

MTAC R0763 Professional Development for Early Childhood Educators

Contract Dates: 09/01/2010 - 08/31/2013

For more Information please

Call Sophia Pappas

at (212)374-0498

Component	Vendor Name	Component Description	Contract Number
Component 1: Professional Development designed for principals, site administrators, and Community Based Organization (CBO) directors	Creative Response to Conflict	Component B: Professional Development designed for Principals, site Administrators, borough administrators and CBO Directors. CRC uses a wholistic approach regarding comprehensive conflict resolution programming (cooperation, communication, affirmation, creative problem solving, bias awareness, bullying prevention and mediation for young children). Experienced consultants from CRC will offer the following to Principals, Site Administrators, Borough Administrators, and CBO Directors: <ul style="list-style-type: none"> • 30-hour Comprehensive Training in Conflict Resolution Skills. • Bias Awareness Workshops to create safe & welcoming school communities. • Bullying Prevention and Intervention. • Sexual Harassment Prevention and Intervention. • Facilitation and Planning Workshops. CRC collects varying types of evaluative data. For these programs, CRC will look at: <ul style="list-style-type: none"> • Attendance and Discipline Data before and after CRC programming • Measures of school climate before and after CRC programming • CRC Evaluation Forms completed by staff at the end of every training. • Reports of trainings, written and submitted by CRC staff. 	QR763AC
Component 1: Professional Development designed for principals, site administrators, and Community Based Organization (CBO) directors	Federation of Protestant Welfare Agencies	FPWA will provide opportunities for principals and program administrators to develop a shared understanding of the standards, a critical yet often overlooked area of professional development. Teachers are prepared to be knowledgeable of child development and the methods and materials of education, but not standards of practice. And program administrators and principals are prepared to supervise and manage, but not necessarily with the early childhood standards in mind. Very little opportunity is given to reaching consensus on the meaning of the standards and the multiple ways they are demonstrated in a variety of early childhood programs. Providing this opportunity to a mixed group of program administrators from CBOs and administrative personnel from DOE will help ensure continuity of expectations, goals and instructional methods between community-based early childhood programs and DOE elementary schools. As a second step to improving early childhood instruction, FPWA's professional development services will help program administrators and principals understand relevant indicators of the Early Childhood Environment Rating Scale- Revised Edition (ECERS-R). The ECERS complements early childhood standards and provides objective, reliable performance measures of indicators defined as incremental levels of quality. However, standards and assessment are not enough to increase teacher's performance of developmentally appropriate practices. Therefore, we will help the participants develop program improvement plans that incorporate new strategies for transforming inappropriate teaching into developmentally appropriate learning and for increased engagement with parents as learning partners.	QR763AH
Component 1: Professional Development designed for principals, site administrators, and Community Based Organization (CBO) directors	Research Foundation of City University of New York	CCT will offer support to administrators in several ways: <ul style="list-style-type: none"> • Series of three workshops on a theme. These workshops have been designed to meet different needs of principals and other administrators. • Consultancy of full and/or half day duration over the course of a semester or a school year which can be tailored by each participating school or network of schools or programs (all called "school" for this proposal) to include: coaching, mentoring, short seminars and/or workshops at the beginning, middle, or end of the school day or in the evenings. We will encourage administrative staff to work together either with other administrators within the school, or if there is only one administrator, we will help this administrator join with others served by CCT to learn new skills or to improve their current skills in order for them to gain the maximum benefit while we are not there. Each consultancy agreement includes a comprehensive needs assessment and methods of assessing success as well as: <ul style="list-style-type: none"> • One-on-one work with specific administrators. • Facilitation of meetings with and and/or all staff and/or parents as appropriate, follow-up lessons, and arrangements of inter- visitations that will focus on objectives determined by during the consultancy. • Best practices in parent/family engagement, effective communication with parents and community members, and developing family involvement activities. • During the course of a consultancy, we will meet regularly with the principal, CBOs, and other school leaders to reflect on the program's implementation and progress in achieving the school's early childhood education goals and objectives. 	QR763AI
Component 1: Professional Development designed for principals, site administrators, and Community Based Organization (CBO) directors	CUNY Creative Arts Team	CUNY/CAT Consultants to work with principals, community-based organizations and borough administrators on a regular basis to plan ways to support teachers, early childhood coordinators and coaches in developing effective developmentally appropriate instruction. CAT's work supports academic, social and emotional development as well as fostering creativity. Recognizing the importance of employing a holistic approach to meeting the educational needs of students, CAT designs programs that complement learning across curricula. CUNY/CAT Consultants to work with principals, community based organizations and borough administrators on a regular basis to plan ways to support best practices in parent engagement and effective communication with parents and community members through family involvement activities. The National PTA organization promotes 6 key types of parent involvement and associated standards. Number one of their list is communicating with the added proviso that "Communication between home and school is regular, two-way, and meaningful." CAT supports that contention which was based on research conducted by Joyce L. Epstein PhD from John Hopkins University by rendering workshops that stress the enhancement of communication skills. Recognizing the two-way nature of effective communication, CAT provides opportunities for parent coordinators, teachers, social workers, principals, district administrators and/or CBO directors to engage in interactive exercises that allow them to rehearse positive communication strategies.	QR763AJ

