

## MTAC R0929 Professional Development for School Leaders and Teachers

Contract Dates: 10/01/2013 – 09/30/2018

For more Information please

Call Tracey Oyemade

Component	Vendor Name	Component Description	Contract Number
Classroom Management and Youth Development Principles	Educational Alternatives Associates, Inc.	EAA provides professional support to educational leaders to improve practice and quality of instruction. EAA will align offerings with the six ISLLC standards: An education leader promotes the success of every student by- 1. facilitating development, articulation, and stewardship of a vision of learning supported by stakeholders, 2. advocating, sustaining school culture and instructional program conducive to student learning and staff professional growth, 3.ensuring management of the organization, operation, and resources for safe, efficient, effective learning environment, 4. responding to diverse community interests/needs, 5: acting with integrity and fairness, 6. understanding and influencing the political, social, economic, legal, and cultural context.	QR328BU
Classroom Management and Youth Development Principles	Transforming Education in America, LLC (T.E.A.M.)	T.E.AM Training is a unique professional development program designed to improve the Healthy Habits of students and at the same time increase teachers' awareness of how much their own habits and attitudes have a direct impact on their students. T.E.AM Training is designed as a brain-based program which increases teachers' and students' awareness of the impact physical and emotional habits have on the brain's capacity to think clearly and remain focused. This program also promotes the emotional and social intelligence of both teachers and students.	QR328CD
Classroom Management and Youth Development Principles	Sandra K Darling, Inc. dba Learning Bridges	Learning Bridges has been providing professional development on effective, research-based instructional strategies language arts, mathematics, alternative licensure, culturally proficiency, and ELL. The Online Professional Development System is designed with the support of the National Staff Development Council. The LB System tools, including the Online Professional Development System, are ONLINE and available 24/7 for teachers. LB offers 51 online, accredited, instructor-led courses from which NYC can choose to meet their unique needs. Onsite training and coaching provide knowledge and skills in the use of the LB System tools, sustainable leadership skills, change management, creating and leading learning communities.	QR328CE
Classroom Management and Youth Development Principles	Cooke Center for Learning and Development, Inc.	The Cooke Center for Learning and Development PD will be provided for paraprofessionals, teachers (including special education and ELL teachers), coaches and lead teachers, guidance counselors, assistant principals, principals, and central office lead teams and research and development team members for the purpose of building their capacity to implement brain-based instructional strategies, deliver student centered academic counseling services, promote sustainable instructional leadership, and ensure the quality of teaching and student achievement in NYC schools.	QR328CF
Classroom Management and Youth Development Principles	BJENY	BJENY provides Advocacy, Professional Development, Professional Networks and Learning Communities. BJENY's Day School Education team is responsible for the professional development programs that are designed to enhance the core curriculum of English Language Arts, Science, Math and Social Studies. Special emphasis is placed on pedagogic practices in Data-Driven Decision Making, Special Education, Differentiated Instruction, Classroom Management, and School Leadership.	QR328CK
Classroom Management and Youth Development Principles	Thinking Maps, Inc.	Implementation of Thinking Maps is performed on a whole school or district-wide level only. For implementation, a Thinking Maps: A Language for Learning manual must be purchased for every teacher. The Thinking Maps Professional Development Plan, when applied to a single whole school faculty, consists of one full day of staff development and two or more follow-up days throughout the school year. The follow-up days, unlike the introductory workshop, can be held while the students are in school, limiting 'pull-out' days to only one during the whole school training process. This ensures that every teacher has a high level of comfort and familiarity with all of the thinking processes and the accompanying maps, and that students are highly proficient in their recognition and use.	QR328CL
Classroom Management and Youth Development Principles	School Leaders Network, Inc.	SLN is led by Elizabeth Neal, Ed.D, a nationally recognized education leader and professor at the Massachusetts College of Liberal Arts. SLN will facilitate monthly meetings for networks of 15 to 18 participating principals, who will undertake SLN's three-phase cycle of collaboration and inquiry over the course of about three years. Each network will visit a participant's school during Phase Two and during Phase Three. Participants will identify and study the problems of practice most relevant to their schools. Participants will increase their skills and knowledge relevant to their selected problems of practice.	QR328CM
Classroom Management and Youth Development Principles	New Teacher Center	The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers. NTC professional development is interactive and includes opportunities for participants to build on their prior knowledge and experience as classroom teachers and/or administrators to develop and deepen their practice. The knowledge, skills and understandings that form the foundation of the sessions are based upon research and NTC's years of experience and are informed by a clearly articulated philosophy of teacher and leader development.	QR328CN

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Classroom Management and Youth Development Principles	<b>ESKOLTA SCHOOL RESEARCH AND DESIGN, INC.</b>	Eskolta LLC is a NYC based school design firm specialized in turning around the dropout problem by engaging adolescents in meaningful learning. Eskolta offers professional development to school leaders, teachers, and counselors in 4 critical goals: develop the skills of sustainable leaders to support their staff in meeting student needs while moving towards coherent school goals; develop the skills of capable educators to respond to individual student needs while promoting rigorous learning; expand the use of practices to promote meaningful learning; and develop processes for supporting students at risk of dropping out of high school.	QR328CP
