards-aligned instruction for all students.

ANet's school partnership helps school leadership teams:

- Build expertise and opinions about standards and instruction
- Build expertise and opinions about data
- Pursue a limited number of school-wide academic priorities through high-quality use of time and structures
- Develop teachers to strengthen instruction and adult culture; and
- Develop leadership teams to deepen impact across the school.

Professional Learning Services

ANet works with district and state leaders to:

- **Conduct a thorough needs-assessment:** We evaluate PL coherence, materials, and assessment systems using classroom observations, student artifacts, teacher focus groups or surveys, and stakeholder feedback.
- **Develop a vision for quality instruction and rigorous expectations:** We help to develop a strong instructional vision by deepening districts' understanding of the standards and shifts and the research behind them, including research on foundational skills and science of reading to guide and inform the selection process.
- **Select standards-aligned tools and materials:** We equip members of the working group with the skills they need to effectively select new materials that align with their instructional vision and best fit their local needs.
- **Create quality PL systems and cultures:** We build strong collaborative adult culture and social capital through trainings aligned to research-based adult learning practices to build the working group's confidence and capacity to lead this work in their systems.

ANet is committed as an organization to building sustainable client practice by building leadership capacity. Over the course of a year, our coaches use a gradual release model with the leadership teams focused on modeling how leaders can lead teachers through the teaching and learning cycle by planning from HQIM, delivering instruction tied to a HQIM, and using assessment data to reflect on how students are doing and make adjustments. ANet does this work alongside leaders before providing them with scaffolded opportunities to execute on their own.

Sample Partnership Services

| | |
|--------------------------|---|
| Title | ANet System Advising—Adopting High-Quality Instructional Materials Aligned to a Strong Instructional Vision |
| Description | <p>ANet will support district and state leaders by:</p> <ul style="list-style-type: none"> • Developing a vision for quality instruction and rigorous expectations • Selecting standards-aligned tools and materials • Creating quality PL systems and cultures <p>By building leaders' capacity and increasing coherence across these areas, ANet equips educators to provide high-quality instruction for all students</p> |
| Method | In-person and virtual |
| Duration | Flexible - ANet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate duration. |
| # of Participants | ANet can accommodate as many participants as necessary; price varies by participant and session quantity |
| Level of Support | ANet PL sessions are created from research-based best practices on curriculum adoption and adult learning. |
| SWD/EL Support | Not reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** ANet employs between sixty to one-hundred facilitators and coaches nationwide and could provide between six to fifteen facilitators at any one time.
- **Selecting staff:** All ANet coaches and school-facing staff members have first-hand experience with data-driven instruction and standards-based education, significant experience managing or coaching other adults, and teaching experience with a proven track record of high achievement results. Many of our ANet coaches hold graduate degrees in educational leadership, policy, and other relevant fields. We also ensure that all of our ANet coaches exhibit strong leadership skills, including relationship building, self-reflection, analytical thinking, and a deep passion and dedication to ANet's mission of educational equity.
- **Training staff:** ANet provides central training for facilitators led by members of the ANet team who have deep content expertise as well as a strong command of adult learning theory. We then provide job-embedded support for trainers in understanding the specific needs of their audience and tailoring or customizing the content to meet those needs.
- **Evaluating staff:** We measure the effectiveness of our staff in multiple ways, including partnership satisfaction data and outcome *measures described in the above effectiveness section*. We want to see evidence that the training provided changes in skill, knowledge, or mindset among the participants.
- **Coaching staff:** ANet provides a range of in-house, job-embedded, and external professional learning opportunities for our trainers.

Sample of Prior Clients

ANet works alongside systems and schools across the country and in that capacity has frequently been asked to advise system and school leaders around materials selection. Our materials-selection processes have ranged in duration from two months to six months depending on the pace of change desired by leaders.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Blackstone Millville Regional School District | MA | 1,713 | 23% | 3% | Math: 41% ELA: 45% |
| Detroit Community School District | MI | 50,621 | 84% | 12% | Math: 7% ELA: 12% |
| Carlsbad School District | NM | 7,282 | 58% | 9% | Math: 15% ELA: 40% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Leading Educators

CONTACT: David Sigler, DSigler@LeadingEducators.org, 401-440-7704

Vendor Description

Leading Educators partners with school systems to build learning, conditions, and leadership that help teachers focus on what matters most so every student is ready for their next step. The implementation of HQIM is one of the six enabling conditions LE works to establish with schools and districts, and it is directly linked to ensuring educational equity and student access to rigorous content. Leading Educators' theory of action is based on three fundamental convictions:

- **Content is key to equity:** Teacher learning should focus on internalizing high-quality content and setting goals that drive equitable student mastery of that content through challenging assignments.
- **Conditions matter:** We must create enabling conditions and systemwide support for professional learning so it produces consistent improvement over time.
- **Leadership at every level:** We must distribute and support meaningful instructional leadership at all levels from the classroom to the central office.

Professional Learning Services

LE begins each partnership with a discovery process that assesses current instructional strengths and challenges. We work with leaders to jointly determine high leverage priorities after collecting data through existing district materials, surveys, a content knowledge diagnostic tool, classroom observations, and interviews or focus groups.

To help LEAs select HQIM, we start by grounding the work in a vision of excellent instruction and use EdReports to identify instructional materials that best align to their vision with a focus on materials. Finally, we work with the district to create quality indicators that are grounded in the Student Achievement Partners Instructional Practice Guide and curricular priorities.

We have developed a proprietary suite of professional learning plans, resources, content cycles, and rubrics that can help inform LEA leaders, principals, and teachers about the potential impact of HQIM and support them to do their own review of their current instructional materials and alternative options. Finally, we present options aligned with their needs, the resources listed above, and a standards-aligned vision of instructional excellence.

LE supports the formation of a through-line from the teacher level up to the district-leader level. While we help teachers to realize excellent, anti-bias instruction in their schools daily, LE also brings LEA leaders along every step of the way in a collaborative partnership that builds their capacity to sustain this work in perpetuity without the need for an external partner. We co-design customized scaling strategies for each partner so that there is a gradual hands-off of the work that ensures the professional learning systems built around adopted HQIM continue after the partnership concludes.

Sample Partnership Services

| | |
|--------------------------|---|
| Title | Professional Learning that Improves Student Outcomes: An Approach to Developing Teachers' Content Knowledge and Curriculum Expertise |
| Description | By the end of this session, participants will be able to describe the characteristics of effective content-specific professional learning and assess and plan to strengthen district or school conditions for content-specific professional learning. |
| Method | In-person (via PowerPoint, includes small and whole group discussion) |
| Duration | Three hours |
| # of Participants | 300 max. |
| Level of Support | Coaching, collaborative learning, and problem-solving in PLCs |
| SWD/EL Support | SWD/EL |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** thirty to sixty staff members
- **Selecting staff:** Staff members who oversee the implementation of each partnership and provide support to system leaders are former district or school leaders who have, at minimum, a master's degree and the following qualifications:
 - A minimum of ten years professional experience and three years of senior leadership experience
 - Experience building relationships with clients as a trusted advisor
 - Experience leading a team, developing distributed leadership, and managing managers
 - Track record of developing deep subject matter expertise in others
 - Ability to create and implement a programmatic vision aligned to an organization's strategy, mission, and core values
 - Track record of strong communication and systems building
 - Ability to lead and thrive in ambiguity and complexity
- **Training and coaching staff:** Each staff member engages in professional development aligned to performance goals. In addition to external professional development, staff engage in our own internal training content around leadership skills, designing adult-learning content knowledge, and educational equity. Complementing these learning experiences are role-alike professional learning communities within LE where staff troubleshoot common challenges, share best practices, and examine their impact.

Sample of Prior Clients

Since 2011, we have served as professional learning partners for districts and schools across the country, and in recent years our content and curriculum-specific approach has served to broaden and maximize the reach of this work in a meaningful and tangible way. For example, through a consultative partnership with Atlanta Public Schools (APS), Leading Educators helped evolve the district's mindset around high-quality instructional materials. During the consulting engagement, district leaders leveraged EdReports to deepen their understanding of instructional materials and help them evaluate materials currently used in APS classrooms. Additionally, we previewed a pilot launch of content cycles and guidance around assessments. As a response to this new learning, the district launched a strategy focused on getting schools to implement HQIM. We are currently entering our second year supporting the implementation of HQIM in Atlanta schools.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Atlanta Public Schools | GA | 52,147 | 76% | 4% | Math: 20% ELA: 36% |
| DC Public Schools | DC | 48,205 | 53% | 12% | Math: 29% ELA: 30% |
| Baltimore City Public Schools | MD | 80,591 | 100% | 6% | Math: 14% ELA: 19% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Public Consulting Group

CONTACT: Chy Davidson, cdavidson@pcgus.com, 704-668-5385

Vendor Description

PCG's perspective to developing professional learning that improves instructional practice is grounded in the fundamental belief that core instructional practice should serve all learners in core instruction classrooms. To that end, our professional learning opportunities embed the most respected research-based and evidence-based practices for working with all learners with a particular emphasis on serving diverse student subgroups with specific needs and interests (e.g. SwD, EL). PCG designs professional learning that ensures when teachers go into the classroom, they carry with them tools and understandings that will help them better meet the needs of all their students. Deepening educators' professional knowledge and understandings about evidenced based instructional strategies and practices and differentiated instruction increases student learning outcomes and provides a pathway for all students to access to the core content.

Professional Learning Services

Adopting HQIM requires stakeholders to coalesce around a common vision or educational improvement as well as knowledge of the value, foundation, and characteristics of excellent curriculum. Our approach to building this knowledge is to ensure that participants understand what makes HQIM and are able to identify curricula that meet their instructional needs. Based on Learning Forward's guidelines for professional learning, our theory of action focuses on embedding action-oriented goals at the beginning of each session and accomplishing these goals through a consideration of relative research and professional learning activities that often parallel those that will be used with students. To help districts develop and execute a plan for adopting HQIM, PCG proposes the following full-day professional learning workshop, composed of four sessions described below.

PCG builds capacity, not dependence. In all of our professional learning and consultative engagements, we put structures and practices in place to support the longevity of the work beyond the term of the contract. For the professional learning session to help districts identify and adopt HQIM, PCG will provide all presentations, facilitator guides, participant packets and any ancillary videos or other materials to participating districts to ensure that districts can reuse these materials to enculturate new faculty members. This will allow districts to turnkey materials as they choose. In addition, PCG will provide districts with video recordings of the initial sessions presented by PCG facilitators.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Support to Adopt HQIM Aligned to a Strong Instructional |
| Description | Participants will create an instructional vision through an examination of the appropriate content standards and instructional shifts. Participants in all content areas will be able to describe the role that HQIM play in supporting strong instruction and the content-specific criteria that define "high-quality" curricula. Participants will create, modify, and execute a plan that results in the selection and adoption of HQIM and results in stakeholder investment. |
| Delivery method | In-person |
| Duration | One day |
| # of Participants | PCG can accommodate any size group for this session. We assign one facilitator for each 25 participants. |
| Level of Support | Initial and ongoing |
| SWD/EL Support | All workshops offer multiple pathways for engaging with the materials, including ensuring multiple means of action, representation, and engagement. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** PCG currently employs six to fifteen facilitators/trainers/coaches. Additionally, we have a cadre of additional subcontractors with whom we regularly collaborate to provide professional development and coaching.
- **Selecting staff:** PCG assesses candidates based on an advanced degree; years of instructional experience; experience with a variety of delivery models; and success rates based on evaluations.
- **Training staff:** All facilitators engage in rigorous training and will receive certification to facilitate the professional learning program. Project leadership facilitates a train-the-trainer session to prepare staff for service delivery, as well as provide staff with a detailed Facilitator’s Guide.
- **Evaluating staff:** PCG uses a combination of participant feedback and evaluation protocols to assess facilitator strengths and areas in need of improvement.
- **Coaching staff:** Project leadership provides monthly facilitator meetings for facilitators to connect with project leadership around successes and challenges, engage in shared problem-solving, and participate in required calibration activities to ensure the highest level of services.

Sample of Prior Clients

Portland Public Schools, Oregon (July 2018–October 2018): PCG provided professional development to district leaders to support the identification and selection or development of high-quality curriculum. Professional learning focused on building leadership capacity to identify the characteristics of powerful curriculum and recognize those characteristics in lesson or unit plans. Sessions emphasized teaching for equity and included topics such as ensuring access to rigor, decreasing performance variability, and accelerating learning.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA proficiency |
|---------------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Pinellas County Schools | FL | 101,824 | 66% | 6% | Math: 56% ELA: 52% |
| Portland Public Schools | OR | 48,591 | 35% | 8% | Math: 49% ELA: 60% |
| Prince George’s County Public Schools | MD | 132,317 | 66% | 19% | Math: 17% ELA: 30% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: SchoolKit

CONTACT: Ethan Mitnick, ethan@schoolkitgroup.com, 610-858-1546

Vendor Description

At SchoolKit we believe that comprehensive, content-, curriculum-, and role-specific training for all educators paired with implementation support ensures that all students receive meaningful, at-grade-level learning in all classrooms. High-quality materials help set the bar for rigor in all classrooms in alignment with college- and career-ready standards, and they support teachers to ensure that they are offering all students comprehensive at-grade-level learning experiences that will lead them to mastery of content as they progress through the grades. SchoolKit has significant experience supporting individual schools, networks of schools, and school districts with the selection of high-quality instructional materials aligned to college and career ready standards. We work with our partners to identify appropriate resources that not only align with EdReports “green” criteria but also meet the unique needs of the educators and students in the systems.

Professional Learning Services

In partnership with the district, SchoolKit creates a committee of key stakeholders that will meet four to five times over a period of four to six months to provide training to this committee on the foundations of college- and career-ready aligned instruction aligned with their (e.g., the instructional shifts in ELA/literacy or math K-12, evidence-based practices for K-2 literacy, etc.) to build their understanding of the research base behind these instructional approaches. Additionally, we:

- gather information about the current state of instruction in the content area and review the system’s current instructional vision;
- guide the committee to investigate and select two to three top HQIM choices for deeper evaluation using EdReports;
- steward the committee through the process of reviewing and analyzing sample materials from these choices; and
- support the committee in making and communicating a final resource decision.

In addition to supporting curriculum selection, we simultaneously help leaders develop an aligned implementation plan and refined instructional vision that includes comprehensive professional learning for all educators. This allows for increased longevity of implementation of the chosen resource because teachers and leaders are receiving ongoing training on the curriculum, building their capacity to deliver instruction and support other educators who are using the curriculum.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | HQIM Adoption PL |
| Description | SchoolKit will help districts form a curriculum selection committee, train participants, lead each meeting towards key decision points, and ensure stakeholder buy-in on a final curriculum adoption decision. |
| Method | In-person with remote support |
| Duration | Four to eight half-day meetings over four to six months |
| # of Participants | Eight to twelve committee members |
| Level of Support | Systems-level support, initial PL, ongoing PL |

Cost

Contact the vendor for information about the cost of their services.

Staff

We have a talented team of project managers, content designers, and professional learning facilitators that will allow us to successfully provide this training to Delaware educators.

- **Capacity:** We currently employ 60-100 client-facing facilitators/trainers/coaches.
- **Selecting staff:** We have a rigorous selection process for hiring our facilitators, including a three-part comprehensive interview process that includes a resume review, phone screen, and facilitation demonstration and content knowledge interview that takes two to three weeks to complete. All facilitators have robust knowledge of college and career ready standards in ELA and evidence-based practices for early literacy instruction, 5+ years of teaching or school leadership experience, 2+ years of experience with the design and/or delivery of adult professional learning, and advanced degrees or certifications.
- **Training staff:** We provide our facilitators with one full day's worth of training for every day's worth of content they will facilitate onsite, in addition to several weeks of time for self-study of materials. We convene facilitators for in-person and remote training sessions, including live and recorded webinars where they have the opportunity to practice delivering the content and receive targeted feedback on their delivery.
- **Evaluating staff:** We use survey and observation data to evaluate our facilitators' effectiveness during their training process and as they facilitate professional learning onsite. During the training process, we observe facilitators to ensure that they demonstrate adequate preparation to facilitate. Onsite, we observe facilitators using a rubric to assess the extent to which they are able to build a strong group culture, their ability to effectively deliver professional learning, and their demonstration of content knowledge during the sessions in responding to participant questions.
- **Coaching staff:** We provide written feedback and in-person and remote coaching to facilitators during the process of training preparation and as they deliver training onsite, based on areas of focus identified in preparation, survey data, and observations.

Sample of Prior Clients

Independence Mission Schools (Philadelphia, PA): For a network of Catholic Schools in Philadelphia that serves nearly 5,000 students, we led an ELA Curriculum Selection Committee through the research and selection process to choose a new K-8 ELA/Literacy curriculum, including a close study of how well the new curriculum would address foundational literacy instruction. We took the committee through guided learning activities and close critical review of three EdReports green-rated curricula they were considering and supported them in the identification of appropriate vendors and materials selection for their implementation.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|--------------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Omaha Public Schools | NE | 52,836 | 77% | 18% | ELA: 35% Math: 31% |
| Independence Mission Schools | PA | 4,800 | 70% | NR | NR |
| Baltimore Collegiate School for Boys | MD | 480 | 100% | NR | ELA: 11% Math: 11% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Teaching Lab

CONTACT: Auddie Mastroleo, auddie.mastroleo@teachinglab.org, 315-382-3727

Vendor Description

Founded in 2016, Teaching Lab’s mission is to shift the paradigm of teacher professional learning for educational equity. We have partnered with over thirty districts across thirteen states and currently partner with four state education departments, reaching over 500,000 students. Our professional learning services are built on the premise that educators at all levels of a system are responsible for supporting all students in meeting high academic standards, especially students from traditionally underserved groups. Teaching Lab believes that HQIM adoption is an essential part of a system’s instructional vision. We also believe that it is essential for all educators in that system to understand the fundamental design of instructional materials, including the underlying research base and the choices inherent in creating the materials; only then can school systems identify and implement the best instructional materials to support their students.

Professional Learning Services

Teaching Lab’s approach to HQIM adoption and implementation is unique for two major reasons. First, we support systems to consider high-quality, curriculum-specific PL *before* selecting HQIM; we believe it is imperative for systems to think through PL options for each set of HQIM they are considering before making a final decision. We have adapted and improved the open-source Curriculum Support Guide, which aligns with DDOE’s goals by ensuring that users:

- Begin the selection process not by reviewing various products but by establishing a specific, shared vision for curriculum and instruction against which to evaluate every option (Steps I.2, I.3)
- Incorporate stakeholder input, considering questions like “What perspectives do we need on our selection team?” (I.1.C) and “What do we want to learn from each stakeholder group?” (I.3.A)
- Manage the selection process with careful attention to relevant state and local conditions and parameters: for example, teacher evaluation protocols (II.4.D) and SEA recommendations (I.3.C)

Teaching Lab has built an extensive Instructional Materials/Professional Learning Adoption Guide to serve as a backbone for leading teams through materials selection and adoption processes and also as a record for decisions made, turning it into a tool for reflection on process. This way, the Guide becomes a “living” document for LEAs and supports them with continuous improvement while also helping Teaching Lab fine-tune processes over time for work with future LEAs. We aim to support a school system with adoption once while building their internal capacities in such a way that they can continuously improve their process over time without our support.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | High-Quality Instructional Materials & Professional Learning Adoption Process |
| Description | The HQIM & HQPL Adoption Process professional learning is designed to help school systems and system leaders identify, choose, and implement high-quality instructional materials across any content area, with a specific focus on the quality of professional learning for educators. Over the course of twelve to eighteen months, we guide system leaders to develop a vision for high-quality instruction, identify HQIM and aligned HQPL, and begin successful implementation of these materials. |
| Method | Combination of virtual & in-person sessions plus one-on-one consulting. Option for entirely virtual or consultative model. |
| Duration | twelve to eighteen months |
| # of Participants | Work can be scaled to as many participants and school systems as needed. |
| Level of Support | Teaching Lab provides ongoing support to school systems through a combination of in-person sessions, virtual sessions, and as-needed, on-demand virtual consultation. |
| SWD/EL Support | Teaching Lab has a specific focus on professional learning for teachers and educators supporting diverse learners. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Teaching Lab has a team of twenty-two full-time and fifty part-time employees supporting content development, facilitation of professional learning, and district- and state-level consulting.
- **Selecting Staff:** Teaching Lab team members are all former or current teachers or instructional leaders and are certified by the organization to conduct high-quality professional learning aligned with specific curriculum. Facilitators are selected based on a three-screen process:
 - an initial screen to assess content knowledge, pedagogical content knowledge, specific curriculum knowledge, and commitment to educational equity;
 - a performance task focused on professional learning content development and facilitation; and
 - a set of interviews to assess content knowledge, specific curriculum knowledge, equity mindsets, and facilitation skills.
- **Training Staff:** Facilitators engage in >30 hours of curriculum study and >15 hours of practice facilitation. Facilitators then use Teaching Lab's Facilitator Competency Framework to engage in ongoing development and learning over the course of their time at Teaching Lab, engaging in cycles of inquiry about their own practice that mirror the cycles of inquiry used in our professional learning.
- **Evaluating/Coaching Staff:** Facilitator managers observe facilitators, record feedback using our Facilitator Competency Framework, and provide feedback on a regular basis. They also provide formal feedback to every facilitator four times a year and an annual formal performance evaluation.

