

## MTAC 1C617 English Language Learners Professional Development

Contract Dates: 07/01/2012 - 06/30/2017

For more Information please

Call Claudia Aguirre  
at (212)374-6072

Component	Vendor Name	Component Description	Contract Number
Component 1: Professional Development	Research Institute for the Study of Language in Urban Society (RISLUS)	RISLUS services will provide information, training and practice in the most effective curricular programs for the entire student population of emergent bilinguals, namely ELLs, SIFE, LTELLs and pupils in bilingual programs. The workshops will inform teachers on the research findings related to the skills SIFE and LTELLs. The workshops focus on the findings related to the best instructional practices in order to develop English academic literacy, focusing on English reading.	QC6170F
Component 1: Professional Development	FORDHAM UNIVERSITY	An institute consisting of eight, 3 hour professional development sessions will be conducted for school-based administrators on ELL programs, research, regulations and support for school-based administrators.	QC6170G
Component 1: Professional Development	CENTER FOR APPLIED LINGUISTICS	This institute will build the capacity of K-5 ESL, transitional bilingual and dual language program teachers, administrators, and professional development leaders to focus on research-based instructional strategies for literacy and oracy in Spanish and in English. Offered in English or Spanish or both.	QC617AA
Component 1: Professional Development	West Ed	West Ed's five day foundational institute for the Quality Teaching for English Learners program. Participants learn ways of scaffolding instruction for student conceptual, linguistic and academic development. The institute focuses on increasing the capacity of teachers, teacher leaders, and regional support staff to teach rigorous academic language and disciplinary content to language minority students at the secondary level. The institute provides educators with a firm foundation of theoretical understanding and corresponding strategies for effectively teaching academic language to English language learners and Standard English learners. With a focus on implementing the Common Core Standards, participants engage in the kinds of learning experiences their students should engage in to develop deep content knowledge and linguistic proficiency to succeed in school.	QC617AB
Component 1: Professional Development	Benchmark Education Company	Turnkey PD sessions for ELL instructional support staff and Special Education instructional support staff to provide effective instructional strategies in working with ELLs with disabilities. Content of these sessions will include: using data to create action plans targeting instruction and intervention; integrating technology to maximize learning; rules and regulations for Special Education teachers working with ELLs; fidelity of implementation of Response to Intervention strategies. Strategies will be correlated and aligned to the core curriculum Children First. Each training session will include hands-on experience with reading and language acquisition research, methodologies, and assessments to support proper implementation in the classroom, and knowledge in working with ELLs.	QC617AC
Component 1: Professional Development	Education Development Center, Inc. (EDC)	Course Description: EDC will provide 3 all-day sessions on the topic of making middle school mathematics more accessible for students with learning disabilities. First session will focus on learning more about a process for identifying and determining effective accessibility strategies particularly for struggling students and students with disabilities. Second session will provide insights and skills for strengthening collaborative practices between middle school math teachers and special education teachers. Third session will examine math language in text and in-class assessments. Throughout the course, the math examples represent the Patterns and Algebra strand aligned to the Common Core State Standards (CCSS).	QC617AD
Component 1: Professional Development	American Institute for Research	AIR's professional comprehensive professional development: •Two-day comprehensive PD (8 hours per day for a total of 16 contact hours) provides for up to 50 participants from one or multiple schools (depending on team size; 3-5 schools may participate in the training). This session will provide an in-depth introduction and overview of the topic area and effective practices for ELLs related to this topic area, and prepare mainstream teachers and ELL specialists for implementing model lessons developed by the Center on English Language Learner. •Phase 1 optional services include assessing the quality of the PD sessions and implementation of methods and materials associated with the PD session through observations, surveys, and interviews; analyzing the information collected; and preparing a report that summarizes the data collected and makes recommendations to ensure educators are fully supporting ELLs in meeting high standards. •An additional four; 8 hour days of PD that help educators develop their own methods and materials. During this additional training, they use a process and templates provided by the Center for English Language Learners to create their own methods and materials.	QC617AE

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<b>Component 1: Professional Development</b>	<b>Cengage Learning, Inc.</b>	Cengage/National Geographic Learning (NGL) is committed to results-driven learning for educators through the use of our implementation consulting and professional development needs assessment designed to bring data-driven professional learning to educators. This approach ensures that district and schools leaders can make informed decisions and align professional learning to the needs of individual educators. NGL will work collaboratively with district /school leaders to customize each professional development needs assessment to address district / school priorities. The data from NGL's professional development needs assessment will be put into practice so district /school leaders can plan both short-term and long-term professional learning opportunities, utilizing flexible groups to address educators with similar needs through the use of on-site professional development sessions, online PD, coaching support, and professional development resources from ASCD, including PD In Focus and PD Online courses. All learning opportunities can be woven into a professional learning community model so educators can customize and design their own professional learning experiences.	QC617AF
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