MTAC R0763 Professional Development for Early Childhood Educators

Contract Dates: 09/01/2010 - 08/31/2013

For more information please

Call Sophia Pappas

at (212)374-0498

Component 1: Professional Development designed for principals, site administrators, and Community Based Organization (CBO) directors	Generation Ready, Inc.	Component B : The professional development program for each network, school and teacher, is developed with a specific need in mind. AUSSIE is known for their customized professional development. Professional development will focus on: • develop a common vision for the early childhood teaching and learning; • foster developmentally appropriate curriculum in Early Childhood Classrooms; • support principles and practices of the Emergent Curriculum; • support teachers in planning for rich, positive, cooperative play experiences to promote student language development ; • engage and effectively communicate with parents and community members; • support teachers differentiating instruction; • observe and analyze the teacher in their role of strategically planning for change and developing plans of action; • prepare for SQR, CEPs and PPRs.	QR763AQ
Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Teachstone Training, LLC	Professional development to NYCDOE Staff that provides direct services to students, parents or teachers. Teachstone will be looking at Classroom online for professional development sessions. Professional development for feedback and coaching and subscription to Teachstone Video Library. Teachstone will also serve as an Observer Training and Reliability Testing.	QR763A2
Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Creative Response to Conflict	Component A: CRC provides workshops for early childhood/early elementary teachers, social workers, early childhood coordinators, education assistants, family assistants, parent coordinators, lead teachers and coaches to (a) build their own understanding of, and capabilities in, conflict resolution, mediation, communication, cooperation, bullying prevention, bias awareness, and emotional competency; and (b) enable them to help their students develop the same concepts and competencies through developmentally appropriate, experiential learning activities and through reading and writing activities. CRC also will provide programming for parents/caregivers to enable them to begin to learn and practice the same skills and concepts the staff will be teaching the children.	QR763AC
Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Childcraft Education Corp	Childcraft's workshops include: -Design Literacy Centered Environments Using Existing Furniture and Materials -Design Literacy Centered Environment Using NEW Furniture and Materials -Blocks and Oral Language Development -Developmentally Appropriate Activities for Children in the Classroom to meet the Standards -Introducing Math thru Literacy and Manipulatives -Exploring Eric Carle's Classic Stories and Enchanting Art - Literacy Thru Music -Promoting Literacy in School and Home thru Puppetry	QR763AD
Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Thirteen(Educational Broadcasting Corporation)	THIRTEEN's National Teacher Training Institute (NTTI)Early Childhood Education Program will provide professional development to support comprehensive, standards-based early childhood instruction for teachers, social workers, early childhood instructional coordinators, educational assistants, family assistants, parent coordinators, teacher leaders, and coaches working with children from birth through grade 3. NTTI has been offering professional development in how to best use public television's vast educational resources in the classroom – first with video and now with Web-based digital technology – and reach children with various learning styles. The NTTI Early Childhood Education Program offers a variety of one-day Workshops (6 training hours) and three-day Institutes (18 training hours) from which educators may choose. All of the professional development offerings are based upon the Ready to Learn (RTL) methodology which utilizes THIRTEEN's daily schedule of educational, commercial-free, non-violent children's programming to teach fundamental learning skills across a number of settings and subjects. Created in partnership with the US Department of Education to meet the learning needs of young children, the curriculums includes easily accessible PBS content, including well-known staples and innovative new programs	QR763AE
Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Learning Through An Expanded Arts Program (LEAP)	Learning Through An Expanded Arts Program, Inc. (LEAP) proposes to provide high quality professional development under Component A of MTAC# R0763 for teachers, lead teaches and coaches. LEAP's scope of service involves the following elements: - active trainee participation in planning professional developments. - discovery-based approach to training that engages trainees in participatory activities. - inter-disciplinary. - opportunities for modeling, observed practice and reflection. - opportunities for reflection and peer interaction. - ongoing data is used to inform subsequent services. - sustained over time. - linked to New York State Standards, and - Trainees can measure impact of new skills/knowledge on pupils LEAP early childhood professional development schedules can be adapted to feed the needs of particular schools. The most common timeline for the Active Learning Leads to Literacy (ALLL) professional development component is shown below. - September: Orientation and Overview Full Day; October – March: 2 one-hour in-classroom modeling per week; October – April: 5 Full Day Sessions; May: 1 Culminating Celebration and Sharing. This ALLL schedule involves 40 classroom visits per annum. The ALLL schedule can be adapted to involve only out-of-classroom sessions, only in-classroom modeling, or any combination of both.	QR763AF