Sample of Prior Clients

In Nebraska we are running a nineteen-month fellowship for participants from sixteen districts and six regional service centers focused on selecting and implementing HQIM for math, ELA, and science. Phase 1 of the fellowship guides participants through the selection and adoption processes; Phase 2 prepares them for the successful launch of new materials, including a major focus on HQIM-aligned professional learning; and, in Phase 3, Teaching Lab engages leaders as they support teachers and school leaders in both initial and ongoing implementation. In Nebraska's case, Phase 1 (on adoption) involved one in-person kickoff meeting followed by two sets of virtual PLC-type meetings; we are flexible and can adjust structures and logistics to suit DDOE's context.

Additionally, we supported two school systems, Cincinnati Public Schools and B21, in conducting Assets and Needs assessments which led to them piloting Illustrative Math, building teacher buy-in, and then adopting Illustrative Math. In Cincinnati, at the beginning of our engagement, no teachers were using HQIM, and through building their demand, now 50+ teachers are using HQIM.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---------------------------|-------|----------------------------|------------------------------|---------------------------|-------------------------------|
| Cincinnati Public Schools | OH | 34,080 | 72% | 6% | Math: 43% ELA: 42% |
| Building 21 Network | PA | 357 | 99% | Not Reported | Not Reported - Private School |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: TNTP

CONTACT: Jack Perry, jack.perry@tntp.org, 302-276-5959

Vendor Description

A national nonprofit founded by teachers, TNTP helps school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 200 public school districts, charter school networks, and state departments of education to provide professional learning to educators that equips them with the foundational, content-specific knowledge and skill necessary to select materials that support a clear and common vision of great instruction for the content area, with stakeholder participation in the process.

Professional Learning Services

We know that HQIM are necessary but not sufficient to change the experience of students and increase their access to rigorous instruction and grade-level assignments. HQIM must be selected to embody and support a content-specific vision for instruction that acts as a north star for the academic work in a district. TNTP supports districts with professional learning that equips them to set a clear vision and the content-specific knowledge and skill necessary to review and select materials aligned to that vision; we also work directly with LEA leaders to design the review process and to engage stakeholders throughout the process. Our approach consists of leading a combination of virtual and in-person district strategy sessions, facilitating in-person professional learning for reviewers, and providing technical assistance on engaging stakeholders.

Our approach would be determined in partnership with the LEA, however, it could include:

- Creating the vision
- Supporting reviewers
- Developing a review process and tools aligned to the vision
- Engaging Stakeholders

We believe that selecting HQIM grounded in a common, clear vision for instruction in each content area helps to ensure the materials are seen as a means to an end rather than an end in themselves. We design our partnerships to maximize the potential of the selected HQIM by attending to this important relationship between vision and HQIM and supporting leaders in creating effective implementation plans.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Support to Adopt HQIM Aligned to a Strong Instructional Vision |
| Description | TNTP partners with LEAs to design a customized process for selecting and adopting HQIM aligned to a strong vision. Our overall approach includes: co-create/refine the vision, develop process and tools aligned to vision, support reviewers, and engage stakeholders. |
| Method | Blended: In-person and virtual |
| Duration | Three to four months |
| # of Participants | Thirty max. |
| Level of Support | Additional support can be customized to meet the needs of the partner in establishing an instructional vision, selecting and reviewing materials (including stakeholder engagement), or planning for implementation. |
| SWD/EL Support | TNTP can include a specific focus on diverse learners when training reviewers or collecting feedback. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** We have thirty to sixty staff who are client-facing facilitators/trainers/coaches.
- **Selecting Staff:** Our Talent Acquisition team incorporates hiring practices that reduce the influence of bias and ensure candidates have strong experience with an inclusive process. Staff hired to support academic work attend several interviews with a range of TNTP leaders, and complete hiring exercises (including designing content and/or strategy plans for academic work).
- **Training/Coaching Staff:** To support staff's development, we assess their experience and staff them to engagements where they will have the opportunity to grow their knowledge and skills within a particular context and in a specific type of work. We also have several structures for ongoing development of staff in their projects and more generally:
 - Staff are strategically grouped in cohorts with peers and managers who engage in similar work so they can collaborate, learn, and develop.
 - Project managers provide job-embedded feedback and development opportunities tailored to individual needs.
 - Staff can attend external professional development germane to their project work and/or their areas of development.
 - We leverage our internal communications platforms to share knowledge, including: blog posts on our internal wiki; project and regional meetings; internal brown bag sessions; and knowledge sharing sessions during our annual conference.
- **Evaluating Staff:** Each staff person sets individual goals that help them to develop and to successfully contribute to their team and to TNTP. Evaluations are done formally, including a 360-type review, annually and done informally at least one other time during the year.

Sample of Prior Clients

In 2016, TNTP convened thirteen districts in Florida at the Instructional Materials Adoption Summit to arm leaders with the knowledge necessary to select more aligned materials and refine their current materials review policies. At the end of the convening, districts left with clear priorities and a detailed plan to ensure their next selection cycle yielded more aligned materials. Afterward, the Pilot Florida Implementation Network (PFIN), a network of five districts committed to a common vision of great instruction, collaborated on a cross-district material reviews for science and math materials. TNTP served as the convener and provided guidance to districts on developing a multi-year transition to HQIM, facilitated the process for selecting and training reviewers, and managed the cross-district review of materials. Additionally, TNTP facilitated two multi-district working groups focused on sharing best practices and addressing common challenges with the selection of HQIM.

Since 2016, TNTP has supported the LIFT network – a group of committed superintendents from across Tennessee working together to explore innovative approaches in literacy. Each of the twelve districts believed in the potential of HQIM in literacy and started their work with selecting materials to use to improve opportunities for students. TNTP supported districts with their individual review processes with a focus on selecting materials that aligned with the district vision and context as well as the Tennessee ELA Standards.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-----------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Duval School District | FL | 129,583 | 76% | 5% | Math: 53% ELA: 48% |
| Brevard School District | FL | 73,524 | 58% | 4% | Math: 60% ELA: 60% |
| Lenoir City School District | TN | 2,297 | 60% | 11% | Math: 33% ELA: 27% |

* Data compiled from <https://www.greatschools.org/>; April 2020

SYSTEMS-LEVEL SUPPORT TO LAUNCH HIGH-QUALITY INSTRUCTIONAL MATERIALS

Systems-Level Support

The PL partners in this section help educators to develop a clear implementation plan for HQIM, with intentional consideration of the ingredients and steps that will be needed in order to produce long-standing, effective use and support of the HQIM.

As you review these partners, consider evidence that indicates that they would be able to support you in:

- Understanding what great implementation will look like and the kind of planning that will be required in a practical way
- Ensuring that both teachers and leaders have input into the implementation plan
- Ensuring that both teachers and leaders invest significant time in understanding the materials and their roles in supporting and/or skillfully using them
- Evaluating current lesson planning, assessment, grading policies, class schedules, and professional learning/meeting schedules and other structures to determine places where adjustments need to be made to align to the approach of the HQIM and the necessary requirements for sustainable skillful implementation.
- Developing a clear picture of what everyone at the system level and school level need to do in order to support implementation and communicating those responsibilities clearly
- Revisiting the implementation plan at scheduled times to make needed adjustments

VENDOR: ANet

CONTACT: partnerships@achievementnetwork.org

HQIM Expertise

ANet has a depth of experience and expertise providing professional learning aligned to the following high-quality curricula. Of the curricula in this chart, ANet has differing levels of expertise. The bolded curricula are those in which ANet has deep levels of expertise across our organization.

| Publisher | Product Title | Content Area | Grade Level(s) |
|---|-------------------------------------|--------------|----------------|
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-2 |
| EL Education/ Open Up Resources/ LearnZillion | EL Education | ELA | K-5, 6-8 |
| McGraw Hill Education | Wonders | ELA | K-2 |
| Engage NY | Engage NY | ELA | 6-8 |
| Pearson | MyPerspectives | ELA | 6-8, 9-12 |
| Great Minds | Wit & Wisdom | ELA | 3-8 |
| Great Minds | Eureka Math | Math | K-8 |
| LearnZillion | Illustrative Mathematics | Math | 6-8 |
| Open Up Resources | Open Up Resources 6-8 Math | Math | 6-8 |
| Curriculum Associates | Ready Math | Math | K-8 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

Achievement Network (ANet) is a nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. ANet's support of school and district leaders focuses on developing exceptional instructional leaders who have the skills, instructional materials, and leadership capacity necessary to support their teachers in delivering data-driven, standards-aligned instruction. Founded in Boston in 2005 by a group of school leaders, ANet has nearly fifteen years of experience supporting schools and districts in delivering data-driven, high-quality instruction. ANet's model is based around our theory of action, which states that developing school leadership teams is key to ensuring equitable, standards-aligned instruction for all students.

ANet's school partnership helps school leadership teams:

- Build expertise and opinions about standards and instruction
- Build expertise and opinions about data
- Pursue a limited number of school-wide academic priorities through high-quality use of time and structures
- Develop teachers to strengthen instruction and adult culture
- Develop leadership teams to deepen impact across the school

Professional Learning Services

ANet works with leaders to:

- Identify a set of strategic priorities that ensure a cohesive approach to instruction directly tied to HQIM, including a theory of action for how high-quality, standards-aligned materials enable effective teaching and learning
- Build expertise, through PL, for selection of high-quality, standards-aligned instructional materials, using a protocol with research-based criteria
- Build relationships with key stakeholders in the district, including school leaders, teachers, and district-level leaders, which will set the groundwork for a strong and impactful partnership in the years that follow

ANet will continue district-level support with a focus on alignment, progress monitoring, and capacity building. Our support will include:

- System-level support to tackle barriers to quality classroom instruction related to instructional materials and curricula
- Collaborative planning meetings for system leaders and principals to align on progress
- Cycle reviews and learning walks to monitor and adjust school-based curriculum implementation
- Professional learning to build district and school leader expertise and leadership capacity

ANet is committed as an organization to building sustainable client practice by building leadership capacity. Over the course of a year, our coaches use a gradual release model with the leadership teams focused on modeling how leaders can lead teachers through the teaching and learning cycle by planning from HQIM, delivering instruction tied to a HQIM, and using assessment data to reflect on how students are doing and make adjustments. ANet does this work alongside leaders before providing them with scaffolded opportunities to execute on their own.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | ANet System Advising - Systems-Level Support to Launch High-Quality Instructional Materials |
| Description | ANet will provide comprehensive professional learning to leaders to help them develop a clear implementation plan, resulting in the effective use and support of HQIM. ANet partnership will help district leaders build capacity and implement the structures and systems necessary to sustain rigorous instruction. |
| Method | In-person and virtual PL options depending on district needs |
| Duration | Flexible—ANet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate duration. |
| # of Participants | ANet can accommodate as many participants as necessary. The number of participants will alter the number of facilitators needed and the overall price of the sessions. |
| Level of Support | Flexible - ANet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate ongoing support options. |
| SWD/EL Support | ANet PL sessions are created from research-based best practices on the standards, curriculum implementation, and adult learning. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** ANet employs sixteen to thirty facilitators and coaches nationwide who provide systems-level support to Launch HQIM.
- **Selecting staff:** All ANet coaches and school-facing staff members have first-hand experience with data-driven instruction and standards-based education, significant experience managing or coaching other adults, and teaching experience with a proven track record of high achievement results. Many of our ANet coaches hold graduate degrees in educational leadership, policy, and other relevant fields. We also ensure that all of our ANet coaches exhibit strong leadership skills, including relationship building, self-reflection, analytical thinking, and a deep passion and dedication to ANet’s mission of educational equity.
- **Training staff:** ANet provides central training for facilitators led by members of the ANet team who have deep content expertise as well as a strong command of adult learning theory. We then provide job-embedded support for trainers in understanding the specific needs of their audience and tailoring or customizing the content to meet those needs.
- **Evaluating staff:** We measure the effectiveness of our staff in multiple ways, including partnership satisfaction data and outcome measures described in the above effectiveness section. We want to see evidence that the training provided resulted in changes in skill, knowledge, or mindset among the participants.
- **Coaching staff:** ANet provides a range of in-house, job-embedded, and external professional learning opportunities for our trainers.

Sample of Prior Clients

ANet has extensive experience supporting nearly 1000 schools and more than 100 school systems with instructional systems, including but not limited to the adoption and implementation of high-quality instructional materials. This on-the-ground experience with diverse schools gives us a unique lens through which to understand the role that standards-aligned materials play in supporting great teaching and provides us with an invaluable perspective about what it takes to implement HQIM effectively.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Detroit Academy of Arts and Sciences | MI | 705 | 98% | Not reported | Math: 9% ELA: 15% |
| Blackstone Millville Regional School District | MA | 1,713 | 23% | 3% | Math: 41% ELA: 45% |
| Humboldt County Schools | NV | 3,571 | 47% | 12% | Math: 34% ELA: 41% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: ARC

CONTACT: Andrew Canterna, andrew.canterna@americanreading.com, 410-903-9560

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|--------------------------|-----------------------|--------------|----------------|
| American Reading Company | ARC Core [®] | ELA | K–12 |

Vendor Description

Since 1998, ARC has been committed to literacy success for students and teachers. ARC’s mission is for all students to read and write on or above grade level. ARC aims to develop independent, skillful, and confident readers, writers, communicators, and thinkers by providing every student with authentic and rigorous learning experiences through balanced literacy and a culturally responsive approach. ARC’s professional learning is designed to support high-quality implementation of curriculum through an improvement-science mindset. It transforms school culture for sustainable student achievement and positions and supports school and district leaders as head learners and instructors.

At the heart of ARC Core is the belief that all students deserve access to rich content-learning, rigorous high-quality and authentic texts, and engaging, empowering, and thought-provoking writing opportunities and conversations. ARC’s literacy solutions and pedagogical strategies are designed to support the whole student—academically and socio-emotionally. ARC uses relevant and engaging grade-level content and thematic texts to cultivate student’s interests, empathy, community identity, and worldview and provide them motivation for meaningful learning in a class setting. Ultimately, the success of professional learning to support the adoption and implementation of HQIM is its impact on student learning.

Professional Learning Services

The ARC LLS is designed to build organizational capacity to implement ARC Core[®] through a three-phase plan that is uniquely designed to improve student outcomes. The customized support provides Instructional Leadership Teams (ILTs) with the tools and resources to build consensus, develop the appropriate infrastructure, and provide differentiated support to all stakeholders.

- **Phase 1: Organizing for Improvement.** ILTs gain a shared understanding of the ARC Core materials and supports and use that information to analyze their current systems and structures (e.g. ELA and reading blocks, collaborative structures, data systems) and design appropriate improvements.
- **Phase 2: Improvement Cycle Implementation.** Phase 2 leverages the existing system of PL and a variety of qualitative and quantitative data to engage in cycles of inquiry for improvement. During each session, ARC coaches lead ILTs in learning walks of ARC Core classrooms. Coaches then facilitate a debrief to consider data, prioritize changes, and plan Cycles of Professional Learning that use a distributed leadership model. Careful planning expands the skills of all stakeholders and allows for instructional leaders to provide differentiated mentoring and support. Completed Cycles are reviewed in subsequent sessions to monitor, measure, and modify.
- **Phase 3: Living Improvement.** Phase 3 engages networks and schools in a summative analysis of the implementation, using ARC Core resource data and the results of the completed Cycles of Professional Learning. Networks and schools will use the results of this analysis to identify needs, next steps, and new goals and to determine additional metrics for continued implementation and improvements.

Founded and run by educators, ARC is deeply committed to nurturing district and school leaders’ capacity to ensure longevity of effective implementation and sustainability. ARC has a twenty-two-year track record of delivering effective adult learning through the improvement cycle and structures all of its PL around a gradual release model—enhancing leaders’ skill sets to review data, identify goals, and refine school practices beyond the term of the contract.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | American Reading Company Leadership Learning Series (LLS) |
| Description | The ARC LLS is designed to build organizational capacity to implement ARC Core [®] through a three-phase plan, all uniquely designed to improve student outcomes. |
| Method | In-person |
| Duration | Suggested five to ten days |
| # of Participants | Twenty-five max. (one to five schools require one ARC LLS Coach, six schools and more require two ARC LLS Coaches) |
| Level of Support | Expansion in subsequent years of an implementation is built upon the lessons learned and the solid foundation established in the initial implementation. Ongoing support will deepen understanding and skills, address common problems of practice, support strategies for improving achievement of historically under-performing groups of students, etc. |
| SWD/EL Support | ARC Core integrates many robust supports for diverse learners so all learners are included in one rigorous, inclusive inquiry community. ARC Core and ARC Core en español are designed to identify and address the specific literacy needs of each student—including those identified as MLL, gifted, advanced, on-level, and/or as struggling learners—with evidence-based teaching and learning supports. |

Cost

Contact the vendor for information about the cost of their services.

Staffing

- **Capacity:** ARC employs 16–30 staff who are trained to provide systems-level support to launch ARC Core
- **Selecting staff:** ARC’s PL is developed and implemented by Executive Coaches who have been hand-selected based on their demonstrated dedication to the use of research-based practices and the science of improvement to achieve student growth.
- **Training staff:** After an initial 95 hours of onboarding, coaches receive annually 160-200 hours of ongoing professional learning, including schools-of-study analysis, lab-site learning, conference participation, job-embedded training, etc. Coaches selected to facilitate the LLS have a one-year onboarding process.
- **Evaluating staff:** Leadership Learning Series Coaches are guided and evaluated on six Core Competencies that reflect the integrity of an improvement scientist. Inputs for evaluation of Coaches include participant surveys, student assessment results, observations of professional learning, and 360-degree feedback.
- **Coaching staff:** To fully support Coaches in meeting the needs of ARC’s partners, ARC conducts regular on-site observation, evaluation, and training designed for gradual release. Staff members work elbow-to-elbow with seasoned staff to refine their practice in delivering ARC’s comprehensive professional development model.

Sample of Prior Clients

ARC has experience delivering exceptional resources, professional development programs, and ongoing program support for its HQIM since 1998. ARC provides sustained professional development through its Leadership Learning Series (LLS) which is specifically designed for school leaders using a science-of-improvement model. School/district leaders are guided through interactive discussions and activities to apply the theory of action to their unique school context to establish consensus, develop and refine infrastructure, and ensure successful implementation.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Cape Henlopen School District | DE | 5,451 | 47% | 7% | Math: 60% ELA: 67% |
| Forsyth County Public Schools | GA | 47,732 | 16% | 6% | Math: 68% ELA: 79% |
| Chapel Hill City Schools | NC | 12,293 | 25% | 11% | Math: 74% ELA: 69% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Leading Educators](#)

CONTACT: David Sigler, DSigler@LeadingEducators.org, 401-440-7704

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|---------------------------|--------------------------|--------------|----------------|
| Core Knowledge Foundation | CKLA | ELA | K–5 |
| EL Education | EL Education | ELA | K–8 |
| Engage NY | Engage NY | ELA | 9–12 |
| Pearson | MyPerspectives | ELA | 9–12 |
| Great Minds | Eureka | Math | K–12 |
| LearnZillion | Illustrative Mathematics | Math | K–12 |

Vendor Description

Leading Educators (LE) focuses on helping districts develop cohorts of teachers with the skills necessary to lead content-focused professional learning in their schools that accomplishes stronger teaching over time. Since 2008, we have been challenging mindsets and beliefs about what students can do, collaborating to develop deeper content knowledge, and supporting colleagues to try proven approaches in the classroom. High-quality instructional materials (HQIM) serve as a critical foundation for this work—one that undergirds professional learning and saves valuable lesson preparation time for teachers and their content teams. In each partnership, LE works with district leadership teams and leaders in participating schools to ensure conditions are in place and grow stronger over time. Our partnerships at the local and state levels focus on increasing capacity of teachers and leaders alike.

Leading Educators partners with school systems to build learning, conditions, and leadership that help teachers focus on what matters most so every student is ready for their next step. The implementation of HQIM is one of the six enabling conditions LE works to establish with schools and districts, and it is directly linked to ensuring educational equity and student access to rigorous content. Leading Educators' theory of action is based on three fundamental convictions:

- **Content is key to equity.** Teacher learning should focus on internalizing high-quality content and setting goals that drive equitable student mastery of that content through challenging assignments.
- **Conditions matter.** We must create enabling conditions and systemwide support for professional learning so it produces consistent improvement over time.
- **Leadership at every level.** We must distribute and support meaningful instructional leadership at all levels from the classroom to the central office.