Classroom Management and Youth Development Principles	<b>Executive Leadership Institute</b>	Executive Leadership Institute's professional development offerings include on-site mentoring, intensive holiday and summer learning institutes as well as participation in professional conferences. Single topic workshops are offered to all Principals, Assistant Principals, Supervisors of Specialty Areas, Education Administrators, Day Care Directors and Assistant Directors. Professional development workshops cover a wide range of topics designed to provide a balance to the administrator's role with managing compliance, as well as leading improvement and outcomes for the diverse needs of students with disabilities.	QR328CQ
Classroom Management and Youth Development Principles	<b>Scholastic Inc.</b>	Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation PD that is research-based, proven effective, and designed for scale and sustainability. SAP's work with the NYCDOE will include a broad range of support to teachers. These supports will be led and coordinated by a full-time project manager to serve as a daily on-campus coordinator to provide intensive instructional support to teachers such as : coaching, modeling, observations and descriptive feedback to build each teacher's capacity. In addition, a team of other consultants will build the capacity to meet the specific needs of the district. SAP delivers customized professional development in each of the key following service offerings: Accountability and Instructional Supports, Special Needs Support, Youth Development Support, and Organizational and Professional Development.	QR328CR
Classroom Management and Youth Development Principles	<b>The Achievement Network, LTD.</b>	The Achievement Network (ANet) is a nonprofit organization that was founded in Boston in 2005 to provide urban, low-income schools with effective strategies and tools to identify and close gaps in student learning using rigorous data, and help schools to embed these strategies and tools into their everyday routines, thereby measurably closing the achievement gap. ANet enables schools to use data to increase student achievement by combining high-quality standards-aligned assessments in English and Math for grades 3-8; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.	QR328CS
Classroom Management and Youth Development Principles	<b>Academy for Urban School Leadership (AUSL)</b>	AUSL's model works within the existing school system in close partnership with the district and with teachers, many of whom are trained in AUSL's one year urban teacher residency program. Majority of AUSL core classroom teachers in its turnaround schools are trained in AUSL's one-year urban teacher residency program, during the school year prior to their placement in a new turnaround school. The program prepares teachers specifically for the challenges of turnaround schools through an intense combination of master's degree coursework and in-class mentoring with a specially-selected and trained mentor teacher.	QR328CU
Classroom Management and Youth Development Principles	<b>Just ASK Publications</b>	Just ASK provides services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century. Just ASK uses a collaborative approach to determine readiness for change, gather data about current status, assess needs, and propose services/schedule. This approach allows Just ASK to customize services so they meet the needs of the client. Just ASK works with districts to provide coaching to all school community stakeholders, conduct walk-throughs, revise supervision and evaluation systems, organize and facilitate task forces, and not only analyze data, but additionally assist educators in designing interventions and instructions based on that data analysis. Just ASK provides a menu of workshop series, and institutes that are generally attended by school faculties, job-alike groups, i.e., central office administrators, school-based administrators, professional development specialists, curriculum and instruction specialists, and mentors.	QR328CX
Classroom Management and Youth Development Principles	<b>The Danielson Group, LLC.</b>	Charlotte Danielson is the creator of the Framework for Teaching. She and her authorized consultants in the Danielson Group are able to provide consulting, training and professional development focused on the Framework for Teaching. The Framework for Teaching and services the Danielson Group provides around the Framework have been developed over the last fifteen years and have been refined and revised based on Danielson's unique experience implementing the program in hundreds of districts with thousands of educators. Workshops offered by the Danielson group can be customized and extended based on client need.	QR328CZ

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Classroom Management and Youth Development Principles	Association for Supervision and Curriculum Development (ASCD)	Participants will learn classroom management practices that will engage and support student learning while promoting rigor in the classroom. The program focuses on three general categories of factors that influence student academic achievement: (a) school-level factors which are those that are primarily a function of school policy and school wide decisions and initiatives; examples include a guaranteed and viable curriculum and staff collegiality and professionalism; (b) teacher-level factors which are those that are primarily under the control of individual teachers, such as the use of specific instructional strategies and classroom management techniques, and (c) student-level factors which are those generally associated with student background, such as academic background knowledge, motivation, and home environment.	QR929AJ
Classroom Management and Youth Development Principles	Catapult Learning	Classroom management provides capacity building professional development for staff in the areas of conflict resolution/peer mediation, classroom management, and youth development principles. A focus on conflict resolution should engage staff in the development of programming that empowers participants to take responsibility for resolving conflict peacefully in the school and in the classroom. Such training can include but is not limited to conflict and anger management, collaborative negotiation, active listening, effective communication skills, proactive strategies for addressing behavior problems, and mediation skills and strategies (facilitative, evaluative, transformative, and narrative).	QR929AK