MTAC R0763 Professional Development for Early Childhood Educators

Contract Dates: 09/01/2010 - 08/31/2013

For more Information please

Call Sophia Pappas

at (212)374-0498

<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>Cool Culture</p>	<p>Cool Culture's Literacy Without Walls program is designed to support schools in engaging families as their children's first educator by providing education staff with professional development focused on strengthening family involvement programs; and parents with resources that will help them take advantage of the art-based learning opportunities available in cultural institutions to support their children's emergent literacy, critical thinking and cognitive development. More specifically, Literacy Without Walls trains early education professional – Family Assistants, Parent Coordinators, Social Workers, teachers, and others who have direct contact with families via professional development workshops that provide them with (1) an understanding of how parents can utilize family visits to museums to expand their children's oral language skills and critical thinking; best practices for successful family visits; and (2) techniques to help them promote the use of cultural institutions to support learning and higher levels of family involvement through parent workshops, meetings and resources. LWW further supports education staff work with families by providing tangible resources to promote family involvement, and which address the issues of cost, lack of information, and perception that prevent low-income children and families from taking advantage of the arts-based learning opportunities available in cultural institutions.</p>	<p>QR763AG</p>
<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>Research Foundation of City University of New York</p>	<p>Our offerings under Component A will also be tailored to role-specific groups of teachers, social workers, early childhood coordinators, education assistants, family assistants, parent coordinators, lead teachers and coaches. CCT will offer support to teaching and other direct service staff in several ways:</p> <ul style="list-style-type: none"> • Series of three workshops on a theme. These workshops have been designed to meet different needs of teaching staff. • Consultancy of full and/or half day duration over the course of a semester or a school year which can be tailored by each participating school or network of schools or programs (all called "school" for this proposal) to include: coaching, mentoring, modeling within a given classroom, short seminars (perhaps during prep time), and/or workshops at the beginning, middle, or end of the school day or in the evenings. We will encourage teams of teaching staff to work together on learning new skills or to improve their current skills in order for them to gain the maximum benefit while we are not there. Each consultancy agreement includes a comprehensive needs assessment and methods of assessing success as well as: <ul style="list-style-type: none"> o One-on-one work with specific teachers, modeling effective inquiry practices. o Facilitation of meetings with teachers, early childhood coordinators, instructional specialists and/or school-based coaches, follow-up lessons, and arrangements of inter- visitations that will focus on objectives determined by teachers, early childhood coordinators and coaches. o Best practices in parent/family engagement, effective communication with parents and community members, and developing family involvement activities. o During the course of a consultancy, we will meet regularly with the principal, CBOs, and other school leaders to reflect on the program's implementation and progress in achieving the school's early childhood education goals and objectives. 	<p>QR763AI</p>
<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>CUNY Creative Arts Team</p>	<p>Through on-site professional development workshops, graduate level courses at the CUNY/Creative Arts Team, and classroom mentoring/modeling/co-teaching residencies CAT is equipped to support teachers, early childhood coordinators and coaches. Teaching artists can be available on a weekly basis to help teachers and school administrators adopt CAT's ideologies and apply them to a variety of subjects using the techniques they have learned from interactive participation in actor/teacher led workshops. The CATalyst method (Collaboratively Dialogue & Customize/ Activate Actor-Teachers, Students & Educators/ Transform Literacy, Critical Thinking & Social-Emotional Awareness) can be replicated to support a variety of subjects throughout each school's curriculum, whether these subjects are science, mathematics, reading/writing or social studies. By providing feedback during reflection and mentoring sessions actor/teachers stimulate the efforts of classroom teachers and build their confidence in utilizing interactive strategies when they plan and implement lessons. Teacher training is an essential component of CAT NYC Wolf Trap Early Learning Through The Arts and Elementary School Programs. Through one-on-one mentoring with CAT actor/teachers, as well as planning and reflection sessions distributed throughout a school year, classroom teachers can learn to use the techniques of interactive drama to enrich their own academic teaching and make the arts an integral part of the school day. CAT has materials that are available for distribution to underscore the concepts and strategies introduced through in-class modeling such as a resource guide and audio tapes produced by the Wolftrap Institute, and handouts that summarize concepts. In addition CAT provides comprehensive Resource Guides that outline the content and objectives of workshops for students and include suggestions for classroom follow-up which highlight connections with CAT's work, academic subjects and performance standards.</p>	<p>QR763AJ</p>