Professional Learning Services

The support we provide at the system level happens in frequent check-ins, formal learning experiences, and quarterly retreats. We employ a research-based approach to adult PL that creates a safe, collaborative space where leaders can assess what they do and don't know, learn more about HQIM aligned to rigorous standards, and develop a PL plan that will work in their districts and schools. We focus on four key components:

- Setting a vision and goals for HQIM implementation: After an extensive discovery period where we learn about the LEA's instructional landscape through data analyses, interviews, and joint classroom learning walks, LE convenes LEA leaders in step-back retreats to align goals for HQIM implementation with a clear vision of instructional excellence.
- Establishing the enabling conditions for HQIM and professional learning: LE works with LEA leaders to analyze strengths and challenges around and then prioritize conditions necessary for effective, HQIM-focused professional learning (e.g. adopting HQIM and aligned assessments, ensuring time in the master schedule for teacher collaboration/learning, establishing authentic distributed leadership).
- Building capacity to design/implement HQIM-based professional learning: In each partnership, LE devotes content-specific staff expertise to the design of adult learning sessions on HQIM. Our Directors of Content design HQIM-based professional learning for teachers alongside an LEA counterpart who will gradually take on more of the design work so that the LEA can sustain the design and implementation of HQIM professional learning beyond the partnership's duration.
- Continuous improvement and sustainability of the work: Four times throughout each year of the partnership, LE pulls up on our progress with LEA leaders to analyze how HQIM professional learning is having an impact on teacher practice and student learning outcomes and identify how to continuously improve support in real time.

LE supports form a through-line from the teacher level up to the district leader level. While we help teachers to realize excellent, anti-bias instruction in their schools daily, LE also brings LEA leaders along every step of the way in a collaborative partnership that builds their capacity to sustain this work in perpetuity without the need for an external partner. We co-design customized scaling strategies for each partner so that there is a gradual hand-off of the work that ensures the professional learning systems built around adopted HQIM continue after the partnership concludes.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | I have High-quality Materials. Now What? |
| Description | Participants will deepen their understanding of how teachers can deepen their content knowledge and instructional expertise by engaging in a number of activities including: experientials, reflection, discussions, a self-assessment, and analyzing a case study. |
| Method | In-person |
| Duration | Three hours |
| # of Participants | 300 max. |
| Level of Support | Ongoing Coaching, Classroom Observations & Feedback, Content-specific PLC, Progress Monitoring & Continuous Improvement |
| SWD/EL Support | Customized content cycles for Sp.Ed and ELL teachers |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** thirty to sixty staff members who are equipped to provide systems-level support to launch HQIM
- **Selecting staff:** Staff members who oversee the implementation of each partnership and provide support to system leaders are former district or school leaders who have, at minimum, a master's degree and the following qualifications:
 - A minimum of ten years professional experience and three years of senior leadership experience.
 - Experience building relationships with clients as a trusted advisor
 - Experience leading a team, developing distributed leadership, and managing managers
 - Track record of developing deep subject matter expertise in others
 - Ability to create and implement a programmatic vision aligned to an organization's strategy, mission, and core values
 - Track record of strong communication and strong systems building
 - Ability to lead and thrive in ambiguity and complexity
- **Training and coaching staff:** Each staff member engages in professional development aligned to performance goals. In addition to external professional development, staff engage in our own internal training content around leadership skills, designing adult learning content knowledge, and educational equity. Complementing these learning experiences are role-alike professional learning communities within LE where staff troubleshoot common challenges, share best practices, and examine their impact.

Sample of Prior Clients

Our partnerships at the local and state levels focus on increasing capacity of teachers and leaders alike. Our partners include: The Kentucky DOE, Tulsa Public Schools, CMOs across New Orleans, Chicago Public Schools, North Chicago School District, KIPP-Chicago, Oakland Unified School District, Baltimore City Public Schools, five districts in Grand Rapids, Atlanta Public Schools, the RI DOE and KIPP-Texas.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Tulsa Public Schools | OK | 37,433 | 84% | 20% | Math: 19% ELA: 22% |
| Oakland Unified School District | CA | 50,051 | 73% | 31% | Math: 27% ELA: 33% |
| Chicago Public Schools | IL | 373,700 | 82% | 17% | Math: 24% ELA: 27% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Public Consulting Group](#)

CONTACT: Chy Davidson, cdavidson@pcgus.com, (704) 668-5385

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|-------------------|-----------------------------|--------------|----------------|
| John Wiley & Sons | Paths to College and Career | ELA | 6–8, 9–12 |

Vendor Description

PCG’s perspective to developing professional learning that improves instructional practice is grounded in the fundamental belief that core instructional practice should serve all learners in core instruction classrooms. To that end, our professional learning opportunities embed the most respected research-based and evidence-based practices for working with all learners with a particular emphasis on meeting the needs of serving diverse student subgroups with specific needs and interests (e.g. SwD, EL). PCG designs professional learning that ensures that, when teachers go into the classroom, they carry with them tools and understandings that will help them better meet the needs of all their students. Deepening educators’ professional knowledge and understandings about evidenced based instructional strategies and practices and differentiated instruction increases student learning outcomes and provides a pathway for all students to access to the core content.

Professional Learning Services

Because a successful HQIM implementation depends on establishing a firm foundation, PCG’s approach to helping districts create and execute a plan to implement HQIM focuses on ensuring districts have the tools they need to organize, communicate, and establish effective professional learning structures. PCG will engage participants in a four-session workshop series. Each two-hour, hands-on professional development session will be characterized by targeted instruction, authentic learning activities, coaching, and self-reflection. In between each workshop, PCG will offer a one-hour webinar check-in, where participants can ask questions, troubleshoot with colleagues, and receive just-in-time support.

PCG builds capacity, not dependence. In all of our professional learning and consultative engagements, we put structures and practices in place to support the longevity of the work beyond the term of the contract. For each leadership workshop, PCG will provide all presentations, facilitator guides, participant packets and any ancillary videos or other materials to participating districts to ensure that districts can reuse these materials to enculturate new faculty members. This will allow districts to turnkey materials as they choose. In addition, PCG will provide districts with video recordings of the initial sessions presented by PCG facilitators. Finally, the careful development of an actional implementation plan is designed to support sustainability by offering leaders the opportunity to think about and plan for a long-term implementation solution.

Sample Professional Learning Offering

| | |
|--------------------------------|--|
| Title | Systems-Level Support to Launch HQIM |
| Description of learning | <p>Workshop 1: Organizing for Success. Leaders will learn about structures critical to implementation success. Participants will be charged with recruiting team members by the next session.</p> <p>Workshop 2: Effective Communication. Leaders will learn how to design and implement an effective communication plan. Participants will be asked to develop a communication plan by the next session.</p> <p>Workshop 3: Building Capacity. Leaders will learn how to design an PL calendar to support HQIM implementation. Participants will be asked to develop a draft calendar for the next session. Topics include:</p> <p>Workshop 4: Putting it Together. Leaders will work with colleagues to review and finalize their teams, communication plans, and professional learning and coaching calendar, based on the drafts developed in the first 3 workshops.</p> |
| Delivery method | In-person and virtual |
| Duration | Four two-hour face to face sessions and four one-hour follow-up webinars |
| # of Participants | PCG can accommodate any size group. For face-to-face sessions, PCG will assign one facilitator for each twenty-five participants. For webinars, PCG will host one webinar for every ten participants. |
| Level of Support | Ongoing follow up for this series is built into the design. The four face to face sessions are each followed by a one-hour webinar. |
| SWD/EL Support | All workshops offer multiple pathways for engaging with the materials, including ensuring multiple means of action, representation and engagement. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** PCG currently employs six to fifteen facilitators/trainers/coaches. Additionally, we have a cadre of additional subcontractors with whom we regularly collaborate to provide professional development and coaching.
- **Selecting staff:** PCG assesses candidates based on an advanced degree; years of instructional experience; experience with a variety of delivery models; and success rates based on evaluations.
- **Training staff:** All facilitators engage in rigorous training and will receive certification to facilitate the professional learning program. Project leadership facilitates a train-the-trainer session to prepare staff for service delivery, as well as provide staff with a detailed Facilitator's Guide.
- **Evaluating staff:** PCG uses a combination of participant feedback and evaluation protocols to assess facilitator strengths and areas in need of improvement.
- **Coaching staff:** Project leadership provides monthly facilitator meetings for facilitators to connect with project leadership around successes and challenges, engage in shared problem-solving, and participate in required calibration activities to ensure the highest level of services.

Sample of Prior Clients

Shelby County Schools, Tennessee (June 2016–June 2017): PCG provided support to SCS in its effort to pilot the Paths ELA curriculum across five high schools. To set the district up for success, we collaborated with district leadership to develop an implementation plan, deliver communication templates for stakeholders, and to engage school leadership. We provided continued support through professional learning, classroom walkthroughs, and implementation monitoring.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|----------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Shelby County Schools | TN | 109,591 | 58% | 7% | Math: 21% ELA: 20% |
| Miami-Dade County Public Schools | FL | 354,840 | 77% | 21% | Math: 59% ELA: 57% |
| Lake County Schools | FL | 43,174 | 67% | 5% | Math: 56% ELA: 53% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: SchoolKit

CONTACT: Ethan Mitnick, ethan@schoolkitgroup.com, 610-858-1546

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|-----------------------------------|----------------------|--------------|--------|
| EL Education | EL Education | ELA | K-2 |
| Louisiana Department of Education | ELA Guidebooks | ELA | 3-12 |
| EngageNY Math | EngageNY/Eureka Math | Math | K-12 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

At SchoolKit we believe that comprehensive, content-, curriculum-, and role-specific training for all educators paired with implementation support ensures that all students receive meaningful, at-grade-level learning in all classrooms. High-quality materials help set the bar for rigor in all classrooms in alignment with college- and career-ready standards, and they support teachers to ensure that they are offering all students comprehensive at-grade-level learning experiences that will lead them to mastery of content as they progress through the grades. SchoolKit has significant experience supporting individual schools, networks of schools, and school districts with the development of an implementation plan that results in the effective use and support of high-quality instructional materials.

Professional Learning Services

We take a deeply collaborative approach to supporting SEAs and LEAs to create and execute a plan to implement HQIM. For SEAs/LEAs that have already identified a high-quality curriculum, we create a Curriculum Implementation Committee of local educators and decision-makers that will meet four to five times over four to six months to steward curriculum implementation.

After we engage the committee in initial learning, we take the following steps over the course of four to six months:

- We gather more information about the current state of instruction in the content area, including reviewing school system data and any documents that outline the system's academic vision or strategic priorities.
- We collect inputs from the committee regarding key activities they'd like to see present in their implementation plan.
- We work with decision-makers within the district to draft an implementation plan that is realistic based on the district's unique needs and resources. This plan includes clear timelines, milestones, and deliverables to support students, teachers, and leaders to begin using the curriculum successfully.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Systems-Level Support to Launch HQIM |
| Description | SchoolKit will help districts create a research-aligned plan of curriculum implementation that is customized based on unique resources and needs. This plan includes clear timelines, milestones, and deliverables to support students, teachers, and leaders to begin using the curriculum successfully. |
| Method | In-person with remote support |
| Duration | Four to eight half day meetings over four to six months |
| # of Participants | Eight to twelve committee members |
| Level of Support | Adoption Support, Initial PL, Ongoing PL |
| SWD/EL Support | Not reported |

Cost

\$3,000 per half-day session, \$2,000 per remote day of support and preparation

Staff

We have a talented team of project managers, content designers, and professional learning facilitators that will allow us to successfully provide this training to Delaware educators.

- **Capacity:** We currently employ 60-100 client-facing facilitators/trainers/coaches.
- **Selecting staff:** We have a rigorous selection process for hiring our facilitators, including a three-part comprehensive interview process that includes a resume review, phone screen, and facilitation demonstration and content knowledge interview that takes two to three weeks to complete. All facilitators have robust knowledge of college and career ready standards in ELA and evidence-based practices for early literacy instruction, 5+ years of teaching or school leadership experience, 2+ years of experience with the design and/or delivery of adult professional learning, and advanced degrees or certifications.
- **Training staff:** We provide our facilitators with one full day's worth of training for every day's worth of content they will facilitate onsite, in addition to several weeks of time for self-study of materials. We convene facilitators for in-person and remote training sessions, including live and recorded webinars where they have the opportunity to practice delivering the content and receive targeted feedback on their delivery.
- **Evaluating staff:** We use survey and observation data to evaluate our facilitators' effectiveness during their training process and as they facilitate professional learning onsite. During the training process, we observe facilitators to ensure that they demonstrate adequate preparation to facilitate. Onsite, we observe facilitators using a rubric to assess the extent to which they are able to build a strong group culture, their ability to effectively deliver professional learning, and their demonstration of content knowledge during the sessions in responding to participant questions.
- **Coaching staff:** We provide written feedback and in-person and remote coaching to facilitators during the process of training preparation and as they deliver training onsite, based on areas of focus identified in preparation, survey data, and observations.

Sample of Prior Clients

SchoolKit has significant experience supporting individual schools, networks of schools, and school districts with the development of an implementation plan that results in the effective use and support of high-quality instructional materials. Specifically, we have supported over twenty school districts in Louisiana, Philadelphia, Oklahoma, Baltimore, and Washington, D.C. with the design and implementation of unique, needs-based best-practice aligned implementation plans. We have also provided training to dozens of LEAs on best practices for curriculum implementation through our support of Nebraska's Department of Education.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---------------------------------|-------|----------------------------|------------------------------|------------------------------|--------------------------|
| Denver Public School | CO | 91,822 | 67% | 28% | Math: 32% ELA: 42% |
| Independence Mission Schools | PA | 4,800 | 70% | Not Reported, Private School | |
| Jefferson Parish Public Schools | LA | 50,019 | 84% | 16% | ELA: 40% Math :34% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Teaching Lab](#)

CONTACT: Auddie Mastroleo, auddie.mastroleo@teachinglab.org, 315-382-3727

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|---|---------------------------|--------------|-----------|
| LearnZillion | Louisiana Guidebooks 2.0 | ELA | 3-10 |
| EL Education | EL Education | ELA | K-5, 6-8 |
| Amplify* | CKLA | ELA | K-5 |
| Open Up Resources | OUR Math | Math | 6-8 |
| LearnZillion, Kendall Hunt, McGraw Hill | Illustrative Math | Math | 6-8, 9-12 |
| Zearn* | Zearn | Math | K-5 |
| Great Minds / Engage NY* | Eureka Math/EngageNY Math | Math | K-5 |

*In development, but team members have extensive expertise in supporting educators in using these curricula and are piloting aligned PL this year.

Vendor Description

Founded in 2016, Teaching Lab’s mission is to shift the paradigm of teacher professional learning for educational equity. We have partnered with over thirty districts across thirteen states and currently partner with four state education departments, reaching over 500,000 students. Our professional learning services are built on the premise that educators at all levels of a system are responsible for supporting all students in meeting high academic standards, especially students from traditionally underserved groups. Teaching Lab believes that HQIM adoption is an essential part of a system’s instructional vision. We also believe that it is essential for all educators in that system to understand the fundamental design of instructional materials, including the underlying research base and the choices inherent in creating the materials; only then can school systems identify and implement the best instructional materials to support their students.

Professional Learning Services

Teaching Lab’s approach to HQIM adoption and implementation is unique for two major reasons. First, we support systems to consider high-quality, curriculum-specific PL *before* selecting HQIM; we believe it is imperative for systems to think through PL options for each set of HQIM they are considering before making a final decision. We have adapted and improved the open-source Curriculum Support Guide, which aligns with DDOE’s goals by ensuring that users:

- Begin the selection process not by reviewing various products but by establishing a specific, shared vision for curriculum and instruction against which to evaluate every option (Steps I.2, I.3)
- Incorporate stakeholder input, considering questions like “What perspectives do we need on our selection team?” (I.1.C) and “What do we want to learn from each stakeholder group?” (I.3.A)
- Manage the selection process with careful attention to relevant state and local conditions and parameters: for example, teacher evaluation protocols (II.4.D) and SEA recommendations (I.3.C)

Teaching Lab improves on the Curriculum Support Guide by supporting systems in considering how to support teachers and leaders with high-quality, aligned PL through the launch and implementation of new materials, making equity an explicit priority in the selection process, and working with districts to ensure that the decisions they make are the right ones for all students, especially those belonging to historically marginalized and underserved populations.

To build local capacity for sustaining HQIM-aligned and high-impact PL over time, we work to ensure that every teacher receives a high-impact year of professional learning every year of their careers. In order to achieve this goal, Teaching Lab works through a gradual release model that supports educators in progressing through the stages of Lab Development, developing Lab Leader capacity to lead Labs over time. Finally, we also support school leaders and system leaders to put in place the enabling conditions for sustained and high-impact PL.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | High-Quality Instructional Materials & Professional Learning Adoption Process |
| Description | The HQIM & HQPL Adoption Process professional learning is designed to help school systems and system leaders identify, choose, and implement high-quality instructional materials across any content area, with a specific focus on the quality of professional learning for educators. Over the course of twelve to eighteen months, we guide system leaders to develop a vision for high-quality instruction, identify HQIM and aligned HQPL, and begin successful implementation of these materials. |
| Method | Combination of virtual and in-person sessions plus one-on-one consulting. Option for entirely virtual or consultative model. |
| Duration | Twelve to eighteen months |
| # of Participants | n/a; work can be scaled to as many participants and school systems as needed |
| Level of Support | Teaching Lab provides ongoing support to school systems through a combination of in-person sessions, virtual sessions, and as-needed, on-demand virtual consultation. |
| SWD/EL Support | Teaching Lab has a specific focus on professional learning for teachers and educators supporting diverse learners. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Teaching Lab has a team of twenty-two full-time and fifty part-time employees supporting content development, facilitation of professional learning, and district- and state-level consulting.
- **Selecting staff:** Teaching Lab team members are all former or current teachers or instructional leaders and are certified by the organization to conduct high-quality professional learning aligned with specific curriculum. Facilitators are selected based on a three-screen process:
 - an initial screen to assess content knowledge, pedagogical content knowledge, specific curriculum knowledge, and commitment to educational equity;
 - a performance task focused on professional learning content development and facilitation; and
 - a set of interviews to assess content knowledge, specific curriculum knowledge, equity mindsets, and facilitation skills.
- **Training staff:** Facilitators engage in >30 hours of curriculum study and >15 hours of practice facilitation. Facilitators then use Teaching Lab’s Facilitator Competency Framework to engage in ongoing development and learning over the course of their time at Teaching Lab, engaging in cycles of inquiry about their own practice that mirror the cycles of inquiry used in our professional learning.
- **Evaluating/Coaching staff:** Facilitator managers observe facilitators, record feedback using our Facilitator Competency Framework, and provide feedback on a regular basis. They also provide formal feedback to every facilitator four times a year and an annual formal performance evaluation.

Sample of Prior Clients

Most relevant to this component of the bid is our work in Nebraska, where we are running a nineteen-month fellowship for participants from six districts and six regional service centers focused on selecting and implementing HQIM for math, ELA, and science. Phase 1 of the fellowship guides participants through the selection and adoption processes; Phase 2 prepares them for the successful launch of new materials, including a major focus on HQIM-aligned professional learning; and, in Phase 3, Teaching Lab engages leaders as they support teachers and school leaders in both initial and ongoing implementation. In Nebraska's case, Phase 1 (on adoption) involved one in-person kickoff meeting followed by two sets of virtual PLC-type meetings; we are flexible and can adjust structures and logistics to suit DDOE's context.