Classroom Management and Youth Development Principles	Partnership with Children, Inc.	Classroom studio model led by 1 MSW for 4 classes, grades K-12. 12 week cycle. Classroom intervention as well as studio model (modeling techniques for teachers). Program focuses on managing student anger in a constructive way and promoting a safe, productive and respectful school community. Topics include anger in children and adolescents; triggering anger; exploring grief in relationship to anger; relaxation techniques; and strategies for aggression alternatives.	QR929AM
Classroom Management and Youth Development Principles	Learning Alliances, LLC	Through on-site support, coaching and technical assistance, Learning Alliances will help schools implement the professional learning they acquired during the workshops so as to: • Improve the quality of interactions between students, teachers and other school personnel through effective classroom and educational support systems • Accommodate a variety of behavioral strategies and individualized learning styles, in order to maximize student learning in a safe and orderly climate • Increase order and safety within the school by evaluating current discipline referral plan (if applicable) or by developing discipline referral plans. • Help school staff collect and review data for behavior plans and then develop concepts that will provide an effective discipline program on how teachers can handle persistent discipline problems.	QR929AP
Classroom Management and Youth Development Principles	Ramapo for Children	Ramapo helps improve classroom climate by equipping teachers with a set of practical techniques for effectively managing distracting, aggressive and/or disruptive behaviors. The Ramapo approach focuses on positive leadership, role modeling, building healthy relationships, structuring classrooms thoughtfully, coaching social skill development and active intervention. The Ramapo curriculum is structured, easily implemented, and valuable to both seasoned practitioners and those new to education.	QR929AR
Classroom Management and Youth Development Principles	CUNY Creative Arts Team	The Middle School Program uses interactive scenarios, combined with drama, and other arts to enrich curricula and address objectives for social emotional learning in grades 6-8. Students enter fictional scenarios related to daily life where they explore challenging themes and issues; related to leadership, healthy socialization, youth development and postsecondary goals. The Mentor Model places CAT Actor-Teachers in the classroom for a 3-10 day sequential residency to model in-classroom educational drama sessions. Collaborative planning and co-teaching experiences aid teachers in acquiring comfort and familiarity with techniques such as role-play, improvisation, tableaux or teacher-in-role. Professional development is built in to Mentor/Model Residencies including 1:1 or small group reflection sessions with participating teachers and Resource Guides with follow-up and assessment activities for educators, who learn to implement interactive drama strategies and receive coaching from actor/teachers to support their efforts. These residencies engage students while building teachers' capacity to use drama and the arts to provide support for students overall, improve the classroom environment and employ varied instructional approaches that help to increase the likelihood that every student will learn as efficiently as possible. Class size 10-30, plus teachers and paras.	QR929BJ

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<p><b>Classroom Management and Youth Development Principles</b></p>	<p><b>Educators for Social Responsibility</b></p>	<p>ESR's PD program includes a five-day institute for faculty, embedded coaching by ESR's consultant, coaching capacity-building for instructional leaders, schoolwide discipline essentials, and professional learning proficiency modules (sessions). ESR's program helps middle and high school teachers manage their classrooms in ways that increase students' learning and cooperation, self-management, responsible decision making, and disciplined work habits. These skills and habits lead to greater personal and social efficacy and academic success. ESR's approach to discipline and student support has an instructional problem-solving orientation. It emphasizes preparing teachers to model, teach, practice, and assess the behaviors and habits that they expect. Middle and high school teachers will develop understanding of the PBIS (Positive Behavior Interventions and Supports) framework so that they can create foundational behavior supports for all learners and serve as "first responders" by providing Tier 2 behavioral supports when students are experiencing chronic behavior problems. In addition, teachers will learn how to implement 5 steps of Guided Discipline and Personalized Student Support for all students (Tier 1) that will enable them to:</p> <ul style="list-style-type: none"> <li>• Prevent most disciplinary problems</li> <li>• Reduce student-teacher conflicts and power struggles</li> <li>• Reduce disciplinary referrals</li> <li>• Build a cohesive, high-performing group of learners</li> <li>• Increase student motivation, effort, and engagement through effective pacing</li> <li>• Model, teach, practice, and assess social and emotional competencies in the classroom.</li> </ul>	<p>QR929BV</p>
<p><b>Curriculum Development</b></p>	<p><b>Educational Alternatives Associates, Inc.</b></p>	<p>EAA provides professional support to educational leaders to improve practice and quality of instruction. EAA will align offerings with the six ISLLC standards: An education leader promotes the success of every student by-</p> <ol style="list-style-type: none"> <li>1. facilitating development, articulation, and stewardship of a vision of learning supported by stakeholders,</li> <li>2. advocating, sustaining school culture and instructional program conducive to student learning and staff professional growth,</li> <li>3.ensuring management of the organization, operation, and resources for safe, efficient, effective learning environment,</li> <li>4. responding to diverse community interests/needs,</li> <li>5: acting with integrity and fairness,</li> <li>6. understanding and influencing the political, social, economic, legal, and cultural context.</li> </ol>	<p>QR328BU</p>
<p><b>Curriculum Development</b></p>	<p><b>Transforming Education in America, LLC (T.E.A.M.)</b></p>	<p>T.E.AM Training is a unique professional development program designed to improve the Healthy Habits of students and at the same time increase teachers' awareness of how much their own habits and attitudes have a direct impact on their students. T.E.AM Training is designed as a brain-based program which increases teachers' and students' awareness of the impact physical and emotional habits have on the brain's capacity to think clearly and remain focused. This program also promotes the emotional and social intelligence of both teachers and students.</p>	<p>QR328CD</p>