MTAC R0763 Professional Development for Early Childhood Educators

Contract Dates: 09/01/2010 - 08/31/2013

For more Information please

Call Sophia Pappas

at (212)374-0498

<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>Together in Dance, Inc.</p>	<p>Component A: Together in Dance's facilitator/teaching artist roster includes nine dance and literacy educators who are available during the school year and when school is not in session. TD also have a roster of teaching artists who can provide special dance/literacy residency sessions and mentoring (for arts specialists, classroom teachers, and physical educators). TD provides staff development for emerging teaching artists in order to build our organizational capacity. Moving Minds and Bodies is based upon Together in Dance's model of dance education and the NYCDOE's mission of infusing creative movement into the early childhood curriculum, as well as reaching high literacy standards for all students. This professional development opportunity is experiential and provides teachers with movement tools to explore the curriculum in new ways so that they can inspire students to become skillful lifelong learners, creative thinkers and problem solvers. The evaluation and reflective process used in this program, enables teachers (and TID facilitators) to continue working with the tools provided in the workshop and co-teaching series. We have found that when classroom teachers are thoroughly and properly taught the skills for integrating dance into the school day, and have follow-up support in their classrooms, they will successfully use the tools provided. The co-teaching sessions take place every other week for 8 weeks in the classroom. Teachers conduct follow up lessons on alternate weeks. Material will be specifically related to lesson plans developed during PD sessions. Does NOT include supplies and site.</p>	<p>QR763AL</p>
<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>Literacy Support Systems, Inc.</p>	<p>With its years of experience and expertise in all facets of Early Childhood interdisciplinary learning and assessment-driven approaches, LSS is able to provide a wide range of services to city schools, such as:</p> <ul style="list-style-type: none"> • Differentiating instruction to meet the needs of individual students and specific populations, such as ELL, Special Education, and at-risk students • Using assessment data to inform and target instruction • Reading aloud to students • Providing time and the choice of rich, varied literature for independent reading • Emphasizing instruction on comprehension in reading • Providing ample opportunities for social, collaborative and reflective talk in all curriculum areas • Teaching skills in the context of whole and meaningful literature • Explicitly modeling the teacher's own reading and writing processes and strategies • Conferring with students individually on their reading and writing processes, goals and growth. Conferring practices also applied in all subject areas • Helping students choose their own significant interests and topics in writing • Instructing and supporting students through all stages of the writing process • Learning grammar and mechanics in the context of meaningful writing projects • Writing across the curriculum as a tool for learning • Offering real purposes and audiences for writing 	<p>QR763AM</p>
<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>NCS Pearson</p>	<p>Pearson's proposed early childhood professional development solution is tailored to sustain professional growth as described in Pearson's Service Implementation Continuum. All professional development services are delivered with these principles in mind and are provided by consultants with rich experiences in consulting and presenting in an adult learning environment. By delivering professional development services using the Continuum model, Pearson has successfully worked with school programs that are traditional or non-traditional in organization and urban school