Additionally, we supported two school systems, Cincinnati Public Schools and B21, in conducting Assets and Needs assessments which led to them piloting Illustrative Math, building teacher buy-in, and then adopting Illustrative Math. In Cincinnati, at the beginning of our engagement, no teachers were using HQIM, and through building their demand, now 50+ teachers are using HQIM.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Cincinnati Public Schools | OH | 34,080 | 72% | 6% | ELA: 42% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: TNTP

CONTACT: Jack Perry, jack.perry@tntp.org, 302-276-5959

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|--|---|--------------|--------|
| American Reading Company | ARC Core | ELA | K-12 |
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-5 |
| Amplify | Amplify ELA (currently under review by EdReports) | ELA | 6-8 |
| College Board | Springboard English Language Arts | ELA | 9-12 |
| Comprehensive Reading Solutions | Bookworms | ELA | K-5 |
| EngageNY | EngageNY | ELA | 6-8 |
| Great Minds | Wit & Wisdom | ELA | K-8 |
| LearnZillion | Guidebooks | ELA | 3-8 |
| McGraw-Hill Education | StudySync | ELA | 6-12 |
| McGraw-Hill Education | Wonders | ELA | K-5 |
| Odell Education | Developing Core Literacy Proficiencies | ELA | 6-12 |
| Open Up Resources/ LearnZillion/ John Wiley & Sons | EL Education** | ELA | K-8 |
| Pearson | ReadyGen | ELA | K-5 |
| Agile Mind | Agile Mind/Agile Mind Integrated Mathematics | Math | 6-12 |
| CPM Educational Program | CPM Integrated/Traditional | Math | 9-12 |
| Curriculum Associates | Ready | Math | K-8 |
| Great Minds | Eureka Math | Math | K-8 |
| Houghton Mifflin Harcourt | HMH Into Math | Math | K-8 |
| Kendall Hunt | Discovering Mathematics | Math | 9-12 |
| LearnZillion/Open Up Resources | Illustrative Mathematics | Math | 6-8 |
| The Math Learning Center | Bridges in Mathematics | Math | K-5 |
| McGraw-Hill Education | Reveal Math, Common Core Edition | Math | 6-8 |
| McGraw-Hill Education | Core-Plus Mathematics | Math | 9-12 |
| Pearson | enVision Mathematics Common Core | Math | K-12 |

**TNTP is certified by EL Education to provide professional learning for teachers and leaders using their materials.

Vendor Description

A national nonprofit founded by teachers, TNTP helps school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 200 public school districts, charter school networks, and state departments of education to provide professional learning to educators that equips them with the foundational, content-specific knowledge and skill necessary to select materials that support a clear and common vision of great instruction for the content area, with stakeholder participation in the process.

Professional Learning Services

TNTP approaches implementation planning with a commitment to thinking about the system as a whole. We support LEAs to create conditions for successful implementation and to consider the impact of HQIM on all parts of the system. The fundamental actions required for this include:

- Creating a comprehensive and flexible plan to align systems to support implementation
- Building and deepening knowledge of effective instruction and implementation
- Examining data to create urgency and inform the plan.

Through in-person and virtual touch points (including strategy retreats and more informal meetings), TNTP would collaborate to:

- Examine current systems and structures for building capacity and investment
- Determine a scope and sequence of professional learning for teachers and leaders
- Create clear roles and accountability for implementation
- Craft a timeline that includes building investment and considers logistics and systems (e.g., teacher contracts, report card requirements)
- Establish continuous opportunities to engage families
- Develop a plan for monitoring progress, tackling challenges, and adjusting approach

TNTP designs our partnerships to ensure sustainability of the implementation of HQIM by attending to the important relationship between the strategy for implementation and the reality of implementation. We design our partnerships to maximize the potential of the selected HQIM by supporting leaders in creating, supporting, and monitoring effective implementation plans.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Systems-Level Support to Launch HQIM |
| Description | TNTP partners with LEAs to design a customized approach to systems-level support to launch HQIM. For example, TNTP collaborates with LEAs to examine current district systems and structures for building capacity and investment, determine a scope and sequence of professional learning for teachers and leaders, create clear roles and accountability to launch and expand materials usage, craft a timeline that includes building investment and considers logistics and systems, establish continuous opportunities to engage families, and develop a plan for monitoring progress, tackling challenges, and adjusting approach. |
| Method | Blended: In-person and virtual |
| Duration | Around three months |
| # of Participants | Ten to fifteen people; larger groups could be accommodated. |
| Level of Support | Customization of supports and services includes developing and deepening leader knowledge on HQIM, facilitating the development of implementation plans, and building leader capacity on change-management, communication, stakeholder engagement best practices. |
| SWD/EL Support | As TNTP works with partners to devise the strategy for systems-level launch of HQIM, specific focus can be put on diverse learners. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** We have thirty to sixty staff who are client-facing facilitators/trainers/coaches.
- **Selecting Staff:** Our Talent Acquisition team incorporates hiring practices that reduce the influence of bias, and ensure candidates have strong experience with an inclusive process. Staff hired to support academic work attend several interviews with a range of TNTP leaders, and complete hiring exercises (including designing content and/or strategy plans for academic work).
- **Training/Coaching Staff:** To support staff's development, we assess their experience and staff them to engagements where they will have the opportunity to grow their knowledge and skills within a particular context and in a specific type of work. We also have several structures for ongoing development of staff in their projects and more generally:
 - Staff are strategically grouped in cohorts with peers and managers who engage in similar work so they can collaborate, learn, and develop.
 - Project managers provide job-embedded feedback and development opportunities tailored to individual needs.
 - Staff can attend external professional development germane to their project work and/or their areas of development.
 - We leverage our internal communications platforms to share knowledge, including: blog posts on our internal wiki; project and regional meetings; internal brown bag sessions; and knowledge sharing sessions during our annual conference.
- **Evaluating Staff:** Each staff person sets individual goals that help them to develop and to successfully contribute to their team and to TNTP. Evaluations are done formally, including a 360-type review, annually and done informally at least one other time during the year.

Sample of Prior Clients

Since 2016, TNTP has supported the LIFT network—a group of committed superintendents from across Tennessee working together to explore innovative approaches in literacy. Each of the twelve districts believed in the potential of HQIM in literacy and started their work with selecting materials to use to improve opportunities for students. TNTP supported districts with their individual review processes with a focus on selecting materials that aligned with the district vision and context as well as the Tennessee ELA Standards.

In California, Pajaro Valley Unified School District (PVUSD) is working to ensure all students have access to HQIM and instruction that prepares them for college and career. TNTP supported PVUSD with the development of a large-scale pilot of HQIM in nine schools including: initial training, communication with various stakeholders, ongoing professional development and coaching, and progress monitoring tools. TNTP is focused on building internal capacity at the district level to enable effective replication across school sites.

In Louisiana, Richland Parish developed a new district framework in coordination with TNTP with HQIM at the center of the framework. TNTP supported Richland with the strategy, as well as the PL for stakeholders at all levels of the district to ensure effective implementation. TNTP co-designed and facilitated a strategy that included: initial training on HQIM for in literacy, math, and science, ongoing training for district coaches to develop and implement teacher support, and leadership PLCs designed to build capacity and investment.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---------------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Sullivan County School District | TN | 9,758 | 49% | 1% | ELA: 35% Math: 32% |
| Pajaro Valley Unified School District | CA | 20,106 | 77% | 42% | ELA: 32% Math: 23% |
| Richland Parish | LA | 2,882 | 67% | 0% | ELA: 25% Math: 19% |

VENDOR: [WestEd](#)

CONTACT: Kevin Perks, kperks@wested.org, 781-481-1110

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|----------------------------|--------------------------|--------------|----------------|
| Core Knowledge Foundation | CKLA | ELA | K–5 |
| Great Minds | Wit & Wisdom | ELA | K–8 |
| EL Education/ LearnZillion | EL Education | ELA | K–2 |
| EngageNY | EngageNY | ELA | 6–8 |
| Great Minds | Eureka | Math | 6–8 |
| Zearn | Zearn | Math | 1–5 |
| Kendall Hunt | Illustrative Mathematics | Math | 6–8 |

Vendor Description

WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide with headquarters in San Francisco.

WestEd's theory of action for ensuring meaningful learning for all students, including those in Delaware and beyond, is grounded in the following beliefs:

- The ELA and Mathematics standards have raised expectations for students' educational experiences in ways that necessitate educators to shift their instructional practices.
- All educational stakeholders are learners and need to be supported in their professional growth in much the same way our younger learners need support.
- Large scale increases in student learning and reductions in achievement gaps only occur when they are preceded by school-level shifts in teaching practices.
- High-quality instruction must be supported by stakeholders at all levels.

Professional Learning Services

Understanding that every district and school is unique, WestEd is able to customize its approach for supporting the implementation of HQIM. However, most plans that WestEd has developed in partnership with clients have three key features in common. These are intended to address what we have found to be recurring needs that many schools encounter when striving to implement HQIM.

- **Understanding the Standards:** A common challenge we see schools wrestle with, particularly when adopting HQIM, is the belief that teachers do not need to deeply understand the learning standards since the HQIM "already take care of this." WestEd believes HQIM implementation plans must include PL for understanding the standards, including the instructional shifts each promotes.
- **Building Familiarity with the HQIM:** WestEd works to ensure that any implementation plan includes opportunities for teachers to become deeply familiar with all parts of the HQIM, including the strengths and weaknesses, so that they know how use the materials, augmenting and adjusting when necessary, to best meet the needs of their students.
- **Practice Using the HQIM:** HQIM do not replace the hard work of teaching. In fact, the PL around HQIM is critical to supporting effective implementation. Thus, WestEd believes HQIM implementation plans must provide teachers with practice in using the materials to deliver high-quality instruction. This practice should also provide opportunities for teachers to receive feedback around how they are using the HQIM.

For the various services WestEd provides related to HQIM, our goal is to build the capacity of educators to sustain the work without WestEd’s ongoing assistance. WestEd embraces a gradual release approach to professional learning where WestEd facilitators and coaches provide initial training to participants. Then, when necessary, WestEd models the facilitation of processes educators need to replicate and gradually releases support as the work progresses.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | HQIM Readiness Assessment (RA) |
| Description | The HQIM Readiness Assessment (RA) is designed to assess a school’s implementation needs once a new HQIM has been adopted. WestEd will work with district and school leaders to design and implement an RA that can evaluate important components that impact a successful launch of new resources. An RA may include, but need not be limited to, the following: review of current lesson planning practices, observations of classroom instruction, evaluation of the local assessment system and grading practices, analysis of the collaborative capacity to support ongoing professional learning around evidence-based instruction, as well as an audit of scheduling practices. All RA’s conclude with a final report to inform strategic planning. |
| Method | Blend of in-person and virtual |
| Duration | Varies by school based on the level of needs assessment requested |
| # of Participants | WestEd is able to provide training and workshops to any number of participants. In general, we provide one trainer or facilitator for every forty participants. |
| Level of Support | WestEd provides a range of ongoing support options to complement any of our services. Options include one-on-one leadership coaching, embedding support within professional learning communities (PLC), as well as virtual coaching and support for any service. |
| SWD/EL Support | All workshops and trainings are interactive, multimodal, and model Universal Design for Learning in order to support a diverse set of learners. Our goal is to always model high-quality teaching and learning in every workshop. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** WestEd currently employs over thirty facilitators or trainers who are able to provide a range of services related to high-quality instructional materials.
- **Selecting staff:** We have a rigorous hiring process for new staff that includes initial screening, interviews, and model teaching and presentation sessions so we can see them in action.
- **Training staff:** WestEd has a thorough onboarding process to help staff learn and become familiar with WestEd’s standards of professional practice. New staff are provided with a mentor and supervisor. Initial training embraces a model of gradual release where, in many cases, new staff are asked to shadow current staff, then co-present, before providing direct services independently.
- **Evaluating staff:** WestEd engages all staff in an annual performance evaluation that includes a mid-year review and an end-of-year performance evaluation. Individual staff and the organization as a whole use client feedback drive continuous improvement to PL and coaching.
- **Coaching staff:** WestEd has invested in significant cross-training of facilitation providers/consultants so as to increase systems-level thinking and increase flexibility to meet a variety of client needs. In addition, most teams meet multiple times per year to review their existing practices, analyze the impact of their services, as well as receive ongoing professional learning to ensure their practices remain state-of-the-field.

Sample of Prior Clients

WestEd has a wide range of experience working with schools, districts, state agencies, and multistate partnerships in helping educational institutions design, review, implement, and enhance instruction related to high-quality instructional materials.

- **Multistate Leadership Academy for NGSS Implementation:** Carnegie Corporation of New York (2017 – 2019). WestEd created a national leadership academy for state and district leaders across multiple states to support implementation of high-quality instruction using the Next Generation Science Standards (NGSS). WestEd provided leaders with in-person and virtual learning experiences to support them in developing and implementing a systemic, coherent, and sustainable strategic plan for NGSS implementation.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|----------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Regional School Unit #21 | ME | 2,553 | 18% | 1% | Math: 60% ELA: 72% |
| Hobbs Municipal Schools | NM | 9,964 | 63% | 19% | Math: 16% ELA: 35% |
| Maryland Department of Education | MD | NA | NA | NA | NA |

* Data compiled from <https://www.greatschools.org/>; April 2020

INITIAL PROFESSIONAL LEARNING FOR TEACHERS AND LEADERS

Initial PL

The PL partners in this section of the guide support schools and school systems in providing initial or introductory PL to teachers and leaders that builds their familiarity with the structure, approach, and key components of the HQIM.

As you review these partners, consider evidence that indicates that they would be able to support you in:

- Clearly communicating the vision for what great implementation of the materials will look like
- Ensuring that both teachers and leaders invest significant time in understanding the materials and their roles in supporting and/or skillfully using them
- Planning for the components of the materials, including assessments, that all teachers will be using and how system and school leaders would support planning and use
- Regularly revisiting the established roles and responsibilities of leaders and teachers needed to support successful implementation
- Determining the plan for assessment and grading
- Planning to support implementation by appropriately using professional learning time, collaborative planning and coaching support
- Building teachers' and leaders' content-specific instructional vision including foundational knowledge of the Delaware Standards
- Addressing issues of equity and culturally responsive teaching with respect to the specific content and HQIM

VENDOR: Anet

CONTACT: partnerships@achievementnetwork.org

HQIM Expertise

Anet has a depth of experience and expertise providing professional learning aligned to the following high-quality curricula. Of the curricula in this chart, Anet has differing levels of expertise. The bolded curricula are those in which Anet has deep levels of expertise across our organization.

| Publisher | Product Title | Content Area | Grade Level(s) |
|---|-------------------------------------|--------------|----------------|
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-2 |
| EL Education/ Open Up Resources/ LearnZillion | EL Education | ELA | K-5, 6-8 |
| McGraw Hill Education | Wonders | ELA | K-2 |
| Engage NY | Engage NY | ELA | 6-8 |
| Pearson | MyPerspectives | ELA | 6-8, 9-12 |
| Great Minds | Wit & Wisdom | ELA | 3-8 |
| Great Minds | Eureka Math | Math | K-8 |
| LearnZillion | Illustrative Mathematics | Math | 6-8 |
| Open Up Resources | Open Up Resources 6-8 Math | Math | 6-8 |
| Curriculum Associates | Ready Math | Math | K-8 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

Achievement Network (Anet) is a nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. Anet's support of school and district leaders focuses on developing exceptional instructional leaders who have the skills, instructional materials, and leadership capacity necessary to support their teachers in delivering data-driven, standards-aligned instruction. Founded in Boston in 2005 by a group of school leaders, Anet has nearly fifteen years of experience supporting schools and districts in delivering data-driven, high-quality instruction. Anet's model is based around our theory of action, which states that developing school leadership teams is key to ensuring equitable, standards-aligned instruction for all students.

Anet's school partnership helps school leadership teams:

- Build expertise and opinions about standards and instruction
- Build expertise and opinions about data
- Pursue a limited number of school-wide academic priorities through high-quality use of time and structures
- Develop teachers to strengthen instruction and adult culture
- Develop leadership teams to deepen impact across the school

Professional Learning Services

Research and our experience consistently demonstrate that schools with breakthrough results have leadership teams made up of strong instructional leaders and teachers who effectively use data to drive instruction. In light of this, Anet’s model focuses on building the capacity of school leadership personnel around coaching, feedback, and strong instructional leadership through professional development aligned to the Standards of Professional Development and research-based best practices for adult learning.

Anet coaching and professional development sessions build expertise in subject content, standards, lesson and school planning, leadership competencies, and other skills critical to delivering high-quality instruction. The rhythms we help schools put in place, like planning based on a data-driven teaching and learning cycle, strengthen schools’ distributed leadership efforts by empowering a deep bench of instructional leaders to support each other in identifying trends in student learning data and ways to address them.

We provide hands-on practice opportunities that empower participants to directly apply their learning to instruction. Anet coaches meet with schools following professional development sessions to observe classrooms, debrief the session content, and look at student work to support effective implementation of new practices. Anet prioritizes opportunities for schools to learn from each other within networks and across the country. Our sessions feature videos, artifacts, and in-person sharing of best practices to promote collaboration and practice improvement.

Anet works with systems to build their capacity over time so we can scale back our direct support. For example, in our first year of partnership with the Academy of Urban School Leadership (AUSL), we directly coached and modeled strong execution of the Teaching and Learning Cycle for principals and their leadership teams. In our second year, we continued to coach the principals, but turned our attention to also coaching AUSL’s principal managers (Directors of School Learning). In our third year, we expanded our coordination to include the head of teaching and learning and professional development to increase coherence and focus around the messages and support teachers received from their school-based leadership team, as well as their academic supports and coaches centrally. Through this strategic and scaffolded approach, we have been able to drive coherence across the system and build each leader’s and team’s capacity to use their purview and influence to accelerate strong instructional practices across each classroom and school in the system.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Anet Professional Learning—Initial PL for Teachers and Leaders for Implementing High-Quality Instructional Materials |
| Description | Anet will leverage our industry-leading expertise on curriculum implementation, professional learning, and the standards to build principals’ capacity to deliver effective coaching and actionable feedback to teachers. Anet will provide best-in-class professional learning support that is aligned to research-based best practices of adult learning. Our team will use their extensive experience to engage the district in strategy sessions around high-quality curricula implementation. |
| Method | Flexible: in-person and virtual PL options depending on district needs |
| Duration | Flexible: Anet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate duration. |
| # of Participants | Anet can accommodate as many participants as necessary. The number of participants will alter the number of facilitators needed and the overall price of the sessions. |
| Level of Support | Flexible: Anet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate ongoing support options. |
| SWD/EL Support | Anet PL sessions are created from research-based best practices on the standards, curriculum implementation, and adult learning. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Anet employs between 60-100 facilitators and coaches nationwide and could provide between 6-15 facilitators at any one time.
- **Selecting staff:** All Anet coaches and school-facing staff members have first-hand experience with data-driven instruction and standards-based education, significant experience managing or coaching other adults, and teaching experience with a proven track record of high achievement results. Many of our Anet coaches hold graduate degrees in educational leadership, policy, and other relevant fields. We also ensure that all of our Anet coaches exhibit strong leadership skills, including relationship building, self-reflection, analytical thinking, and a deep passion and dedication to Anet’s mission of educational equity.
- **Training staff:** Anet provides central training for facilitators led by members of the Anet team who have deep content expertise as well as a strong command of adult learning theory. We then provide job-embedded support for trainers in understanding the specific needs of their audience and tailoring or customizing the content to meet those needs.
- **Evaluating staff:** We measure the effectiveness of our staff in multiple ways, including partnership satisfaction data and outcome measures described in the above effectiveness section. We want to see evidence that the training provided resulted in changes in skill, knowledge or mindset among the participants.
- **Coaching staff:** Anet provides a range of in-house, job-embedded, and external professional learning opportunities for our trainers.

Sample of Prior Clients

Anet has worked alongside nearly 200 schools to implement HQIM (high-quality determined by a “green” rating on edreports.com), including Eureka Math, Expeditionary Learning (EL), Core Knowledge Language Arts (CKLA), and more. Through this experience, we’ve learned the common challenges that schools and teachers face when implementing high-quality materials and how to support schools in addressing those challenges. For example, we see that teachers often create their own assessments instead of using the assessments embedded within the curriculum. This can create a confusing message for students and families about what the bar for mastery is.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA proficiency |
|---|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Blackstone Millville Regional School District | MA | 1,713 | 23% | 3% | Math: 41% ELA: 45% |
| Detroit Community School District | MI | 50,621 | 84% | 12% | Math: 7% ELA: 12% |
| Carlsbad School District | NM | 7,282 | 58% | 9% | Math: 15% ELA: 40% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: ARC

CONTACT: Andrew Canterna, andrew.canterna@americanreading.com, 410-903-9560

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|--------------------------|-----------------------|--------------|----------------|
| American Reading Company | ARC Core [®] | ELA | K–12 |

Vendor Description

Since 1998, ARC has been committed to literacy success for students and teachers. ARC’s mission is for all students to read and write on or above grade level. ARC aims to develop independent, skillful, and confident readers, writers, communicators, and thinkers by providing every student with authentic and rigorous learning experiences through balanced literacy and a culturally responsive approach. ARC’s professional learning is designed to support high-quality implementation of curriculum through an improvement-science mindset. It transforms school culture for sustainable student achievement and positions and supports school and district leaders as head learners and instructors.