<p><b>Curriculum Development</b></p>	<p><b>Sandra K Darling, Inc. dba Learning Bridges</b></p>	<p>Learning Bridges has been providing professional development on effective, research-based instructional strategies language arts, mathematics, alternative licensure, culturally proficiency, and ELL. The Online Professional Development System is designed with the support of the National Staff Development Council. The LB System tools, including the Online Professional Development System, are ONLINE and available 24/7 for teachers. LB offers 51 online, accredited, instructor-led courses from which NYC can choose to meet their unique needs. Onsite training and coaching provide knowledge and skills in the use of the LB System tools, sustainable leadership skills, change management, creating and leading learning communities.</p>	<p>QR328CE</p>
<p><b>Curriculum Development</b></p>	<p><b>Cooke Center for Learning and Development, Inc.</b></p>	<p>The Cooke Center for Learning and Development PD will be provided for paraprofessionals, teachers (including special education and ELL teachers), coaches and lead teachers, guidance counselors, assistant principals, principals, and central office lead teams and research and development team members for the purpose of building their capacity to implement brain-based instructional strategies, deliver student centered academic counseling services, promote sustainable instructional leadership, and ensure the quality of teaching and student achievement in NYC schools.</p>	<p>QR328CF</p>
<p><b>Curriculum Development</b></p>	<p><b>BJENY</b></p>	<p>BJENY provides Advocacy, Professional Development, Professional Networks and Learning Communities. BJENY's Day School Education team is responsible for the professional development programs that are designed to enhance the core curriculum of English Language Arts, Science, Math and Social Studies. Special emphasis is placed on pedagogic practices in Data-Driven Decision Making, Special Education, Differentiated Instruction, Classroom Management, and School Leadership.</p>	<p>QR328CK</p>
<p><b>Curriculum Development</b></p>	<p><b>Thinking Maps, Inc.</b></p>	<p>Implementation of Thinking Maps is performed on a whole school or district-wide level only. For implementation, a Thinking Maps: A Language for Learning manual must be purchased for every teacher. The Thinking Maps Professional Development Plan, when applied to a single whole school faculty, consists of one full day of staff development and two or more follow-up days throughout the school year. The follow-up days, unlike the introductory workshop, can be held while the students are in school, limiting 'pull-out' days to only one during the whole school training process. This ensures that every teacher has a high level of comfort and familiarity with all of the thinking processes and the accompanying maps, and that students are highly proficient in their recognition and use.</p>	<p>QR328CL</p>

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Curriculum Development	School Leaders Network, Inc.	SLN is led by Elizabeth Neal, Ed.D, a nationally recognized education leader and professor at the Massachusetts College of Liberal Arts. SLN will facilitate monthly meetings for networks of 15 to 18 participating principals, who will undertake SLN's three-phase cycle of collaboration and inquiry over the course of about three years. Each network will visit a participant's school during Phase Two and during Phase Three. Participants will identify and study the problems of practice most relevant to their schools. Participants will increase their skills and knowledge relevant to their selected problems of practice.	QR328CM
Curriculum Development	New Teacher Center	The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers. NTC professional development is interactive and includes opportunities for participants to build on their prior knowledge and experience as classroom teachers and/or administrators to develop and deepen their practice. The knowledge, skills and understandings that form the foundation of the sessions are based upon research and NTC's years of experience and are informed by a clearly articulated philosophy of teacher and leader development.	QR328CN
Curriculum Development	ESKOLTA SCHOOL RESEARCH AND DESIGN, INC.	Eskolta LLC is a NYC based school design firm specialized in turning around the dropout problem by engaging adolescents in meaningful learning. Eskolta offers professional development to school leaders, teachers, and counselors in 4 critical goals: develop the skills of sustainable leaders to support their staff in meeting student needs while moving towards coherent school goals; develop the skills of capable educators to respond to individual student needs while promoting rigorous learning; expand the use of practices to promote meaningful learning; and develop processes for supporting students at risk of dropping out of high school.	QR328CP
Curriculum Development	Executive Leadership Institute	Executive Leadership Institute's professional development offerings include on-site mentoring, intensive holiday and summer learning institutes as well as participation in professional conferences. Single topic workshops are offered to all Principals, Assistant Principals, Supervisors of Specialty Areas, Education Administrators, Day Care Directors and Assistant Directors. Professional development workshops cover a wide range of topics designed to provide a balance to the administrator's role with managing compliance, as well as leading improvement and outcomes for the diverse needs of students with disabilities.	QR328CQ
Curriculum Development	Scholastic Inc.	Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation PD that is research-based, proven effective, and designed for scale and sustainability. SAP's work with the NYCDOE will include a broad range of support to teachers. These supports will be led and coordinated by a full-time project manager to serve as a daily on-campus coordinator to provide intensive instructional support to teachers such as : coaching, modeling, observations and descriptive feedback to build each teacher's capacity. In addition, a team of other consultants will build the capacity to meet the specific needs of the district. SAP delivers customized professional development in each of the key following service offerings: Accountability and Instructional Supports, Special Needs Support, Youth Development Support, and Organizational and Professional Development.	QR328CR