settings which have arranged early grades in various grouping such as Pre-K to first, Pre-K to 2, Pre-K to 3, or K-5. With Pearson's proposed early childhood service offerings, NYC's early childhood staff—teachers, teacher leaders, specialists, and coaches—will</p> <ul style="list-style-type: none"> -Become aware of powerful discourse tools to maintain student focus during core curriculum instruction; -Analyze multiple approaches to present materials; -Increase the use of data performance information, both formal and informal, to address content deficiencies and to correct misunderstandings during the lesson instruction; -Maximize the use of instructional programs and supplemental materials, both digital and print, to improve early learners' academic proficiency levels for reading and math. 	<p>QR763AN</p>
<p>Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators</p>	<p>Kaplan Early Learning Company</p>	<p>Kaplan: We offer professional development training sessions on a wide range of topics spanning all facets of child development and center operations to accommodate all skill and experience levels. Trainers are available year-round – including school breaks, in-service days and Saturdays. Professional development workshops are hands-on, practical, highly interactive, and based on sound principles of adult learning theory. Participants are given opportunity to explore, discover, discuss, and reflect on the concepts that have been presented. In-order to meet the instructional goals of national/state/local performance standards, Kaplan can help by designing training programs that will help you:</p> <ul style="list-style-type: none"> -Select a curriculum that aligns with your program's designated performance standards - Develop an implementation and training plan for the curriculum you select -Select assessment instruments that meets the standards designated for your program and fulfills the instructional needs of the children in your care -Show your staff how to administer and effectively interpret your assessment instruments <p>We also offer complete implementation packages based on:</p> <ul style="list-style-type: none"> -Program Needs Assessment -Implementation Planning -Staff Orientation and Overview -Administrator Training -Staff Training (First year and subsequent years) -On-Site Consultation Visits -Planning adjustments and modifications -Implementation Evaluation 	<p>QR763AO</p>

MTAC R0763 Professional Development for Early Childhood Educators

Contract Dates: 09/01/2010 - 08/31/2013

For more Information please

Call Sophia Pappas

at (212)374-0498

Component 2: Professional Development designed for teachers, coaches, social workers, family assistants and parent coordinators	Generation Ready, Inc.	Component A: The professional development program for each network, school and teacher, is developed with a specific need in mind. AUSSIE is known for their customized professional development. Professional development will focus on: • increasing the rigor of the teaching by supporting teachers in developing a range of effective teaching strategies that target literacy learning. • building capacity by providing intensive, ongoing, job-embedded professional development that focuses on developing teachers' understanding of language acquisition and the reading and writing processes; • raising teachers' expectations for children's learning, developing a range of effective teaching strategies that target students' literacy and language development; • introducing assessment strategies that monitor students' oral language and literacy development and identify students at risk; • creating print rich stimulating learning environments that reflect the cultural diversity of the students; and strengthening the links between home and school. The consultancy work will combine content knowledge with habits of rigorous twenty first century teaching and learning in the day-to-day practice of all members of the school community.	QR763AQ
--	-----------------------------------	--	---------