At the heart of ARC Core is the belief that all students deserve access to rich content-learning, rigorous high-quality and authentic texts, and engaging, empowering, and thought-provoking writing opportunities and conversations. ARC’s literacy solutions and pedagogical strategies are designed to support the whole student—academically and socio-emotionally. ARC uses relevant and engaging grade-level content and thematic texts to cultivate student’s interests, empathy, community identity, and worldview and provide them motivation for meaningful learning in a class setting. Ultimately, the success of professional learning to support the adoption and implementation of HQIM is its impact on student learning.

Professional Learning Services

The overall goal of the introductory workshop is to support teachers as they establish structures to create a classroom culture that supports autonomy, engagement, and growth in literacy for all students. Throughout the course of the workshop, teams learn:

- How to administer the baseline and ongoing assessment and set individual Power Goals
- How the materials support the establishment of predictable classroom routines and culture of reading
- How to deliver effective direct instruction
- How to plan and execute equitable small-group skills instruction and individual assessment conferences
- How to best utilize the instructional routines and structures within the daily, weekly, and unit plan
- How to incorporate rich knowledge building in ELA, Science, and Social Studies content through inquiry-based learning and research

Participants work with interactive model lessons, hands-on learning experiences, videos, practical applications, and current professional literature in the instructional style of ARC Core so participants will understand how the structures and routines support learning. Participants engage in a planning cycle and receive feedback from the Executive Coach grounded in the curricular materials. Additionally, participants work with authentic student texts and understand how appropriately complex text moves students as readers and as researchers throughout the school year. The IRLA[®] is presented as a formative assessment through which teachers deeply understand student skills and needs, and it supports helping students find complex texts with which to engage that will facilitate purposeful growth.

Founded and run by educators, ARC is deeply committed to nurturing district and school leaders’ capacity to ensure longevity of effective implementation and sustainability. ARC has a 22-year track record of delivering effective adult learning through the improvement cycle and structures all of its PL around a gradual release model—enhancing leaders’ skill sets to review data, identify goals, and refine school practices beyond the term of the contract.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | ARC Core® Introductory Workshop |
| Description | The ARC Core Introductory Workshop is an initial interactive workshop to launch teacher/leader teams, focusing on transformative literacy design and teacher support in the implementation of ARC Core. |
| Method | In-person |
| Duration | One to two days |
| # of Participants | Twenty-five participants |
| Level of Support | Additional ongoing support options include: ARC Leadership Learning Series and ARC Core Site-Based Professional Learning. |
| SWD/EL Support | ARC Core integrates many robust supports for diverse learners so all learners are included in one rigorous, inclusive inquiry community. ARC Core and ARC Core en español are designed to identify and address the specific literacy needs of each student—including those identified as MLL, gifted, advanced, on-level, and/or as struggling learners—with evidence-based teaching and learning supports. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** ARC employs 60–100 staff who are trained to provide ongoing PL to teachers and leaders on ARC Core.
- **Selecting staff:** ARC’s PL is developed and implemented by Executive Coaches who have been hand-selected based on their use of research-based practices and the science of improvement to achieve student growth. Many ARC Executive Coaches are former teachers and administrators who have implemented ARC curricular materials in their classrooms and schools, who bring extensive knowledge of the Common Core State Standards and Delaware English Language Arts/Literacy Standards, and who are able to highlight their own best practices when facilitating workshops and job-embedded training.
- **Training staff:** Coaches receive ninety-five hours of onboarding to ensure they are knowledgeable about current research practices regarding high-quality curriculum design and implementation, the science of reading, and culturally relevant pedagogy.
- **Evaluating staff:** To fully support Coaches in meeting the needs of ARC’s partners, ARC conducts regular on-site observation, evaluation, and training designed for gradual release.
- **Coaching staff:** Coaches receive annually 160-200 hours of ongoing professional learning, including schools-of-study analysis, lab-site learning, conference participation, job-embedded training, etc. Staff members work elbow-to-elbow with seasoned staff to refine their practice in delivering ARC’s comprehensive professional development model.

Sample of Prior Clients

ARC has extensive experience building teachers' ability to use HQIM through delivering introductory, on-site PL for teachers and leaders to demonstrate the structure, approach, and key components of its HQIM. In the 2019-2020 school year, ARC has delivered approximately 5,487 days of PL for 51,009 teachers and leaders in 1,401 schools and growing. ARC currently provides PL to four Delaware school districts: Caesar Rodney, Cape Henlopen, Christina, and Smyrna.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Caesar Rodney School District | DE | 7,614 | 41% | 4% | Math: 50% ELA: 65% |
| Christina School District | DE | 14,106 | 62% | 13% | Math: 37% ELA: 40% |
| Rapides Parish Schools | LA | 23,329 | 72% | 2% | Math: 33% ELA: 41% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Leading Educators](#)

CONTACT: David Sigler, Dsigler@LeadingEducators.org, 401-440-7704

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|---------------------------|--------------------------|--------------|----------------|
| Core Knowledge Foundation | CKLA | ELA | K–5 |
| EL Education | EL Education | ELA | K–8 |
| Engage NY | Engage NY | ELA | 9–12 |
| Pearson | MyPerspectives | ELA | 9–12 |
| Great Minds | Eureka | Math | K–12 |
| LearnZillion | Illustrative Mathematics | Math | K–12 |

Vendor Description

Leading Educators (LE) focuses on helping districts develop cohorts of teachers with the skills necessary to lead content-focused professional learning in their schools that accomplishes stronger teaching over time. Since 2008, we have been challenging mindsets and beliefs about what students can do, collaborating to develop deeper content knowledge, and supporting colleagues to try proven approaches in the classroom. High-quality instructional materials (HQIM) serve as a critical foundation for this work—one that undergirds professional learning and saves valuable lesson preparation time for teachers and their content teams. In each partnership, LE works with district leadership teams and leaders in participating schools to ensure conditions are in place and grow stronger over time. Our partnerships at the local and state levels focus on increasing capacity of teachers and leaders alike.

Leading Educators partners with school systems to build learning, conditions, and leadership that help teachers focus on what matters most so every student is ready for their next step. The implementation of HQIM is one of the six enabling conditions LE works to establish with schools and districts, and it is directly linked to ensuring educational equity and student access to rigorous content. Leading Educators' theory of action is based on three fundamental convictions:

- **Content is key to equity.** Teacher learning should focus on internalizing high-quality content and setting goals that drive equitable student mastery of that content through challenging assignments.
- **Conditions matter.** We must create enabling conditions and systemwide support for professional learning so it produces consistent improvement over time.
- **Leadership at every level.** We must distribute and support meaningful instructional leadership at all levels from the classroom to the central office.

Professional Learning Services

There are several initial PL touchpoints for teachers and leaders that lay the foundation for a sustained and successful partnership.

- **Induction:** School teams convene as regional cohorts to collaborate alongside other teams across the system as they unpack how the intersections of identities inform their leadership.
- **Summer Institute:** The week-long Regional Institute is an opportunity for participants to learn, develop, and deepen core content knowledge in their content area as the foundation for the work they will lead. They explore a cultural proficiency continuum that serves as a guide to advance social justice and anti-racism through strategic self-reflection on social identities. Participants leave with targeted plans for improving both instruction and student achievement. They will have refined and practiced select content cycles and worked to anticipate leadership challenges in advance.

- **Comprehensive Initial PL for Leaders:** During these touchpoints, school leaders partner closely with LE staff to ensure a vision for excellent instruction aligned to rigorous standards and establish teacher leaders and school teams for the partnership.

LE supports form a through-line from the teacher level up to the district leader level. While we help teachers to realize excellent, anti-bias instruction in their schools daily, LE also brings LEA leaders along every step of the way in a collaborative partnership that builds their capacity to sustain this work in perpetuity without the need for an external partner. LE includes relevant district leaders in each of its programmatic events to deepen content knowledge and anti-bias reflection while building the district's capacity to design and implement this work in future years.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Internalizing Eureka Module 1 |
| Description | Participants will have the opportunity to analyze key mathematical content in Eureka Math Module 1 and to internalize the first lesson in the module. |
| Method | In-person |
| Duration | Three hours |
| # of Participants | 300 max. |
| Level of Support | Coaching, Classroom observations & feedback, Content-specific PLC, Progress Monitoring & Continuous Improvement |
| SWD/EL Support | Customized content cycles for Sp.Ed and ELL teachers |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Thirty to sixty staff members who are equipped to provide initial PL to educators
- **Selecting staff:** Staff members who oversee the implementation of each partnership and provide support to system leaders are former district or school leaders who have, at minimum, a master's degree and the following qualifications:
 - A minimum of ten years professional experience and three years of senior leadership experience.
 - Experience building relationships with clients as a trusted advisor
 - Experience leading a team, developing distributed leadership, and managing managers
 - Track record of developing deep subject matter expertise in others
 - Ability to create and implement a programmatic vision aligned to an organization's strategy, mission, and core values
 - Track record of strong communication and strong systems building
 - Ability to lead and thrive in ambiguity and complexity
- **Training and coaching staff:** Each staff member engages in professional development aligned to performance goals. In addition to external professional development, staff engage in our own internal training content around leadership skills, designing adult learning content knowledge, and educational equity. Complementing these learning experiences are role-alike professional learning communities within LE where staff troubleshoot common challenges, share best practices, and examine their impact.

Sample of Prior Clients

Our partnerships at the local and state levels focus on increasing capacity of teachers and leaders alike. Our partners include: The Kentucky DOE, Tulsa Public Schools, CMOs across New Orleans, Chicago Public Schools, North Chicago School District, KIPP-Chicago, Oakland Unified School District, Baltimore City Public Schools, five districts in Grand Rapids, Atlanta Public Schools, the RI DOE and KIPP-Texas.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Baltimore City Public Schools | MD | 80,591 | 100% | 6% | Math: 14% ELA: 19% |
| Atlanta Public Schools | GA | 52,147 | 76% | 4% | Math: 20% ELA: 36% |
| Tulsa Public Schools | OK | 37,433 | 84% | 20% | Math: 19% ELA: 22% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: SchoolKit

CONTACT: Ethan Mitnick, ethan@schoolkitgroup.com, 610-858-1546

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|-----------------------------------|----------------------|--------------|--------|
| EL Education | EL Education | ELA | K-2 |
| Louisiana Department of Education | ELA Guidebooks | ELA | 3-12 |
| EngageNY Math | EngageNY/Eureka Math | Math | K-12 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

At SchoolKit we believe that comprehensive, content-, curriculum-, and role-specific training for all educators paired with implementation support ensures that all students receive meaningful, at-grade-level learning in all classrooms. High-quality materials help set the bar for rigor in all classrooms in alignment with college- and career-ready standards, and they support teachers to ensure that they are offering all students comprehensive at-grade-level learning experiences that will lead them to mastery of content as they progress through the grades. SchoolKit has significant experience supporting individual schools, districts, and states with the provision of initial and ongoing training for educators that builds familiarity with the research foundations, structure, and key components of HQIM.

Professional Learning Services

Our initial teacher and leader professional learning sessions are grounded in high-quality curriculum materials, which allows educators to explore standards-aligned content pedagogy through the materials that they use in their schools every day. This PL model emphasizes that all students should be included in the core instructional work of the lesson and supports all teachers to prepare to engage all students through high-quality instruction every day. Our introductory professional learning adheres to the following design principles:

- Schoolkit facilitators deliver training with PowerPoints and printed materials to cohorts of up to thirty educators. These cohorts are as narrow by grade level as possible to ensure that teachers and leaders engage with grade level standards and resources aligned to those they teach or support.
- Training sessions typically take place during the summer on pre-scheduled district or school professional development days and are two to three days in length. These sessions set the stage for deeper learning throughout the year.

During these introductory training sessions, teachers will:

- understand the district's decision to adopt the new curriculum resource, along with data that supports the impact of high-quality instructional materials (grounded in TNTP's "The Opportunity Myth");
- explore the Instructional Shifts in ELA/literacy or math to help participants understand the research base supporting the shift to college- and career-ready aligned materials;
- explore how the curriculum is organized and how to access all key components for use in instructional planning; and
- engage in protocols for unit and lesson study that prepare teachers to teach each unit and lesson and build their knowledge of content and pedagogy.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Initial PL for Teacher and Leaders |
| Description | Deliver initial professional development to give teachers and leaders context and buy-in around the new curriculum as well as the tools they need to prepare for instruction. |
| Method | In-person |
| Duration | Two to three days |
| # of Participants | Thirty per cohort |
| Level of Support | Adoption Support, Systems-Level Support, Ongoing PL |
| SWD/EL Support | Not reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

We have a talented team of project managers, content designers, and professional learning facilitators that will allow us to successfully provide this training to Delaware educators.

- **Capacity:** We currently employ 60-100 client-facing facilitators/trainers/coaches.
- **Selecting staff:** We have a rigorous selection process for hiring our facilitators, including a three-part comprehensive interview process that includes a resume review, phone screen, and facilitation demonstration and content knowledge interview that takes two to three weeks to complete. All facilitators have robust knowledge of college and career ready standards in ELA and evidence-based practices for early literacy instruction, 5+ years of teaching or school leadership experience, 2+ years of experience with the design and/or delivery of adult professional learning, and advanced degrees or certifications.
- **Training staff:** We provide our facilitators with one full day's worth of training for every day's worth of content they will facilitate onsite, in addition to several weeks of time for self-study of materials. We convene facilitators for in-person and remote training sessions, including live and recorded webinars where they have the opportunity to practice delivering the content and receive targeted feedback on their delivery.
- **Evaluating staff:** We use survey and observation data to evaluate our facilitators' effectiveness during their training process and as they facilitate professional learning onsite. During the training process, we observe facilitators to ensure that they demonstrate adequate preparation to facilitate. Onsite, we observe facilitators using a rubric to assess the extent to which they are able to build a strong group culture, their ability to effectively deliver professional learning, and their demonstration of content knowledge during the sessions in responding to participant questions.
- **Coaching staff:** We provide written feedback and in-person and remote coaching to facilitators during the process of training preparation and as they deliver training onsite, based on areas of focus identified in preparation, survey data, and observations.

Sample of Prior Clients

SchoolKit has significant experience supporting individual schools, districts, and states with the provision of initial training for educators that builds familiarity with the research foundations, structure, and key components of HQIM. We provide introductory and ongoing training for teachers and leaders on all of our 30+ partnerships with districts and SEAs on a range of open educational resources.

Beginning in 2017, we partnered with the Louisiana Department of Education to design nine days of introductory and deep training on the Guidebooks 2.0 ELA curriculum for district-selected educators in grades 3-12 identified as “Content Leaders.” The goal of this program was to build Content Leaders’ knowledge of ELA content pedagogy, the Guidebooks curriculum, and adult professional learning and provide thirty-six hours of turnkey professional learning modules to bring to teachers in their school. In three years, this program has trained over 800 educators. Additional examples of our recent work are included below:

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------------|-------|----------------------------|------------------------------|------------------------------|--------------------------|
| Baltimore City Public Schools | MD | 80,591 | 100% | 6% | Math: 14% ELA: 19% |
| Sabine Parish Public Schools | LA | 4,416 | 64% | 0% | Math: 30 % ELA: 43% |
| Independence Mission Public Schools | PA | 4,800 | 70% | Not Reported, Private School | |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Teaching Lab](#)

CONTACT: Auddie Mastroleo, auddie.mastroleo@teachinglab.org, 315-382-3727

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|---|-----------------------------|--------------|-----------|
| LearnZillion | Louisiana Guidebooks 2.0 | ELA | 3-10 |
| EL Education | EL Education | ELA | K-5, 6-8 |
| Amplify* | CKLA | ELA | K-5 |
| Open Up Resources | OUR Math | Math | 6-8 |
| LearnZillion, Kendall Hunt, McGraw Hill | Illustrative Math | Math | 6-8, 9-12 |
| Zearn* | Zearn | Math | K-5 |
| Great Minds / Engage NY* | Eureka Math / EngageNY Math | Math | K-5 |

*In development, but team members have extensive expertise in supporting educators in using these curricula and are piloting aligned PL this year.

Vendor Description

Founded in 2016, Teaching Lab's mission is to shift the paradigm of teacher professional learning for educational equity. We have partnered with over thirty districts across thirteen states and currently partner with four state education departments, reaching over 500,000 students. Our professional learning services are built on the premise that educators at all levels of a system are responsible for supporting all students in meeting high academic standards, especially students from traditionally underserved groups. Teaching Lab believes that HQIM adoption is an essential part of a system's instructional vision. We also believe that it is essential for all educators in that system to understand the fundamental design of instructional materials, including the underlying research base and the choices inherent in creating the materials; only then can school systems identify and implement the best instructional materials to support their students.

Professional Learning Services

Teaching Lab partnerships launch with an Assets and Needs assessment, which includes interviews with teachers and leaders and instructional walkthroughs, using the Instructional Practice Guides. Schools also receive well-analyzed data reports which they can use to plan for next steps. Educators then get access to Teaching Lab's curated readings and an online professional learning community. To build buy-in and deep understanding of the HQIM, Educators engage in one to four days of "Bootcamp," orienting them to the curriculum. The Bootcamp is followed by Cycles of Inquiry that last four to six weeks. The first Cycles are aligned with the mindsets and high-leverage practices educators need to successfully launch the use of HQIM. As an example, our "Bootcamp" on Illustrative Mathematics engages participants in the following topics and tasks.

- Vision for Strong and Equitable Instruction in Math
- Equity within the Illustrative Mathematics Curriculum
- Problem-Based Learning
- Unit Internalization, Studying Standards, and Daily Planning
- Launching the Teaching Lab Approach to Content-Based Professional Learning

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | HQIM Initial Professional Learning for Teachers and Leaders |
| Description | For initial PL in the first year of new curriculum adoption, Teaching Lab recommends an Assets and Needs Assessment, followed by six to nine “Bootcamp” days of PL for teachers and teacher leaders. |
| Method | Blended: In-person and virtual |
| Duration | All partnerships with school systems last at least one year and probably three to five years. Year 1: six to nine days of PL for teachers and teacher leaders (flexible) |
| # of Participants | Around 30 participants per facilitator, but Teaching Lab can accommodate hundreds of educators at a time. |
| Level of Support | Teaching Lab believes that systems require about three to five years of implementation support after adopting a new curriculum and level of support declines over time. |
| SWD/EL Support | Teaching Lab team members are experts in supporting diverse learners within content areas. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Teaching Lab has a team of twenty-two full-time and fifty part-time employees supporting content development, facilitation of professional learning, and district- and state-level consulting.
- **Selecting staff:** Teaching Lab team members are all former or current teachers or instructional leaders and are certified by the organization to conduct high-quality professional learning aligned with specific curriculum. Facilitators are selected based on a three-screen process:
 - An initial screen to assess content knowledge, pedagogical content knowledge, specific curriculum knowledge, and commitment to educational equity;
 - a performance task focused on professional learning content development and facilitation; and
 - a set of interviews to assess content knowledge, specific curriculum knowledge, equity mindsets, and facilitation skills.
- **Training staff:** Facilitators engage in >30 hours of curriculum study and >15 hours of practice facilitation. Facilitators then use Teaching Lab’s Facilitator Competency Framework to engage in ongoing development and learning over the course of their time at Teaching Lab, engaging in cycles of inquiry about their own practice that mirror the cycles of inquiry used in our professional learning.
- **Evaluating/Coaching staff:** Facilitator managers observe facilitators, record feedback using our Facilitator Competency Framework, and provide feedback on a regular basis. They also provide formal feedback to every facilitator four times a year and an annual formal performance evaluation.

Sample of Prior Clients

Overall, we have led PL in more than thirty local school systems across ten states and the District of Columbia, and we have partnered directly with four state departments of education to improve PL in their schools and districts. This year, we will provide high-impact professional learning (PL) to over 2000 teacher leaders, hundreds of school leaders and instructional leaders, and several system level leaders.