Curriculum Development	The Achievement Network, LTD.	The Achievement Network (ANet) is a nonprofit organization that was founded in Boston in 2005 to provide urban, low-income schools with effective strategies and tools to identify and close gaps in student learning using rigorous data, and help schools to embed these strategies and tools into their everyday routines, thereby measurably closing the achievement gap. ANet enables schools to use data to increase student achievement by combining high-quality standards-aligned assessments in English and Math for grades 3-8; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.	QR328CS
Curriculum Development	Academy for Urban School Leadership (AUSL)	AUSL's model works within the existing school system in close partnership with the district and with teachers, many of whom are trained in AUSL's one year urban teacher residency program. Majority of AUSL core classroom teachers in its turnaround schools are trained in AUSL's one-year urban teacher residency program, during the school year prior to their placement in a new turnaround school. The program prepares teachers specifically for the challenges of turnaround schools through an intense combination of master's degree coursework and in-class mentoring with a specially-selected and trained mentor teacher.	QR328CU

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Curriculum Development	Just ASK Publications	Just ASK provides services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century. Just ASK uses a collaborative approach to determine readiness for change, gather data about current status, assess needs, and propose services/schedule. This approach allows Just ASK to customize services so they meet the needs of the client. Just ASK works with districts to provide coaching to all school community stakeholders, conduct walk-throughs, revise supervision and evaluation systems, organize and facilitate task forces, and not only analyze data, but additionally assist educators in designing interventions and instructions based on that data analysis. Just ASK provides a menu of workshop series, and institutes that are generally attended by school faculties, job-alike groups, i.e., central office administrators, school-based administrators, professional development specialists, curriculum and instruction specialists, and mentors.	QR328CX
Curriculum Development	The Danielson Group, LLC.	Charlotte Danielson is the creator of the Framework for Teaching. She and her authorized consultants in the Danielson Group are able to provide consulting, training and professional development focused on the Framework for Teaching. The Framework for Teaching and services the Danielson Group provides around the Framework have been developed over the last fifteen years and have been refined and revised based on Danielson's unique experience implementing the program in hundreds of districts with thousands of educators. Workshops offered by the Danielson group can be customized and extended based on client need.	QR328CZ
Curriculum Development	Board of Control for Southern Regional Education (SREB)	Literacy Design Collaborative (LDC) is a new way of thinking about and preparing students with the literacy skills they need to be college and career ready. It is a literacy framework that connects the Common Core State Standards with secondary ELA, social studies, science, and electives classrooms. The LDC framework helps schools addresses the following: Teach reading, writing, and thinking in middle grades and high school in the content areas. Develop instructional tools built around lessons and strategies aligned to the CCSS and are intended to be integrated by the teacher into existing curriculum. Merge literacy with content as a "both-and" strategy, supporting coherence in both the content area and literacy rather than focus on just one stand-alone aspect. Establish a system for teaching literacy that supports literacy across core disciplines that will work in grades 6-12.	QR929AE
Curriculum Development	Association for Supervision and Curriculum Development (ASCD)	Participants will improve their skills in designing units of study based on the Understanding by Design (UbD) framework and aligned with state and national standards. Learning modules include The Big Ideas of UbD, The UbD Template, Starting Points, Developing an Initial Unit Sketch, Aligning instruction with CCSS, and Learning for Understanding. Learning experiences include narrative discussions of key ideas, guiding exercises and worksheets and design standards with prompts for self-assessment. Participants will learn various ways to unpack standards and other goals and how to turn these standards into sound curriculum, instruction and assessment. Tools and protocols for obtaining and providing feedback to others based on design standards, observable classroom indicators and examination of results are included in learning experiences.	QR929AJ
Curriculum Development	Catapult Learning	Full Day Coaching- Coaching typically happens during the school day, in the classroom, and during planning periods. Sessions take place in a one-on-one or small group setting. Coaches spend six hour a day in building and can work with up to six individuals per day. Small groups can also be accommodated. Two or three days of coaching sessions may be scheduled as follow-up to a seminar. Fully developed programs based on school and teacher goals may last throughout the school year.	QR929AK
Curriculum Development	Learning Alliances, LLC	Through workshops geared toward improving instructional practices, Learning Alliances will: <ul style="list-style-type: none"> <li>• Help schools to develop effective and consistent high-quality instruction for all students, in alignment with state-adopted standards and the new Common Core Curriculum Standards.</li> <li>• Enhance the staff's understanding and use of diverse instructional strategies to accommodate varying learning styles such as: Differentiated instruction, small-group instruction, guided reading, skills-focused lessons, tiering for readiness levels, learning centers in a multi-level classroom, among others.</li> </ul>	QR929AP
Curriculum Development	Everyone Reading, Inc.	Our trainer/coach will work closely with principals, administrators, teachers and support staff to ensure effective implementation of evidence-based approaches, fidelity to the reading program, ongoing assessment and progress monitoring of students in need of services, modeling strategies and sharing best practices. The coaching component offers the opportunity for educators to share their thoughts and experiences through networking and online learning communities.	QR929AS

