

## MTAC R0996 Literacy Professional Development Services

Contract Dates: 7/05/2012 - 3/31/2016

For more Information please

Call Jessica Kaplan  
at (212)374-0396

Component	Vendor Name	Component Description	Contract Number
Literacy Professional Development Services	Literacy for Life	Literacy for Life's program has been delivering literacy standards for the past five years in parochial schools, Yeshivas, as well as, speech and language seminars in the NYC public schools and teaching literacy at St. John's University Graduate School of Education. The curricula development aims to incorporate phonemic awareness, encoding, decoding and phonics based instructions in an organized sequential manner, into the literacy programs, according to NYS standards. The methods used are based on the multi-sensory research based Orton-Gillingham philosophy.	QR6880R
Literacy Professional Development Services	LitLife, Inc.	Curriculum-planning sessions will be held to develop tailored units of study meeting the needs of the students and the specific challenges noticed in the data collection. These meetings will offer practical and useful planning techniques that can be used the next day in the classroom. Units of study will be built around key genre strands of narrative, nonfiction and poetry, keeping consistency across the grades and giving special attention to the continuum of learning for each genre strand. Grade-specialist consultants will work one-on-one with teachers in classrooms, developing predictable daily schedules and structures for student learning. All sessions will follow formal guidelines for pre- and post-lesson debriefs, ensuring the maximum amount of learning from each in-class session. Grade-specialist consultants will work alongside teacher teams to analyze student work. Teacher teams will create an action plan to address specific weaknesses noticed in the data. The outcomes of this analysis will be used to inform curriculum and professional development.	QR6880S
Literacy Professional Development Services	The Great Books Foundation	Great Books professional development aims to enable teachers to take up the role of engaged, curious facilitators of inquiry. When the teacher consistently declines the role of "expert" in favor of the role of leader of inquiry, students begin to take responsibility for generating their own ideas. When the teacher learns to question students' ideas in a probing but accepting way, students are helped to support, compare and extend those ideas.	QR6880T
Literacy Consultants/Coaches	The Great Books Foundation	Teacher Created Materials has been providing professional development to NYC schools and districts for twelve years. Experience includes full day on-site workshops whereby individual schools contracted with TCM for a specific topic. Teacher Created Materials (TCM) will provide social studies professional development that can be easily adapted to individual schools' needs. The professional development program will include a pre-planning meeting with site administrators, workshops, and on-site coaching days. Ongoing assessment and planning meetings will be used to revise the professional development program for the site based on their growth and changing needs.	QR6880T
Literacy Professional Development Services	Creative Solution Services dba Creative School Services	Services include, but is not limited to; classroom meetings, professional development sessions with small or large faculty groups, classroom demonstrations, curriculum/unit writing, leading professional learning teams, writing and supporting action plans, developing whole school change initiatives, assisting with goal setting, analyzing and implementing change from data, and, conducting parent workshops.	QR6880U
Literacy Consultants/Coaches	Creative Solution Services dba Creative School Services	In the seminar series teachers will learn about the frameworks of several teacher effectiveness models, including Danielson, Marzano, and Marshall. Professional will learn; traits of effective teaching, how to recognize these traits in classrooms, the importance of low inference observations, how to take and make effective feedback, how to create professional development opportunities for all teachers, and how to develop self-reflection as a model for teacher growth.	QR6880U
Literacy Professional Development Services	New York University	The NYU institutes and follow up will focus on methods of instruction such as: flexible skill-based groupings, cooperative learning groups, group investigations, learning stations/centers, learning contracts and independent studies, four-part tiered lessons, think alouds and meta-cognition, questioning strategies, and scaffolding instruction will be applied across the K-12 continuum with adaptations to accommodate variances across grade.	QR688VA

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<p><b>Literacy Consultants/Coaches</b></p>	<p><b>New York University</b></p>	<p>NYU coaches will facilitate professional development for teachers in a variety of formats. Services will include school-wide courses, workshops, and study groups for teachers, supervisors, parents, and members of instructional and guidance staff; targeted workshops or study groups organized by grade level, area of need, content, methodology (i.e. guided reading), or pedagogical practice (i.e. cooperative grouping, classroom management); peer coaching and intervisitation activities that include opportunities for teachers to plan and debrief a lesson, provide feedback, and reflect on their practice; and in-classroom support for individual teachers utilizing modeling and co-teaching.</p>	<p>QR688VA</p>
<p><b>Literacy Consultants/Coaches</b></p>	<p><b>SmartStart Education, LLC</b></p>	<p>SmartStart Education uses the Gradual Release of Responsibility Model for its coaching with teachers and administrators. Our model is based on the premise of developing professional learning relationship between coach and teacher or administrator through building a common experience and knowledge base. SmartStart Education's model consists of phases. Our Professional Development Series is delivered over the course of weeks or months, depending on the needs of the participating school(s). The series is comprised of workshops that include an immersion experience for teachers, where a best practice is modeled. The teachers debrief and unpack the practice, including an overview of current research and the planning and decision-making process regarding its strategic use in the curriculum. Teachers then have the opportunity to take that practice into their classroom and implement it with their students. During the next session, participants debrief on their experience implementing the practice in their classrooms. They provide peer feedback to one another and receive feedback from the Specialists. Follow-up can also include full-day coaching where the Specialist works with the teacher(s) in the classroom on skills learned in the workshops.</p>	<p>QR096AA</p>
<p><b>Literacy Consultants/Coaches</b></p>	<p><b>Teaching Matters Incorporated</b></p>	<p>Teaching Matters will deliver high quality coaching services to enhance the literacy skills of teachers, students and school leaders. These services will be provided to interested schools at all grade levels using our successful Teaching for Impact approach. Teaching for Impact consists of three strands: Building Instructional Foundations, Collaborating for Outcomes and Leading for Impact. Combined, these result in sustained, measurable improvement in Common Core teaching and learning. In every case, we strive to build teacher capacity through individual and team help, with the goal being shared and enthusiastic leadership growth. We will also offer a Common Core aligned curriculum with a coaching model called Writing Matters for middle schools. Writing Matters, in fact, served as the basis for Teaching for Impact and its structure is nearly identical. Information about Writing Matters will follow the section on Teaching for Impact below. Finally Teaching Matters also has the capacity to take on the role of literacy coach for a school or district, with a structure to be agreed upon by both parties.</p>	<p>QR096AB</p>
<p><b>Literacy Professional Development Services</b></p>	<p><b>Teaching Matters Incorporated</b></p>	<p>Teaching Matters will deliver high quality literacy professional development services to interested schools at all grade levels, networks of schools, school districts and central NYCDOE using workshops and institutes held either at Teaching Matters offices for large groups of ELA instructional teams, or at individual schools. These services will result in high-quality implementation of Common Core standards in literacy to all students from K-12. All of our workshops emphasize content, pedagogy, and implementation within professional learning communities (PLCs), providing educators with an opportunity to practice new skills and collaborate with their peers on the implications of this new thinking on their work in the classroom. Workshops and institutes are provided for multiple audiences: teachers, teacher leaders, assistant principals, and administrators who are charged with sustaining and supervising deep ELA instruction.</p> <p>Workshops offered through this contract will:</p> <ul style="list-style-type: none"> <li>• Deepen understanding of Common Core shifts in ELA and implications for literacy instruction in the classroom.</li> <li>• Support effective adoption of Common-Core aligned ELA curricula and the content and pedagogy encompassed within it to help build the capacity of both teachers and teacher leaders who facilitate ELA teacher teams.</li> </ul>	<p>QR096AB</p>