Most relevant to this component of the bid is our work in Louisiana and Massachusetts, where we convene cohorts of teachers and leaders from across fourteen districts in Louisiana and eight in Massachusetts for PL focused on the specific ELA and math HQIM their systems have recently adopted. Our offerings usually begin with a “Bootcamp,” a two to four-day introduction to the materials grounded in understanding of HQIM design features, state standards, instructional shifts, current research, and equitable instruction. Like all our PL, the boot camps attend to *Head, Heart, and Habits* in ways that build participants’ will and skill to implement their new HQIM in an effective and collaborative way. Different from other providers, we spend time building “heart” which is our term for building teacher buy-in for HQIM and ultimately teacher community and leadership over the new curriculum.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA proficiency |
|------------------------|-------|----------------------------|------------------------------|---------------------------|------------------------------|
| Building 21 Network | PA | 357 | 99% | Not Reported | Not Reported- Private School |
| Freire Charter Network | PA | | | | ELA: 42% Math: % |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: TNTP

CONTACT: Jack Perry, jack.perry@tntp.org, 302-276-5959

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|--|---|--------------|--------|
| American Reading Company | ARC Core | ELA | K-12 |
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-5 |
| Amplify | Amplify ELA (currently under review by EdReports) | ELA | 6-8 |
| College Board | Springboard English Language Arts | ELA | 9-12 |
| Comprehensive Reading Solutions | Bookworms | ELA | K-5 |
| EngageNY | EngageNY | ELA | 6-8 |
| Great Minds | Wit & Wisdom | ELA | K-8 |
| LearnZillion | Guidebooks | ELA | 3-8 |
| McGraw-Hill Education | StudySync | ELA | 6-12 |
| McGraw-Hill Education | Wonders | ELA | K-5 |
| Odell Education | Developing Core Literacy Proficiencies | ELA | 6-12 |
| Open Up Resources/ LearnZillion/ John Wiley & Sons | EL Education** | ELA | K-8 |
| Pearson | ReadyGen | ELA | K-5 |
| Agile Mind | Agile Mind/Agile Mind Integrated Mathematics | Math | 6-12 |
| CPM Educational Program | CPM Integrated/Traditional | Math | 9-12 |
| Curriculum Associates | Ready | Math | K-8 |
| Great Minds | Eureka Math | Math | K-8 |
| Houghton Mifflin Harcourt | HMH Into Math | Math | K-8 |
| Kendall Hunt | Discovering Mathematics | Math | 9-12 |
| LearnZillion/ Open Up Resources | IllustrativeMathematics | Math | 6-8 |
| The Math Learning Center | Bridges in Mathematics | Math | K-5 |
| McGraw-Hill Education | Reveal Math, Common Core Edition | Math | 6-8 |
| McGraw-Hill Education | Core-Plus Mathematics | Math | 9-12 |
| Pearson | nvision Mathematics Common Core | Math | K-12 |

**TNTP is certified by EL Education to provide professional learning for teachers and leaders using their materials.

Vendor Description

TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers, we help school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 200 public school districts, charter school networks, and state departments of education. TNTP has provided high-quality professional learning and strategy support in ELA and Mathematics to schools, LEAs and networks across the country.

Professional Learning Services

Our initial PL helps teachers and leaders understand how to use the HQIM and also the value of using them to ensure students have an equitable experience and access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations. TNTP's approach to initial PL includes three interrelated components:

1. **Building Vision and Investment**
2. **Deep Dive in the Design and Alignment to Vision**
3. **Application and Implementation**

In the leader training, we spend time ensuring district and school leaders are familiar with the content and structures of the HQIM, can plan for how to support teachers in implementation, and can consider the change management required in implementation of materials as well as what progression they should expect to see in teacher and student performance.

In the initial PL, we build capacity to use the materials by introducing routines, protocols, and tools that can be replicated throughout the year. As teachers and leaders become more familiar with the materials they can continue to use the protocols to unpack and analyze lessons, collaboratively plan, and give and receive feedback. Examples are outlined below.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Initial PL for Teachers and Leaders |
| Description | Our PL helps teachers and leaders understand the value of using the HQIM in ensuring students have an equitable experience and access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations. TNTP's approach to initial PL for teachers and leaders includes three interrelated components: building vision and investment, deep dives into the design of materials and alignment to the vision, and application and implementation of the materials using replicable, job-specific protocols. |
| Method | In-person |
| Duration | Two days |
| # of Participants | Fifty people per facilitator |
| Level of Support | In the initial PL, we build capacity to use the materials by introducing routines, protocols, and tools that can be replicated throughout the year. As teachers and leaders become more familiar with the materials they can continue to use the protocols to unpack and analyze lessons, collaboratively plan, and give and receive feedback. |
| SWD/EL Support | Our initial training provides participants with an understanding of how the materials selected support diverse learners and how to leverage the materials to meet student needs. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** We have thirty to sixty staff who are client-facing facilitators/trainers/coaches.
- **Selecting staff:** Our Talent Acquisition team incorporates hiring practices that reduce the influence of bias, and ensure candidates have strong experience with an inclusive process. Staff hired to support academic work attend several interviews with a range of TNTP leaders, and complete hiring exercises (including designing content and/or strategy plans for academic work).
- **Training/Coaching staff:** To support staff's development, we assess their experience and staff them to engagements where they will have the opportunity to grow their knowledge and skills within a particular context and in a specific type of work. We also have several structures for ongoing development of staff in their projects and more generally
 - Staff are strategically grouped in cohorts with peers and managers who engage in similar work so they can collaborate, learn, and develop.
 - Project managers provide job-embedded feedback and development opportunities tailored to individual needs.
 - Staff can attend external professional development germane to their project work and/or their areas of development.
 - We leverage our internal communications platforms to share knowledge, including: blog posts on our internal wiki; project and regional meetings; internal brown bag sessions; and knowledge sharing sessions during our annual conference.
- **Evaluating Staff:** Each staff person sets individual goals that help them to develop and to successfully contribute to their team and to TNTP. Evaluations are done formally, including a 360-type review, annually and done informally at least one other time during the year.

Sample of Prior Clients

TNTP has been leading PL to help districts across the country implement HQIM for seven years. TNTP has extensive experience providing initial PL across schools and districts of varied sizes. In Tennessee, since 2016, TNTP led the LIFT network – a group of superintendents from across Tennessee working to explore innovative approaches in literacy. TNTP provided initial PL to over 620 teachers and leaders to twelve districts focused on building instructional vision and understanding how their materials support that vision. In the LIFT districts, TNTP trained K-5 teachers and leaders using Core Knowledge, EL Education, and Wit & Wisdom.

In Bay County, FL, we trained K-8 teachers and leaders in implementation of the EL Education materials. The two-day training helped 475 teachers understand the curriculum structures, internalize the content and routines, and collaboratively plan the first days of instruction. To meet the unique needs of teachers and address the specific design of the materials, teacher training took place in grade-bands (K-2, 3-5, 6-8). Leader training helped leaders internalize the structures of the materials and understand and plan for the role of change management in effective implementation.

In mathematics, TNTP supported Moffat County district in Colorado to train teachers, instructional coaches and school leaders to effectively use their adopted K-12 mathematics curriculum (Eureka Math and Illustrative Mathematics). We provided initial training on the HQIM for every K-12 math teacher, coach, and principal in the district (fifty-eight teachers across five schools).

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Bay County School District | FL | 28,076 | 59% | 3% | Math: 57% ELA: 53% |
| Moffat County School District | CO | 2,248 | 40% | 8% | Math: 17% ELA: 33% |
| Putnam County School District | TN | 11,421 | 54% | 5% | Math: 46% ELA: 37% |

VENDOR: University of Delaware: Professional Development Center

CONTACT: ELA: Jaime True Daley, Ph.D., jtdaley@udel.edu, 302-831-2560

Math: Faith Muirhead, Ph.D., muirhead@udel.edu, 302-831-4490

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|--|---|--------------|---------|
| Open Up Resources | Bookworms K-5 Reading and Writing | ELA | K-5 |
| Pearson | Investigations* | Math | K-5 |
| Math Learning Center | Bridges in Mathematics | Math | K-5 |
| Houghton Mifflin Harcourt | Math Expressions | Math | K-6 |
| Pearson | enVision Math Common Core | Math | K-8 |
| Curriculum Associates | Ready | Math | K-8 |
| Zearn | Zearn | Math | 1-5 |
| Great Minds | Eureka Math | Math | 6-8 |
| Learn Zillion | Illustrative Math | Math | 6-8, HS |
| Open Up Resources | Open Up Resources 6-8 Math | Math | 6-8 |
| Agile Mind | Agile Mind | Math | 6-8, HS |
| Carnegie Learning | Carnegie Learning Math Solution | Math | 6-8 |
| Utah Department of Education | Utah Middle School Math Project | Math | 7-8 |
| Agile Mind | Agile Mind Integrated | Math | HS |
| Carnegie Learning | Carnegie Learning Math Solutions Integrated | Math | HS |
| McGraw-Hill | Core PLus | Math | HS |
| CPM Educational Program | Core Connections Integrated | Math | HS |
| CPM Educational Program | Core Connections Traditional | Math | HS |
| Kendall Hunt | Discovering Mathematics | Math | HS |
| Pearson | enVision AGA | Math | HS |
| Kendall Hunt/ LearnZillion/ Mc-Graw Hill | Illustrative Mathematics* | Math | HS |
| Mathematics Vision Project | MVP Integrated | Math | HS |
| Mathematics Vision Project | MVP Traditional | Math | HS |

*Pending Review

Vendor Description

The Professional Development Center for Educators (PDCE) at the University of Delaware believes that if we design and deliver a coordinated, flexible system of professional learning, teachers will build understanding and collective efficacy and will be able to use HQIM more effectively, and student achievement will improve. To this end, we have a clear and public commitment to HQIM as a necessary lever for teaching and learning. PDCE specifically targets professional learning services to help schools implement HQIM.

Professional Learning Services

PDCE believes that initial PL for teachers and leaders must be grade specific and practice heavy. The PDCE team believes that teachers need to understand HQIM at their specific grade level, therefore we design and provide grade-level specific training and coaching so that we can serve teachers effectively. We do this work collaboratively, with our PL leaders setting a procedure that allows a grade level team to engage in extensive role play and to find answers for themselves. We believe that a focus on knowledge building of the shift in standards and the underlying literacy constructs builds capacity for all curriculum leadership work, and infrastructure for implementation of HQIM and instructional improvement.

ELA: In our initial ELA PL, we focus on the “what to do” rather than the “why is it designed this way.” We take this stance because of research on conceptual change for teachers (Gregoire, 2003). HQIM is a reform message, and teachers may resist it. In order to embrace it, they must be able to acknowledge that the curriculum requires a different type of teaching, that they are capable of learning to do it, and that they will have to let go of previous practices. This process is difficult, and it requires both cognitive and affective processing. Demonstration and practice outside the classroom present a clear picture of the affordances (and challenges) of the HQIM. It directs teacher attention to actual new instructional routines rather than to creation of a hybrid model with their previous materials and practices. Finally, it allows for a sense of collective embrace of challenge and expectations of progress over time.

Math: Initially we bring teachers together in grade bands (i.e. K-2, 3-5, 6-8, HS) either within a district, or when possible across districts for a two to three-day overview of the materials with a focus on unpacking the instructional features, student supports, philosophy of the author team, and key components of the materials. We begin our coaching work in teachers’ classrooms by planning, modeling warm-ups and/or activities, doing RealTime Coaching, co-teaching, and supporting students. We focus initially on using the materials with integrity and supporting teachers to make good use of their time. We follow up on our coaching sessions with either written or verbal feedback to teachers depending on their schedule. Then, over the course of the year, we bring teachers together in grade level or course-specific groups for a two, three, or six-hour PL day to work on one unit at a time to help the teachers understand the content trajectory, the big mathematical ideas, the mathematical representations of content, the horizon math knowledge in the unit, the author intentions, and the instructional routines.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Summer Professional Learning |
| Description | We will host a summer conference for four days, with strands for administrators, teacher leaders, and teachers at each elementary grade level. |
| Method | In-person |
| Duration | Four days |
| # of Participants | 100 max. |
| Level of Support | Ongoing PL for teachers and leaders |
| SWD/EL Support | We will include specific training in the BW differentiation model and identify supports for students with disabilities and students learning English |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Six to fifteen client-facing facilitators/trainers/coaches
- **Selecting staff:** All staff members we plan to use for this project are currently working at PDCE full time. If we need to replace or expand our team, PDCE has a rigorous system for posting, interviewing, and selecting candidates with master’s degrees, teaching experience, and professional learning experience.
- **Training staff:** PDCE team members meet monthly for day-long PL. They also meet monthly in content teams for more specific PL. Between meetings, they problem solve in all of the ways targeted in this project: face-to-face, on-line, and in their scholarly work.
- **Evaluating staff:** PDCE uses the University’s evaluation system to monitor performance. We will use both the Likert-type evaluations and fall and spring measures of individual and collective efficacy. We will also provide walk-through tools for building and district leaders to use to track and support implementation.

Sample of Prior Clients

PDCE provides and oversees direct services to teachers and leaders restricted to initiatives that are consistent with HQIM. Currently, the PDCE literacy team provides HQIM services to fifty-five Delaware schools. These services include initial training and ongoing professional learning. We have designed and provided initial PL to provide an overview of the materials including the instructional routines, supports for students with learning differences, supports for ELLs, assessing progress, and the content trajectory of the materials with a deep dive into the first unit. Initial PL has included modeling and co-teaching to help support issues of pacing and maintain rigor and cognitive demand. We have created tools for teachers to study the materials to help them understand the intentions of the authors in activity choice, instructional practice choice, and the sequence of activities. We have supported teachers to make instructional choices that are responsive to student needs through planning discussions and the development of formative data collection tools.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Seaford School District | DE | 3,333 | NR | 18% | ELA: 56% Math: 48% |

* Data compiled from <https://www.greatschools.org/>; April 2020

ONGOING PROFESSIONAL LEARNING FOR TEACHERS AND LEADERS



Ongoing PL

The PL partners in this section of the guide support schools and school systems in providing

- ongoing, content-specific, job-embedded professional learning for teachers that builds their ability to use HQIM
- ongoing, job-embedded professional learning for leaders that builds their ability to monitor the quality of implementation and provide aligned support to teachers

As you review these partners, consider evidence that indicates that they would be able to support you in:

- Revisiting and revising your implementation in order to strengthen support for teachers who are using HQIM and leaders who are monitoring and supporting the implementation
- Assisting in gathering accurate information about the quality of implementation and the varying needs of teachers using HQIM
- Assessing the work at both teacher and leadership levels to determine what is working and what is not working
- Communicating about ongoing implementation clearly and in the spirit of continuous improvement
- Building teachers' abilities to skillfully use HQIM as intended
- Building leaders' abilities to support and monitor the quality of implementation
- Building local capacity and supporting sustainable change beyond the contract term

VENDOR: Anet

CONTACT: partnerships@achievementnetwork.org

HQIM Expertise

ANet has a depth of experience and expertise providing professional learning aligned to the following high-quality curricula. Of the curricula in this chart, ANet has differing levels of expertise. The bolded curricula are those in which ANet has deep levels of expertise across our organization.

| Publisher | Product Title | Content Area | Grade Level(s) |
|---|-------------------------------------|--------------|----------------|
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-2 |
| EL Education/ Open Up Resources/ LearnZillion | EL Education | ELA | K-5, 6-8 |
| McGraw Hill Education | Wonders | ELA | K-2 |
| Engage NY | Engage NY | ELA | 6-8 |
| Pearson | MyPerspectives | ELA | 6-8, 9-12 |
| Great Minds | Wit & Wisdom | ELA | 3-8 |
| Great Minds | Eureka Math | Math | K-8 |
| LearnZillion | Illustrative Mathematics | Math | 6-8 |
| Open Up Resources | Open Up Resources 6-8 Math | Math | 6-8 |
| Curriculum Associates | Ready Math | Math | K-8 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

Achievement Network (ANet) is a nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. ANet's support of school and district leaders focuses on developing exceptional instructional leaders who have the skills, instructional materials, and leadership capacity necessary to support their teachers in delivering data-driven, standards-aligned instruction. Founded in Boston in 2005 by a group of school leaders, ANet has nearly fifteen years of experience supporting schools and districts in delivering data-driven, high-quality instruction. ANet's model is based around our theory of action, which states that developing school leadership teams is key to ensuring equitable, standards-aligned instruction for all students.

ANet's school partnership helps school leadership teams:

- Build expertise and opinions about standards and instruction
- Build expertise and opinions about data
- Pursue a limited number of school-wide academic priorities through high-quality use of time and structures
- Develop teachers to strengthen instruction and adult culture
- Develop leadership teams to deepen impact across the school

Professional Learning Services

Research and our experience consistently demonstrate that schools with breakthrough results have leadership teams made up of strong instructional leaders and teachers who effectively use data to drive instruction. In light of this, ANet’s model focuses on building the capacity of school leadership personnel around coaching, feedback, and strong instructional leadership through professional development aligned to the Standards of Professional Development and research-based best practices for adult learning.

ANet coaching and professional development sessions build expertise in subject content, standards, lesson and school planning, leadership competencies, and other skills critical to delivering high-quality instruction. The rhythms we help schools put in place, like planning based on a data-driven teaching and learning cycle, strengthen schools’ distributed leadership efforts by empowering a deep bench of instructional leaders to support each other in identifying trends in student learning data and ways to address them.

We provide hands-on practice opportunities that empower participants to directly apply their learning to instruction. ANet coaches meet with schools following professional development sessions to observe classrooms, debrief the session content, and look at student work to support effective implementation of new practices. ANet prioritizes opportunities for schools to learn from each other within networks and across the country. Our sessions feature videos, artifacts, and in-person sharing of best practices to promote collaboration and practice improvement.

ANet works with systems to build their capacity over time so we can scale back our direct support. For example, in our first year of partnership with the Academy of Urban School Leadership (AUSL), we directly coached and modeled strong execution of the Teaching and Learning Cycle for principals and their leadership teams. In our second year, we continued to coach the principals, but turned our attention to also coaching AUSL’s principal managers (Directors of School Learning). In our third year, we expanded our coordination to include the head of teaching and learning and professional development to increase coherence and focus around the messages and support teachers received from their school-based leadership team, as well as their academic supports and coaches centrally. Through this strategic and scaffolded approach, we have been able to drive coherence across the system and build each leader’s and team’s capacity to use their purview and influence to accelerate strong instructional practices across each classroom and school in the system

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | ANet Professional Learning - Initial PL for Teachers and Leaders for Implementing High-Quality Instructional Materials |
| Description | ANet will leverage our industry-leading expertise on curriculum implementation, professional learning, and the standards to build principals’ capacity to deliver effective coaching and actionable feedback to teachers. ANet will provide best-in-class professional learning support that is aligned to research-based best practices of adult learning. Our team will use their extensive experience to engage the district in strategy sessions around high-quality curricula implementation. |
| Method | Flexible: in-person and virtual PL options depending on district needs |
| Duration | Flexible: ANet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate duration. |
| # of Participants | ANet can accommodate as many participants as necessary. The number of participants will alter the number of facilitators needed and the overall price of the sessions. |
| Level of Support | Flexible: ANet provides a number of engagement structures, ranging from a series of PL sessions to a six-month engagement. We will work alongside the district to determine the appropriate ongoing support options. |
| SWD/EL Support | ANet PL sessions are created from research-based best practices on the standards, curriculum implementation, and adult learning. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** ANet employs between 60-100 facilitators and coaches nationwide and could provide between six to fifteen facilitators at any one time.
- **Selecting staff:** All ANet coaches and school-facing staff members have first-hand experience with data-driven instruction and standards-based education, significant experience managing or coaching other adults, and teaching experience with a proven track record of high achievement results. Many of our ANet coaches hold graduate degrees in educational leadership, policy, and other relevant fields. We also ensure that all of our ANet coaches exhibit strong leadership skills, including relationship building, self-reflection, analytical thinking, and a deep passion and dedication to ANet’s mission of educational equity.
- **Training staff:** ANet provides central training for facilitators led by members of the ANet team who have deep content expertise as well as a strong command of adult learning theory. We then provide job-embedded support for trainers in understanding the specific needs of their audience and tailoring or customizing the content to meet those needs.
- **Evaluating staff:** We measure the effectiveness of our staff in multiple ways, including partnership satisfaction data and outcome measures described in the above effectiveness section. We want to see evidence that the training provided resulted in changes in skill, knowledge or mindset among the participants.
- **Coaching staff:** ANet provides a range of in-house, job-embedded, and external professional learning opportunities for our trainers.

Sample of Prior Clients

ANet has worked alongside nearly 200 schools to implement HQIM (high-quality determined by a “green” rating on edreports.com), including Eureka Math, Expeditionary Learning (EL), Core Knowledge Language Arts (CKLA), and more. Through this experience, we’ve learned the common challenges that schools and teachers face when implementing high-quality materials and how to support schools in addressing those challenges. For example, we see that teachers often create their own assessments instead of using the assessments embedded within the curriculum. This can create a confusing message for students and families about what the bar for mastery is.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|---|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Blackstone Millville Regional School District | MA | 1,713 | 23% | 3% | Math: 41% ELA: 45% |
| Detroit Community School District | MI | 50,621 | 84% | 12% | Math: 7% ELA: 12% |
| Carlsbad School District | NM | 7,282 | 58% | 9% | Math: 15% ELA: 40% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: ARC

CONTACT: Andrew Canterna, andrew.canterna@americanreading.com, 410-903-9560

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|--------------------------|-----------------------|--------------|----------------|
| American Reading Company | ARC Core ^o | ELA | K–12 |

Vendor Description

Since 1998, ARC has been committed to literacy success for students and teachers. ARC’s mission is for all students to read and write on or above grade level. ARC aims to develop independent, skillful, and confident readers, writers, communicators, and thinkers by providing every student with authentic and rigorous learning experiences through balanced literacy and a culturally responsive approach. ARC’s professional learning is designed to support high-quality implementation of curriculum through an improvement-science mindset. It transforms school culture for sustainable student achievement and positions and supports school and district leaders as head learners and instructors.