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Curriculum Development	NYC Mathematics Project/RFC-Lehman College	NYCMP professional-development services are based on sound research, demonstrated effectiveness, and standards-based pedagogy. The proposed services are aligned with the NY State Common Core Learning Standards (NYSCCLS), the Partnership for Assessment of Readiness for College and Careers (PARCC), the Danielson Group's Framework for Teaching, the National Council of Teachers of Mathematics, the National Council of Supervisors of Mathematics PRIME Leadership Framework (2008), the Learning Forward Standards for Professional Learning (National Staff Development Council), Classroom Instruction That Works, Universal Design for Learning, and Embedded Formative Assessment (Dylan William 2011). NYCMP services support teachers, teacher leaders, coaches, school leaders, administrators, clusters, and networks in implementing an approach to the teaching and learning of mathematics that integrates process and content, emphasizes use of real-world applications, and supports development of appropriate sequencing of mathematical concepts and problems. The NYCMP's approach considers the process and content learning of diverse students' needs, including those who are at-risk in low-performing schools, English language learners, and students with disabilities.	QR929AT
Curriculum Development	NYC Writing Project/RFC-Lehman College	NYCWP's work in schools helps teachers deepen knowledge of content and pedagogy by participating in communities of practice. Teacher-consultants nurture communities of practice through classroom collaboration, facilitated common planning times with grade or subject teams, after-school workshops, on-site NYCWP-sponsored graduate seminars, intensive summer fellowships, and various NYCWP online learning environments such as the NYCWP listserv, Youth Voices and collaborative wikis. By providing multiple opportunities for teachers to initiate learning in a school community, teacher-consultants help build internal capacity and long-term sustainability. This approach is consistent with the research-based model of effective professional development proposed in Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures (Desimone, 2009) which includes five core features of professional development: (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation. The NYCWP's on-site teacher-consultants co-plan, co-teach, model-teach, present, facilitate workshops, inquiry and study groups, and plan with administrative and leadership teams. They provide resources, methods, strategies, and observational support across subjects and grades. They support teachers to embed reading and writing strategies across all aspects of the curriculum, stressing the need for multiple opportunities for students—as both readers and writers--to engage with varied texts and genres.	QR929AU
Curriculum Development	Teachers College the Center for the Professional Education of Teachers (TCCPET)	Teachers College faculty and doctorate students work to continually increase our understanding of how to address the challenges of urban education. We invite nationally recognized educators to speak to our students. CPET can make these pre-eminent speakers and faculty available to inform and enrich New York City teachers and administrators. CPET speakers and workshop facilitators can be included as part of institutes we develop in collaboration with networks and clusters, or booked for cluster, network or Department of Education sponsored events. Target audiences includes new teachers, experienced teachers, lead teachers, APs, instructional coaches, principals and prospective school leaders.	QR929AW
Curriculum Development	Lincoln Center for Performing Arts	A semester-long intensive engagement with the LCI practice of aesthetic education, teachers receive individual coaching to create and teach lessons that complement an LCI unit of instruction.	QR929BI
Curriculum Development	Roundabout Theatre Company	A planning session and workshop with the full staff of teachers at a school led by two master teaching artists and/or Roundabout education staff members. Led by one teaching artist to support one teacher, this model consists of 1-12 hour-long planning meetings during which the teaching artist supports the teacher in creating units and lessons.	QR929BK
Curriculum Development	Center for Integrated Teacher Education	Teachers and principal/administrators are custom-tailored to yield information about each individual's strengths and need for professional development in areas such as classroom environment, strategies for teaching reading, using technology for instruction, working with students with special needs, including English language learners and special education students, goal-setting to improve teacher performance and student achievement, communicating with parents and using assessment results to drive instruction.	QR929BP
Curriculum Development	Brienza's Academic Advantage	Teachers will be supported in designing effective lesson plans. It is expected that the UBD model designed by Grant Wiggins and Jay McTighe will provide the model for effectively designing appropriate lesson plans aligned with the Common Core Curriculum and the needs of the students. Supporters of teachers will turn key strategies to support the teachers with whom they work and learn how to design Performance Tasks. Principals and prospective school leaders will focus on the critical attributes of what effective instruction should look like aligned with a teacher's lesson plan and create rubric for assessment.	QR929BR
Curriculum Development	Schoolwide, Inc.	Schoolwide's objective is to increase student academic achievement by providing teachers with sound standards aligned curriculum resources and pedagogy principles. Specific subject matter, agenda, and workshop content to be determined in collaboration with school leaders. Subjects/Topics may include: English Language Arts, Reading, Writing, Speaking and Listening, Grammar and Conventions, Content Area Literacy, ELL/LEP Instruction.	QR929BW

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<b>Curriculum Development</b>	<b>Bank Street College</b>	Bank Street College's Professional Development (PD) for Curriculum Development program's goal is to build capacity of grade K-8 teachers to help all students achieve standards-based learning outcomes, including both conceptual understanding and procedural skill and fluency, thereby building a foundation for continued learning. Our work with teachers, coaches, and administrators will foster fidelity in classroom implementation of learned strategies and instructional shifts, and ensure that the supervision and supports teachers receive sustain the learning and collaborative work. Bank Street will provide PD in curriculum development with a focus on teachers in grades K-8 in schools throughout NYC, particularly in content areas that are identified as areas with the greatest need for improved curriculum development. PD is customized to: meet the needs of each school and align with the targeted outcomes of the NYCDOE; develop CCLS-based curricula and differentiated approaches to research-based instruction in support of student learning; develop leaders' capacity to work as instructional leaders in their schools; and improve student learning outcomes in the classrooms of participating teachers.	QR929BY