At the heart of ARC Core is the belief that all students deserve access to rich content-learning, rigorous high-quality and authentic texts, and engaging, empowering, and thought-provoking writing opportunities and conversations. ARC’s literacy solutions and pedagogical strategies are designed to support the whole student—academically and socio-emotionally. ARC uses relevant and engaging grade-level content and thematic texts to cultivate student’s interests, empathy, community identity, and worldview and provide them motivation for meaningful learning in a class setting. Ultimately, the success of professional learning to support the adoption and implementation of HQIM is its impact on student learning.

Professional Learning Services

PL for Teachers: ARC Coaches work collaboratively with teachers in their classrooms and with their PLCs as they learn to effectively implement HQIM and integrate ELA Standards. Coaching supports teachers as they develop a high capacity to deliver strong, grade-level core instruction and differentiated instruction to meet the needs of students across a wide range of skills, interests, and background knowledge. The format of ongoing, job-embedded PL varies to best match the individual goals of districts, schools, and teachers but can include:

- PLC Planning Meetings
- Research Lessons and Modeling
- Accountability Systems/Feedback Loops
- Webinars

PL for Leaders: ARC Leadership Coaches work collaboratively with leaders in their school settings as they effectively oversee HQIM implementation. Leaders are supported by coaches as they develop a high capacity to support positive change cycles through improvement science. At the start of the year, our Leadership Learning Series: Systems Design for ARC Core builds leaders’ instructional vision by actively supporting the ongoing PL for teachers. Each session for leaders reinforces a crucial component of implementation: building a reading culture, modeling student reading conferences, setting Power Goals, and planning and executing small-group instruction. Types of sessions where the above take place include:

- Leadership Team Meetings
- On-Site Workshops
- Accountability Systems/Feedback Loops
- Status Checks (classroom visits + debriefs)
- Quarterly Reviews
- Webinars (online forum) and Family Workshops are also available.

Founded and run by educators, ARC is deeply committed to nurturing district and school leaders’ capacity to ensure longevity of effective implementation and sustainability. ARC has a twenty-two-year track record of delivering effective adult learning through the improvement cycle and structures all of its PL around a gradual release model—enhancing leaders’ skill sets to review data, identify goals, and refine school practices beyond the term of the contract.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | ARC Core® Site-Based Professional Learning |
| Description | ARC Core Site-Based Professional Learning facilitates ongoing, curriculum-specific, job-embedded Cycles of Improvement for educators and leaders implementing ARC Core. |
| Method | American Reading Company Coaches work collaboratively with teachers in their classrooms and with their PLCs as they learn to effectively implement HQIM and integrate ELA Standards. |
| Duration | Suggested ten to thirty days |
| # of Participants | Professional Learning Type: <ul style="list-style-type: none"> • Learning Walks/Status Checks: up to fifteen classrooms per visit • Modeled/Co-facilitated lessons: up to five classrooms and fifteen participants per visit • PLCs: up to five PLCs per visit One on ones: up to eight classrooms per visit |
| Level of Support | Additional ongoing support options include: ARC Leadership Learning Series and ARC Core Introductory Workshop. |
| SWD/EL Support | ARC Core integrates many robust supports for diverse learners so all learners are included in one rigorous, inclusive inquiry community. ARC Core and ARC Core en español are designed to identify and address the specific literacy needs of each student—including those identified as MLL, gifted, advanced, on-level, and/or as struggling learners—with evidence-based teaching and learning supports. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** ARC employs 60–100 staff who are trained to provide initial PL to teachers and leaders on ARC Core.
- **Selecting Staff:** ARC’s PL is developed and implemented by Executive Coaches who have been hand-selected based on their use of research-based practices and the science of improvement to achieve student growth. Many ARC Executive Coaches are former teachers and administrators who have implemented ARC curricular materials in their classrooms and schools, who bring extensive knowledge of the Common Core State Standards and Delaware English Language Arts/Literacy Standards, and who are able to highlight their own best practices when facilitating workshops and job-embedded training.
- **Training Staff:** Coaches receive ninety-five hours of onboarding to ensure they are knowledgeable about current research practices regarding high-quality curriculum design and implementation, the science of reading, and culturally relevant pedagogy.
- **Evaluating Staff:** To fully support Coaches in meeting the needs of ARC’s partners, ARC conducts regular on-site observation, evaluation, and training designed for gradual release
- **Coaching Staff:** Coaches receive annually 160-200 hours of ongoing professional learning, including schools-of-study analysis, lab-site learning, conference participation, job-embedded training, etc. Staff members work elbow-to-elbow with seasoned staff to refine their practice in delivering ARC’s comprehensive professional development model.

Sample of Prior Clients

ARC has extensive experience building teachers' ability to use HQIM through delivering ongoing, curriculum-specific, job-embedded PL for teachers in schools and systems. In the 2019-2020 school year, ARC has delivered approximately 5,487 days of PL for 51,009 teachers and leaders in 1,401 schools and growing. ARC currently provides PL to four Delaware districts: Caesar Rodney, Cape Henlopen, Christina, and Smyrna.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|------------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Cape Henlopen School District | DE | 5,451 | 47% | 7% | Math: 60% ELA: 67% |
| Smyrna School District | DE | 5,486 | 37% | 2% | Math: 51% ELA: 57% |
| Wallenpaupack Area School District | PA | 2,945 | 57% | 0% | Math: 49% ELA: 64% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Delaware Mathematics Coalition

CONTACT: Jamila Riser, jqriser@gmail.com, 302-228-1446

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|--|----------------------|---------------------|-----------------------|
| Math Learning Center | Bridges | Mathematics | K-5 |
| McGraw Hill/ Kendall Hunt/ Open Source | Illustrative Math | Mathematics | 6-9 |
| Great Minds | Eureka | Mathematics | K-5 |

Vendor Description

The Delaware Mathematics Coalition (DMC) envisions classrooms in which confident and competent problem solvers flourish; all students are productively engaged in challenging mathematics instruction, and all teachers are supported in their efforts to become more knowledgeable and reflective practitioners. DMC members recognize the tremendous value of professional learning and professional development in leveraging school change and communicate their commitment to their vision and mission through their ongoing engagement, support, and high participation in DMC-sponsored projects, conferences, and local mathematics leadership programs.

The DMC's PL model is designed to address multiple challenges that districts face in supporting new and experienced teachers who are using high-quality instructional materials (HQIM). Our theory of change is based on the importance of "connecting" the curricular content-based professional learning to the work of job-embedded reflective practice around skillful implementation. For example, working with teachers in four of Christina's city schools, our staff modeled grade-level content lessons and focused attention on the value of the teachers' guide and the Bridges mathematics background pages. The curricular content training was followed by four cycles of pre-planning, lesson implementation and discussions of student thinking and learning. After implementing the lesson, the project-based connectors, teachers, and coaches identified the key moments and the pedagogical strategies that enabled the teacher to maximize student engagement and conceptual understanding. The Christina teachers and coaches welcomed the work together, and agreed the cycles had a strong, positive impact on their teaching.

Professional Learning Services

In the DMC HQPL model, teachers, coaches, and connectors engage side-by-side in professional learning that is "connected" to a follow-up video analysis lesson study cycle initiated by our staff "connectors." In anticipation of the job-embedded cycle, teachers, coaches, and connectors practice the steps of the process together. This preparation demystifies the video lesson analysis cycle and builds trust in the process. The elements of the cycle are described in broad terms during the community PL sessions with practice together on some of the specifics. For example, we talk about the difference between "nuts and bolts" planning and in-depth "unpacking" of a lesson. In grade level groups we practice unpacking a lesson together by sharing questions and insights related to the math content. Working together, teachers and coaches also prepare by talking about classroom video using commercial classroom clips and a protocol for defining and focusing attention on critical learning opportunities within a lesson.

Sustainability is a critical aspect of the DMC's systemic work. The engagement of teachers (new and veteran), coaches/specialists, and administrators supports our vision for shifting the culture of the school environment to one that more routinely promotes robust mathematics conversations about teaching and learning. The use of video analysis and an expanding video library of HQIM lessons provides stakeholders in the state with opportunities to extend participants' PL experiences and make analysis of teaching a cultural norm in their schools. Our vision for professional practice is anchored in the need to build nested communities of learners and leaders at the state, district, and school levels and examine teaching from a learning stance. The model is designed with sustainability in mind and vital to DE's progress.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Elementary Leadership Coaching Lab (Bridges) |
| Description | Content Focus includes connecting our knowledge of Number Properties and Structure to a deeper understanding of elementary base ten operations. Mathematical Practices include developing and exploring conjectures, articulating and revising claims, justifying claims with story problems and visual models, developing symbolic justification based on visual models, using revision strategies to enhance mathematically precise language. Job-Embedded Coaching Cycle includes unpacking a HQIM lesson, preparing to teach by going beyond the “nuts and bolts”, what to look for in a classroom clip, and how to conduct a mathematically-intense follow up conversation. |
| Method | Blended: includes face-to-face PL with follow-up video analysis lesson study cycles following each session during the academic year (four to five cycles) |
| Duration | nine days (four days during the summer and five days during the school year) |
| # of Participants | Forty to fifty max. (Cross-District w/ the option to support multiple cohorts statewide) |
| Level of Support | PL includes five days of support throughout the school year. |
| SWD/EL Support | Not reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** DMC employs six to fifteen staff members who are equipped to provide ongoing support for HQIM
- **Selecting staff:** In recruiting members of the DMC team, we seek out retired educators with a successful history teaching mathematics and serving in leadership capacities at the school, district, or state levels.
- **Training and coaching staff:** Our staff attend five days of connector training focused on the elements of a video analysis lesson cycle. This training is facilitated by our senior personnel as well as University advisors. Junior members of the team are supported with a partner and mentor who teams with them at first to ensure their success. Facilitators and connectors will keep extensive field notes and planning notes that are reviewed collaboratively at long range planning meetings across the year. These also include classroom videos and project-based protocols.

Sample of Prior Clients

The DMC has a history of engaging in partnership work in support of the skillful use of high-quality instructional materials. The organization has spearheaded multiple successful curriculum-based projects across the year including supporting professional learning and coaching for the Appoquinimink, Cape Henlopen, Christina, and Smyrna School Districts in the context of their Bridges implementation.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Appoquinimink School District | DE | 10,882 | 23% | 3% | Math: 52% ELA: 65% |
| Cape Henlopen School District | DE | 5,451 | 47% | 7% | Math: 60% ELA: 67% |
| Christina School District | DE | 14,106 | 62% | 13% | Math: 37% ELA: 40% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: Leading Educators

CONTACT: David Sigler, Dsigler@LeadingEducators.org, 401-440-7704

HQIM Expertise

| Publisher | Product Title | Content Area | Grade Level(s) |
|---------------------------|--------------------------|--------------|----------------|
| Core Knowledge Foundation | CKLA | ELA | K–5 |
| EL Education | EL Education | ELA | K–8 |
| Engage NY | Engage NY | ELA | 9–12 |
| Pearson | MyPerspectives | ELA | 9–12 |
| Great Minds | Eureka | Math | K–12 |
| LearnZillion | Illustrative Mathematics | Math | K–12 |

Vendor Description

Leading Educators (LE) focuses on helping districts develop cohorts of teachers with the skills necessary to lead content-focused professional learning in their schools that accomplishes stronger teaching over time. Since 2008, we have been challenging mindsets and beliefs about what students can do, collaborating to develop deeper content knowledge, and supporting colleagues to try proven approaches in the classroom. High-quality instructional materials (HQIM) serve as a critical foundation for this work—one that undergirds professional learning and saves valuable lesson preparation time for teachers and their content teams. In each partnership, LE works with district leadership teams and leaders in participating schools to ensure conditions are in place and grow stronger over time. Our partnerships at the local and state levels focus on increasing capacity of teachers and leaders alike.

LE partners with school systems to build learning, conditions, and leadership that help teachers focus on what matters most so every student is ready for their next step. The implementation of HQIM is one of the six enabling conditions LE works to establish with schools and districts, and it is directly linked to ensuring educational equity and student access to rigorous content. Leading Educators' theory of action is based on three fundamental convictions:

- **Content is key to equity.** Teacher learning should focus on internalizing high-quality content and setting goals that drive equitable student mastery of that content through challenging assignments.
- **Conditions matter.** We must create enabling conditions and systemwide support for professional learning so it produces consistent improvement over time.
- **Leadership at every level.** We must distribute and support meaningful instructional leadership at all levels from the classroom to the central office.

Professional Learning Services

There are a number of options that can be customized to best serve partner districts:

- **Model Schools:** Curriculum coaching that shows positive signs of early implementation can more quickly yield shifts in teacher practice. These schools become models for the district that serve as exemplars for professional learning for teachers, principals, and district leaders.
- **School Year Workshops:** Teacher leaders engage in sessions that deepen their skills in instructional leadership and management, including explicit support in examining their identities and biases to prepare to facilitate learning conversations about equity. Additionally, school leaders PLCs allow for collaboration with our leaders.

- **Learning Labs:** Content and grade-level affinity groups across schools convene to internalize and plan for an upcoming content cycle, allowing teacher leaders to troubleshoot the cycle before they lead it with their content teams.
- **Coaching:** Leading Educators' coaches support teacher leaders and principals in analyzing data, as well as setting and attaining ambitious goals for their students and teachers. Coaches provide safe opportunities to practice and receive evidenced-based feedback and build teacher leadership capacity through content cycle planning and implementation.
- **School Data Reviews:** Every quarter, Leadership Coaches pull up on school data and Theory of Action plans to assess progress towards student learning, teacher practice, and leadership practice goals. This process guides school teams in identifying and troubleshooting potential challenges and provides scaffolded support in setting goals.

LE supports form a through-line from the teacher level up to the district leader level. While we help teachers to realize excellent, anti-bias instruction in their schools daily, LE also brings LEA leaders along every step of the way in a collaborative partnership that builds their capacity to sustain this work in perpetuity without the need for an external partner. LE includes relevant district leaders in each of its programmatic events to deepen content knowledge and anti-bias reflection while building the district's capacity to design and implement this work in future years.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | LA Learning Lab: Additional Scaffolds, Subtopics 2 & 3 |
| Description | This session builds on the internalization skills of the teacher leaders as they prepare to facilitate two more upcoming Subtopics from Content Cycle 2. Teachers will start by activating their schema about the learning from Subtopic 1 of this cycle and how they anticipate the next will build on it. Then, teachers will experience a facilitator-led model as a participant (teacher hat) of a high leverage section of the Subtopic 2 session. They will then have time to read/internalize the session and ask questions to the facilitator and colleagues as they arise. After the break, they will experience a model of Subtopic 3 with time to internalize and ask questions during their work time. |
| Method | In-person |
| Duration | 150 minutes |
| # of Participants | 300 max. |
| Level of Support | Coaching, Classroom observations & feedback, Content-specific PLC, Progress Monitoring & Continuous Improvement |
| SWD/EL Support | Customized content cycles for Sp.Ed and ELL teachers |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** thirty to sixty staff members who are equipped to provide ongoing PL to educators
- **Selecting staff:** Staff members who oversee the implementation of each partnership and provide support to system leaders are former district or school leaders who have, at minimum, a master's degree and the following qualifications:
 - A minimum of ten years professional experience and three years of senior leadership experience.
 - Experience building relationships with clients as a trusted advisor
 - Experience leading a team, developing distributed leadership, and managing managers
 - Track record of developing deep subject matter expertise in others
 - Ability to create and implement a programmatic vision aligned to an organization's strategy, mission, and core values
 - Track record of strong communication and strong systems building
 - Ability to lead and thrive in ambiguity and complexity
- **Training/coaching staff:** Each staff member engages in professional development aligned to performance goals. In addition to external professional development, staff engage in our own internal training content around leadership skills, designing adult learning content knowledge, and educational equity. Complementing these learning experiences are role-alike professional learning communities within LE where staff troubleshoot common challenges, share best practices, and examine their impact.

Sample of Prior Clients

During the 2019-2020 school year, Leading Educators worked with 215 teacher leaders who, in turn, impacted approximately 570 teachers and 49,000 students in almost 100 schools throughout the country. Since our inception in 2008, Leading Educators' highly experienced program team has trained and developed over 2,100 teacher leaders who have impacted over to 5,000 additional teachers and more than 450,000 students in New Orleans, Kansas City, Memphis, Washington, DC, and other cities in Louisiana, Illinois, Connecticut, Colorado, Texas, Massachusetts, Michigan, and New York.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|--------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Baltimore Public Schools | MD | 80,591 | 100% | 6% | Math: 14% ELA: 19% |
| Atlanta Public Schools | GA | 52,147 | 76% | 4% | Math: 20% ELA: 36% |
| DC Public Schools | DC | 48,205 | 53% | 12% | Math: 29% ELA: 30% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: SchoolKit

CONTACT: Ethan Mitnick, ethan@schoolkitgroup.com, 610-858-1546

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|-----------------------------------|----------------------|--------------|--------|
| EL Education | EL Education | ELA | K-2 |
| Louisiana Department of Education | ELA Guidebooks | ELA | 3-12 |
| EngageNY Math | EngageNY/Eureka Math | Math | K-12 |
| Zearn | Zearn | Math | K-5 |

Vendor Description

At SchoolKit we believe that comprehensive, content-, curriculum-, and role-specific training for all educators paired with implementation support ensures that all students receive meaningful, at-grade-level learning in all classrooms. High-quality materials help set the bar for rigor in all classrooms in alignment with college- and career-ready standards, and they support teachers to ensure that they are offering all students comprehensive at-grade-level learning experiences that will lead them to mastery of content as they progress through the grades. SchoolKit has significant experience supporting individual schools, districts, and states with the provision of initial and ongoing training for educators that builds familiarity with the research foundations, structure, and key components of HQIM.

Professional Learning Services

Our ongoing teacher and leader professional learning sessions are grounded in high-quality curriculum materials, which allows educators to explore standards-aligned content pedagogy through the materials that they use in their schools every day. This PL model emphasizes that all students should be included in the core instructional work of the lesson and supports all teachers to prepare to engage all students through high-quality instruction every day. Our introductory professional learning adheres to the following design principles:

- Schoolkit facilitators deliver training with PowerPoints and printed materials to cohorts of up to thirty educators. These cohorts are as narrow by grade level as possible to ensure that teachers and leaders engage with grade level standards and resources aligned to those they teach or support.
- Training sessions typically take place during the summer on pre-scheduled district or school professional development days and are two to three days in length. These sessions set the stage for deeper learning throughout the year.

Our training sessions are job-embedded and incorporate a cycle of inquiry model, adapted from the “Plan, Do, Study, Act” model described by W. Edwards Deming. In this continuous improvement cycle, educators first learn foundational knowledge and new content through exploring relevant research, engaging in model standards-aligned lesson activities, and practicing key strategies embedded in the curriculum. Educators then collaboratively plan to apply these new practices with support and feedback from our facilitators. Between sessions, teachers implement their plans and collect evidence from their application. In later sessions, educators analyze their artifacts with a role-alike team, provide feedback to each other, reflect on their shared experiences, and plan future adjustments to their practice.

Sample Professional Learning Offering

| | |
|--------------------------|---|
| Title | Ongoing PL for Teacher and Leaders |
| Description | Deliver ongoing professional development to help teachers and leaders learn deeply about the content and pedagogy embedded in their curriculum and how to apply this knowledge in the classroom |
| Method | In-person |
| Duration | Four to seven days |
| # of Participants | Thirty per cohort |
| Level of Support | Adoption Support, Systems-Level Support, Initial PL |
| SWD/EL Support | Not reported |

Cost

Contact the vendor for information about the cost of their services.

Staff

We have a talented team of project managers, content designers, and professional learning facilitators that will allow us to successfully provide this training to Delaware educators.

- **Capacity:** We currently employ 60-100 client-facing facilitators/trainers/coaches.
- **Selecting staff:** We have a rigorous selection process for hiring our facilitators, including a three-part comprehensive interview process that includes a resume review, phone screen, and facilitation demonstration and content knowledge interview that takes two to three weeks to complete. All facilitators have robust knowledge of college and career ready standards in ELA and evidence-based practices for early literacy instruction, 5+ years of teaching or school leadership experience, 2+ years of experience with the design and/or delivery of adult professional learning, and advanced degrees or certifications.
- **Training staff:** We provide our facilitators with one full day's worth of training for every day's worth of content they will facilitate onsite, in addition to several weeks of time for self-study of materials. We convene facilitators for in-person and remote training sessions, including live and recorded webinars where they have the opportunity to practice delivering the content and receive targeted feedback on their delivery.
- **Evaluating staff:** We use survey and observation data to evaluate our facilitators' effectiveness during their training process and as they facilitate professional learning onsite. During the training process, we observe facilitators to ensure that they demonstrate adequate preparation to facilitate. Onsite, we observe facilitators using a rubric to assess the extent to which they are able to build a strong group culture, their ability to effectively deliver professional learning, and their demonstration of content knowledge during the sessions in responding to participant questions.
- **Coaching staff:** We provide written feedback and in-person and remote coaching to facilitators during the process of training preparation and as they deliver training onsite, based on areas of focus identified in preparation, survey data, and observations.

Sample of Prior Clients

SchoolKit has significant experience supporting individual schools, districts, and states with the provision of ongoing training for educators that builds familiarity with the research foundations, structure, and key components of HQIM. We provide introductory and ongoing training for teachers and leaders on all of our 30+ partnerships with districts and SEAs on a range of open educational resources. Some examples of our recent work are included below:

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | % English Language Learners | Math and ELA Proficiency |
|-------------------------------------|-------|----------------------------|------------------------------|------------------------------|--------------------------|
| Jefferson Parish Public Schools | LA | 50,019 | 84% | 16% | ELA: 40% Math :34% |
| Independence Mission Public Schools | PA | 4,800 | 70% | Not Reported, Private School | |
| Tulsa Public Schools | OK | 37,433 | 84% | 20% | ELA: 22% Math: 19% |

* Data compiled from <https://www.greatschools.org/>; April 2020

VENDOR: [Teaching Lab](#)

CONTACT: Auddie Mastroleo, auddie.mastroleo@teachinglab.org, 315-382-3727

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|---|-----------------------------|--------------|-----------|
| LearnZillion | Louisiana Guidebooks 2.0 | ELA | 3-10 |
| EL Education | EL Education 2.0 | ELA | K-5 |
| EL Education | EL Education 1.0 / EngageNY | ELA | 6-8 |
| Amplify* | CKLA | ELA | K-5 |
| Open Up Resources | OUR Math | Math | 6-8 |
| LearnZillion/ Kendall Hunt/ McGraw Hill | Illustrative Mathematics | Math | 6-8, 9-12 |
| Zearn* | Zearn | Math | K-5 |
| Great Minds / Engage NY* | Eureka Math/ EngageNY Math | Math | K-5 |

*In development, but team members have extensive expertise in supporting educators in using these curricula and are piloting aligned PL this year.

Vendor Description

Founded in 2016, Teaching Lab's mission is to shift the paradigm of teacher professional learning for educational equity. We have partnered with over thirty districts across thirteen states and currently partner with four state education departments, reaching over 500,000 students. Our professional learning services are built on the premise that educators at all levels of a system are responsible for supporting all students in meeting high academic standards, especially students from traditionally underserved groups. Teaching Lab's ultimate goal is to ensure that every teacher receives a high-impact year of PL every year of their careers. This means our core work is focused on delivering ongoing PL aligned with HQIM for teachers and leaders.

Professional Learning Services

Our professional learning content and sequences of learning are always a year-long and based on the latest research and incorporate three major components that are the backbone of our organization: Head, Heart, and Habits.

- **Head:** Core academic content embedded in HQIM and aligned to research-based practices.
- **Heart:** Teacher-led communities that build both social capital and buy-in.
- **Habits:** Structured and repeated cycles of Inquiry in the classroom.

Initial PL for Teachers: facilitates groups of teachers in curriculum-specific Cycles of Inquiry; these are what we call "Labs." Over time, we then build teacher leadership over the Labs in order to sustain high-impact PL. Understanding that school leaders and system leaders create the enabling conditions for high-impact teacher PL, we also offer PL to school leaders.

Ongoing PL for Leaders: enables leaders to support teachers in effectively implementing HQIM in alignment with local priorities, state standards, and current research. Different systems and leaders have different needs; we, therefore, work with leaders to determine the right supports aligned to instructional coaching support, HQIM-aligned walkthroughs, and school leader PL sequences.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | HQIM Ongoing Professional Learning for Teachers and Leaders |
| Description | For ongoing PL, Teaching Lab recommends teachers and leaders engage in HQIM-aligned Cycles of Inquiry, which deepen teacher and leader content, pedagogical content knowledge and, over time, build teacher leadership over PL with their peers. |
| Method | Blended: In-person and virtual |
| Duration | All partnerships with school systems last at least one year and probably three to five years. Year 1: six to nine days of PL for teachers and teacher leaders (flexible) |
| # of Participants | Around thirty participants per facilitator, but Teaching Lab can accommodate hundreds of educators at a time. |
| Level of Support | Teaching Lab believes that systems require about three to five years of implementation support after adopting a new curriculum and level of support declines over time. |
| SWD/EL Support | Teaching Lab team members are experts in supporting diverse learners within content areas. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** Teaching Lab has a team of twenty-two full-time and fifty part-time employees supporting content development, facilitation of professional learning, and district- and state-level consulting.
- **Selecting staff:** Teaching Lab team members are all former or current teachers or instructional leaders and are certified by the organization to conduct high-quality professional learning aligned with specific curriculum. Facilitators are selected based on a three-screen process:
 - an initial screen to assess content knowledge, pedagogical content knowledge, specific curriculum knowledge, and commitment to educational equity;
 - a performance task focused on professional learning content development and facilitation; and
 - a set of interviews to assess content knowledge, specific curriculum knowledge, equity mindsets, and facilitation skills.
- **Training staff:** Facilitators engage in >30 hours of curriculum study and >15 hours of practice facilitation. Facilitators then use Teaching Lab's Facilitator Competency Framework to engage in ongoing development and learning over the course of their time at Teaching Lab, engaging in cycles of inquiry about their own practice that mirror the cycles of inquiry used in our professional learning.
- **Evaluating/Coaching staff:** Facilitator managers observe facilitators, record feedback using our Facilitator Competency Framework and provide feedback on a regular basis. They also provide formal feedback to every facilitator four times a year and an annual formal performance evaluation.

Sample of Prior Clients

Teaching Lab has led high-impact teacher and leader PL in more than thirty local school systems across thirteen states and the District of Columbia, and we have partnered directly with four state departments of education to improve PL in their schools and districts. This year, we will provide high-impact PL to over 2000 teacher leaders, hundreds of school leaders and instructional leaders, and many system level leaders.

In Massachusetts we are running year-long sequences of PL for teams of teachers and school leaders from eight districts focused on EL Education and Illustrative Mathematics as part of their first curriculum-specific network. With both teachers and leaders in the room, PL activities are designed to help teams create instructional coherence within their schools. Ron Noble, the state's Associate Commissioner for Instructional Support can attest to the quality of our work in his state.

VENDOR: TNTP

CONTACT: Jack Perry, jack.perry@tntp.org, 302-276-5959

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|--|---|--------------|--------|
| American Reading Company | ARC Core | ELA | K-12 |
| Amplify | Core Knowledge Language Arts (CKLA) | ELA | K-5 |
| Amplify | Amplify ELA (currently under review by EdReports) | ELA | 6-8 |
| College Board | Springboard English Language Arts | ELA | 9-12 |
| Comprehensive Reading Solutions | Bookworms | ELA | K-5 |
| EngageNY | EngageNY | ELA | 6-8 |
| Great Minds | Wit & Wisdom | ELA | K-8 |
| LearnZillion | Guidebooks | ELA | 3-8 |
| McGraw-Hill Education | StudySync | ELA | 6-12 |
| McGraw-Hill Education | Wonders | ELA | K-5 |
| Odell Education | Developing Core Literacy Proficiencies | ELA | 6-12 |
| Open Up Resources/ LearnZillion/ John Wiley & Sons | EL Education** | ELA | K-8 |
| Pearson | ReadyGen | ELA | K-5 |
| Agile Mind | Agile Mind/Agile Mind Integrated Mathematics | Math | 6-12 |
| CPM Educational Program | CPM Integrated/Traditional | Math | 9-12 |
| Curriculum Associates | Ready | Math | K-8 |
| Great Minds | Eureka Math | Math | K-8 |
| Houghton Mifflin Harcourt | HMH Into Math | Math | K-8 |
| Kendall Hunt | Discovering Mathematics | Math | 9-12 |
| LearnZillion/Open Up Resources | Illustrative Mathematics | Math | 6-8 |
| The Math Learning Center | Bridges in Mathematics | Math | K-5 |
| McGraw-Hill Education | Reveal Math, Common Core Edition | Math | 6-8 |
| McGraw-Hill Education | Core-Plus Mathematics | Math | 9-12 |
| Pearson | enVision Mathematics Common Core | Math | K-12 |

**TNTP is certified by EL Education to provide professional learning for teachers and leaders using their materials.

Vendor Description

TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers, we help school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 200 public school districts, charter school networks, and state departments of education. TNTP has provided high-quality professional learning and strategy support in ELA and Mathematics to schools, LEAs and networks across the country.

Professional Learning Services

- **Ongoing PL for Teachers:** After training teachers in the foundations of the HQIM through the initial PL, we use results from observations and student work analysis to direct ongoing learning. We engage teachers in PL to help them understand more nuanced elements of the HQIM and dig deeper into key design elements and instructional strategies. We utilize routines and protocols to help teachers prepare and practice for implementation and guide them to reflect on their own learning and the progress of their students and refine instruction based on results. The ongoing PL can take many methods and formats depending on the context of the LEA and ongoing results of implementation including traditional PL sessions, grade-level specific PLCs and reflective coaching cycles, lesson studies, and direct coaching of teachers (in person and/or virtually).
- **Ongoing PL for Leaders:** Our approach to ongoing PL for leaders is focused on building vision, leading change management, and creating high-impact habits. We generally approach leader professional learning on these topics through cycles focused on school and systems-level implementation and monitoring of HQIM. Leaders engage with data to understand implementation trends, compare to best practice and set goals, and create plans to address trends in their school buildings.

TNTP builds capacity through partnerships customized to meet client needs and context. Ongoing PL is cohesive, connected, and practice-based to support increasingly effective implementation. We build capacity to use HQIM by incorporating replicable routines, protocols, and tools. As teachers and leaders become more familiar with the materials, they use the protocols to unpack and analyze lessons, collaboratively plan, and give and receive feedback. Ongoing PL also fosters collaboration and inquiry so that participants have colleagues to lean on in addition to facilitator support.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Ongoing PL for Teachers and Leaders |
| Description | TNTP's approach to ongoing PL is grounded in a content-specific vision, the design and data on the implementation of HQIM. Defining characteristics of our approach to ongoing PL include a narrow focus on content and pedagogy within the HQIM, reflection, analysis, and preparation protocols, and examination of demonstrable student learning to support teachers in changing their underlying beliefs about teaching practice and student progress. |
| Method | In-person |
| Duration | Minimum of monthly learning opportunities |
| # of Participants | Fifty people per facilitator |
| Level of Support | TNTP builds capacity through partnerships customized to meet client needs and context. Through our ongoing work we will monitor progress through observation of instruction, student work analysis, surveys, and formal and informal feedback. The data we collect will inform ongoing training and adjustments to improve implementation. |
| SWD/EL Support | Our initial training provides participants with an understanding of how the materials selected support diverse learners and how to leverage the materials to meet student needs. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** We have thirty to sixty staff who are client-facing facilitators/trainers/coaches.
- **Selecting Staff:** Our Talent Acquisition team incorporates hiring practices that reduce the influence of bias, and ensure candidates have strong experience with an inclusive process. Staff hired to support academic work attend several interviews with a range of TNTP leaders, and complete hiring exercises (including designing content and/or strategy plans for academic work).
- **Training/Coaching Staff:** To support staff’s development, we assess their experience and staff them to engagements where they will have the opportunity to grow their knowledge and skills within a particular context and in a specific type of work. We also have several structures for ongoing development of staff in their projects and more generally:
 - Staff are strategically grouped in cohorts with peers and managers who engage in similar work so they can collaborate, learn, and develop
 - Project managers provide job-embedded feedback and development opportunities tailored to individual needs.
 - Staff can attend external professional development germane to their project work and/or their areas of development.
 - We leverage our internal communications platforms to share knowledge, including: blog posts on our internal wiki; project and regional meetings; internal brown bag sessions; and knowledge sharing sessions during our annual conference.
- **Evaluating Staff:** Each staff person sets individual goals that help them to develop and to successfully contribute to their team and to TNTP. Evaluations are done formally, including a 360-type review, annually and done informally at least one other time during the year.

Sample of Prior Clients

Since 2016, TNTP led the LIFT network— a group of superintendents from across Tennessee working to explore innovative approaches in literacy. Through LIFT, TNTP provided ongoing PL for teachers and leaders focused on building an instructional vision and using HQIM with integrity. The PL included role and grade-level specific training, PLCs, and ongoing monitoring of implementation. In Lauderdale County, we facilitated ongoing PL for teachers, coaches, and leaders using Reflective Coaching Cycles (RCCs). We trained school leaders in the model, guided them through a cycle to help them internalize the design of the HQIM and the RCC process, observed instruction and provided feedback, and supported teachers in refining implementation.

In Richland Parish, we supported teachers and leaders to implement curricular materials for K-2 literacy (EL), 3-12 ELA (Guidebooks) and K-12 math (Eureka) through PL at PD days, training on the “what and the why” of materials and using protocols to prepare for instruction. Our ongoing training with leaders was more robust—developing principals, leadership teams, and coaches through cycles of learning walks, action-planning, and a focus on coaching. We supported coaches in implementation of PLCs with teachers which included cycles of unpacking units, lesson preparation and rehearsal, student work analysis, and end of unit assessment analysis.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-----------------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Lauderdale County School District | TN | 4,159 | 79% | 1% | Math: 36% ELA: 25% |
| Shelby County Schools | TN | 109,591 | 58% | 7% | Math: 21% ELA: 20% |
| Richland Parish Public Schools | LA | 2,882 | 67% | 0% | Math: 19% ELA: 25% |

VENDOR: University of Delaware: Professional Development Center

CONTACT: ELA: Jaime True Daley, Ph.D., jtdaley@udel.edu, 302-831-2560

Math: Faith Muirhead, Ph.D., muirhead@udel.edu, 302-831-4490

HQIM Expertise

| Publisher | Product Name | Content Area | Grades |
|---------------------------------------|---|--------------|---------|
| Open Up Resources | Bookworms K-5 Reading and Writing | ELA | K-5 |
| Pearson | Investigations* | Math | K-5 |
| Math Learning Center | Bridges in Mathematics | Math | K-5 |
| Houghton Mifflin Harcourt | Math Expressions | Math | K-6 |
| Pearson | enVision Math Common Core | Math | K-8 |
| Curriculum Associates | Ready | Math | K-8 |
| Zearn | Zearn | Math | 1-5 |
| Great Minds | Eureka Math | Math | 6-8 |
| Learn Zillion | Illustrative Math | Math | 6-8, HS |
| Open Up Resources | Open Up Resources 6-8 Math | Math | 6-8 |
| Agile Mind | Agile Mind | Math | 6-8, HS |
| Carnegie Learning | Carnegie Learning Math Solution | Math | 6-8 |
| | Utah Middle School Math Project | Math | 7-8 |
| Agile Mind | Agile Mind Integrated | Math | HS |
| Carnegie Learning | Carnegie Learning Math Solutions Integrated | Math | HS |
| McGraw-Hill | Core PLus | Math | HS |
| CPM Educational Program | Core Connections Integrated | Math | HS |
| CPM Educational Program | Core Connections Traditional | Math | HS |
| Kendall Hunt | Discovering Mathematics | Math | HS |
| Pearson | enVision AGA | Math | HS |
| Kendall Hunt/LearnZillionMc-Graw Hill | Illustrative Mathematics* | Math | HS |
| Mathematics Vision Project | MVP Integrated | Math | HS |
| Mathematics Vision Project | MVP Traditional | Math | HS |

Vendor Description

The Professional Development Center for Educators (PDCE) at the University of Delaware believes that if we design and deliver a coordinated, flexible system of professional learning, teachers will build understanding and collective efficacy and will be able to use HQIM more effectively, and student achievement will improve. To this end, we have a clear and public commitment to HQIM as a necessary lever for teaching and learning. PDCE specifically targets professional learning services to help schools implement HQIM.

Professional Learning Services

ELA: PDCE's ongoing PL for teachers and leaders helps them to understand why HQIM is designed the way it is and how each of the components of the HQIM plan fit together. The deep understanding that comes from the combination of actual experience and access to the design rationale allows teachers and leaders to personalize implementation without negating the design. It also allows teachers to target improvements to specific aspects of their instruction based on formative evidence of student response to instruction. Knowing leaders need a stronger background in evidence-based literacy practices or in the characteristics of HQIM, our ongoing PL provides them with deeper content knowledge and helps them to develop their implementation vision. We advocate for twenty-eight days of coaching support for a school with fewer than 500 students, or fifty-six for a school with more. We schedule these days in two-day increments, typically twice each month, so that coaches and teachers can set goals, revisit them, and set new goals.

Math: In year two and beyond, we provide PL that addresses seven domains of teacher learning grounded in current research by grade level. PL progresses to address the units teachers are currently teaching or will be teaching within a short period of time. Coaching work informs this PL.

- **Implementation:** This domain focuses on strategies to limit the amount of teacher talk and increase the opportunities and depth of student talk.
- **Progression of Mathematics:** We need teachers to think about the Big Picture, how the content of the materials progresses, when content and standards are revisited, and when mastery of the standards is expected.
- **5 Practices:** We believe that getting students to talk about their emerging mathematical learning is a powerful tool for the development of their own learning and for the collective learning of the class.
- **Fluency:** We highlight where these fluencies appear in the materials as we progress through the PL and support teachers to attend to these during teaching.
- **Features of the Materials:** Coaches identify aspects of the teacher supports that are not regularly taken up in teaching.
- **Planning:** Sessions in face-to-face PL are set aside to co-plan with teachers to support their skill in responsive teaching and incorporate information from the other domains.
- **Teachers' Mathematical Knowledge:** Through work with learning progressions and targeted standards, we work to deepen teachers' content knowledge and horizon mathematical knowledge.

Our work with teacher leaders (TL) follows a similar trajectory to the teacher PL. We work with grade-level leaders, department chairs and building coaches. For all three groups of TL, we focus more on vertical articulation and support TL to deepen their understanding of the materials' trajectory across grade levels.

Sample Professional Learning Offering

| | |
|--------------------------|--|
| Title | Ongoing Support |
| Description | PDCE will assign coaching partners to work directly with teachers across the school year, providing confidential observation and feedback, modeling, and collaborative planning support for grade-level teams. |
| Method | In-person |
| Duration | Twenty-eight days |
| # of Participants | Forty max. |
| Level of Support | Not reported |
| SWD/EL Support | We will hold participants accountable for including the vision for tiered curriculum support in their decision. |

Cost

Contact the vendor for information about the cost of their services.

Staff

- **Capacity:** six to fifteen client-facing facilitators/trainers/coaches
- **Selecting Staff:** All staff members we plan to use for this project are currently working at PDCE full time. If we need to replace or expand our team, PDCE has a rigorous system for posting, interviewing, and selecting candidates with master's degrees, teaching experience, and professional learning experience.
- **Training Staff:** PDCE team members meet monthly for day-long PL. They also meet monthly in content teams for more specific PL. Between meetings, they problem solve in all of the ways targeted in this project: face-to-face, on-line, and in their scholarly work.
- **Evaluating Staff:** PDCE uses the University's evaluation system to monitor performance. We will use both the Likert-type evaluations and fall and spring measures of individual and collective efficacy. We will also provide walk-through tools for building and district leaders to use to track and support implementation.

Sample of Prior Clients

PDCE provides and oversees direct services to teachers and leaders restricted to initiatives that are consistent with HQIM. Currently, the PDCE literacy team provides HQIM services to fifty-five Delaware schools including training and ongoing professional learning. We have designed and provided initial PL to provide an overview of the materials including the instructional routines, supports for students with learning differences, supports for ELLs, assessing progress, and the content trajectory of the materials with a deep dive into the first unit. Initial PL has included modeling and co-teaching to help support issues of pacing and maintain rigor and cognitive demand. We have created tools for teachers to study the materials to help them understand the intentions of the authors in activity choice, instructional practice choice, and the sequence of activities. We have supported teachers to make instructional choices that are responsive to student needs through planning discussions and the development of formative data collection tools.

| Name | State | Number of Students (PK-12) | % Economically Disadvantaged | English Language Learners | Math and ELA Proficiency |
|-------------------------|-------|----------------------------|------------------------------|---------------------------|--------------------------|
| Seaford School District | DE | 3,333 | NR | 18% | ELA: 56% Math: 48% |

* Data compiled from <https://www.greatschools.org/>; April 2020