<b>Leadership Development</b>	<b>Educational Alternatives Associates, Inc.</b>	EAA provides professional support to educational leaders to improve practice and quality of instruction. EAA will align offerings with the six ISLLC standards: An education leader promotes the success of every student by- 1. facilitating development, articulation, and stewardship of a vision of learning supported by stakeholders, 2. advocating, sustaining school culture and instructional program conducive to student learning and staff professional growth, 3.ensuring management of the organization, operation, and resources for safe, efficient, effective learning environment, 4. responding to diverse community interests/needs, 5: acting with integrity and fairness, 6. understanding and influencing the political, social, economic, legal, and cultural context.	QR328BU
<b>Leadership Development</b>	<b>Transforming Education in America, LLC (T.E.A.M.)</b>	T.E.A.M Training is a unique professional development program designed to improve the Healthy Habits of students and at the same time increase teachers' awareness of how much their own habits and attitudes have a direct impact on their students. T.E.A.M Training is designed as a brain-based program which increases teachers' and students' awareness of the impact physical and emotional habits have on the brain's capacity to think clearly and remain focused. This program also promotes the emotional and social intelligence of both teachers and students.	QR328CD
<b>Leadership Development</b>	<b>Sandra K Darling, Inc. dba Learning Bridges</b>	Learning Bridges has been providing professional development on effective, research-based instructional strategies language arts, mathematics, alternative licensure, culturally proficiency, and ELL. The Online Professional Development System is designed with the support of the National Staff Development Council. The LB System tools, including the Online Professional Development System, are ONLINE and available 24/7 for teachers. LB offers 51 online, accredited, instructor-led courses from which NYC can choose to meet their unique needs. Onsite training and coaching provide knowledge and skills in the use of the LB System tools, sustainable leadership skills, change management, creating and leading learning communities.	QR328CE
<b>Leadership Development</b>	<b>Cooke Center for Learning and Development, Inc.</b>	The Cooke Center for Learning and Development PD will be provided for paraprofessionals, teachers (including special education and ELL teachers), coaches and lead teachers, guidance counselors, assistant principals, principals, and central office lead teams and research and development team members for the purpose of building their capacity to implement brain-based instructional strategies, deliver student centered academic counseling services, promote sustainable instructional leadership, and ensure the quality of teaching and student achievement in NYC schools.	QR328CF
<b>Leadership Development</b>	<b>BJENY</b>	BJENY provides Advocacy, Professional Development, Professional Networks and Learning Communities. BJENY's Day School Education team is responsible for the professional development programs that are designed to enhance the core curriculum of English Language Arts, Science, Math and Social Studies. Special emphasis is placed on pedagogic practices in Data-Driven Decision Making, Special Education, Differentiated Instruction, Classroom Management, and School Leadership.	QR328CK
<b>Leadership Development</b>	<b>Thinking Maps, Inc.</b>	Implementation of Thinking Maps is performed on a whole school or district-wide level only. For implementation, a Thinking Maps: A Language for Learning manual must be purchased for every teacher. The Thinking Maps Professional Development Plan, when applied to a single whole school faculty, consists of one full day of staff development and two or more follow-up days throughout the school year. The follow-up days, unlike the introductory workshop, can be held while the students are in school, limiting 'pull-out' days to only one during the whole school training process. This ensures that every teacher has a high level of comfort and familiarity with all of the thinking processes and the accompanying maps, and that students are highly proficient in their recognition and use.	QR328CL
<b>Leadership Development</b>	<b>School Leaders Network, Inc.</b>	SLN is led by Elizabeth Neal, Ed.D, a nationally recognized education leader and professor at the Massachusetts College of Liberal Arts. SLN will facilitate monthly meetings for networks of 15 to 18 participating principals, who will undertake SLN's three-phase cycle of collaboration and inquiry over the course of about three years. Each network will visit a participant's school during Phase Two and during Phase Three. Participants will identify and study the problems of practice most relevant to their schools. Participants will increase their skills and knowledge relevant to their selected problems of practice.	QR328CM

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Leadership Development	New Teacher Center	The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers. NTC professional development is interactive and includes opportunities for participants to build on their prior knowledge and experience as classroom teachers and/or administrators to develop and deepen their practice. The knowledge, skills and understandings that form the foundation of the sessions are based upon research and NTC's years of experience and are informed by a clearly articulated philosophy of teacher and leader development.	QR328CN
Leadership Development	ESKOLTA SCHOOL RESEARCH AND DESIGN, INC.	Eskolta LLC is a NYC based school design firm specialized in turning around the dropout problem by engaging adolescents in meaningful learning. Eskolta offers professional development to school leaders, teachers, and counselors in 4 critical goals: develop the skills of sustainable leaders to support their staff in meeting student needs while moving towards coherent school goals; develop the skills of capable educators to respond to individual student needs while promoting rigorous learning; expand the use of practices to promote meaningful learning; and develop processes for supporting students at risk of dropping out of high school.	QR328CP
Leadership Development	Executive Leadership Institute	Executive Leadership Institute's professional development offerings include on-site mentoring, intensive holiday and summer learning institutes as well as participation in professional conferences. Single topic workshops are offered to all Principals, Assistant Principals, Supervisors of Specialty Areas, Education Administrators, Day Care Directors and Assistant Directors. Professional development workshops cover a wide range of topics designed to provide a balance to the administrator's role with managing compliance, as well as leading improvement and outcomes for the diverse needs of students with disabilities.	QR328CQ
Leadership Development	Scholastic Inc.	Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation PD that is research-based, proven effective, and designed for scale and sustainability. SAP's work with the NYCDOE will include a broad range of support to teachers. These supports will be led and coordinated by a full-time project manager to serve as a daily on-campus coordinator to provide intensive instructional support to teachers such as : coaching, modeling, observations and descriptive feedback to build each teacher's capacity. In addition, a team of other consultants will build the capacity to meet the specific needs of the district. SAP delivers customized professional development in each of the key following service offerings: Accountability and Instructional Supports, Special Needs Support, Youth Development Support, and Organizational and Professional Development.	QR328CR
Leadership Development	The Achievement Network, LTD.	The Achievement Network (ANet) is a nonprofit organization that was founded in Boston in 2005 to provide urban, low-income schools with effective strategies and tools to identify and close gaps in student learning using rigorous data, and help schools to embed these strategies and tools into their everyday routines, thereby measurably closing the achievement gap. ANet enables schools to use data to increase student achievement by combining high-quality standards-aligned assessments in English and Math for grades 3-8; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.	QR328CS
Leadership Development	Academy for Urban School Leadership (AUSL)	AUSL's model works within the existing school system in close partnership with the district and with teachers, many of whom are trained in AUSL's one year urban teacher residency program. Majority of AUSL core classroom teachers in its turnaround schools are trained in AUSL's one-year urban teacher residency program, during the school year prior to their placement in a new turnaround school. The program prepares teachers specifically for the challenges of turnaround schools through an intense combination of master's degree coursework and in-class mentoring with a specially-selected and trained mentor teacher.	QR328CU
Leadership Development	Just ASK Publications	Just ASK provides services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century. Just ASK uses a collaborative approach to determine readiness for change, gather data about current status, assess needs, and propose services/schedule. This approach allows Just ASK to customize services so they meet the needs of the client. Just ASK works with districts to provide coaching to all school community stakeholders, conduct walk-throughs, revise supervision and evaluation systems, organize and facilitate task forces, and not only analyze data, but additionally assist educators in designing interventions and instructions based on that data analysis. Just ASK provides a menu of workshop series, and institutes that are generally attended by school faculties, job-alike groups, i.e., central office administrators, school-based administrators, professional development specialists, curriculum and instruction specialists, and mentors.	QR328CX

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Leadership Development	The Danielson Group, LLC.	Charlotte Danielson is the creator of the Framework for Teaching. She and her authorized consultants in the Danielson Group are able to provide consulting, training and professional development focused on the Framework for Teaching. The Framework for Teaching and services the Danielson Group provides around the Framework have been developed over the last fifteen years and have been refined and revised based on Danielson's unique experience implementing the program in hundreds of districts with thousands of educators. Workshops offered by the Danielson group can be customized and extended based on client need.	QR328CZ
Leadership Development	Board of Control for Southern Regional Education (SREB)	Academic rigor is the level of cognitive complexity of expected learning. This course introduces principals and school leaders to alignment tools to determine levels of rigor and core habits of mind in classroom practices and systemically in schools. Participants assess rigor in lesson plans, unit plans and course content; in teacher assignments and student work; in formative and summative assessments and rubrics; and in the tight alignment of these elements to challenging standards. Participants undertake a course project that focuses on a problem they may be facing in their schools or organizations in recognizing and infusing rigorous expectations in their instructional and assessment practices. By analyzing classroom and schoolwide practices and a variety of strategies for improving rigor, including the role of cognitive complexity, high expectations and grade-level work, participants develop a plan to increase academic rigor schoolwide.	QR929AE
Leadership Development	Association for Supervision and Curriculum Development (ASCD)	Participants will learn the components of the Strength-Based School Improvement Model. This straightforward plan helps site-based administrators and instructional coaches collaborate to bring out the best in every teacher, build a stronger and more cohesive staff and achieve greater academic success. Participants will employ tools, such as the Continuum of Self-Reflection and a feedback-focused walk-through model, to implement a differentiated approach to coaching and supervision centered on identifying and nurturing teachers' individual strengths and helping them reach new levels of professional success and satisfaction.	QR929AJ
Leadership Development	Catapult Learning	Leadership Coaching- Coaching typically happens during the school day, in the classroom, and during planning periods. Sessions take place in a one-on-one or small group setting. Coaches spend 6 hour a day in building and can work with principals, assistant principals and leadership teams. Small groups including teachers can also be accommodated. Two or three days of coaching sessions may be scheduled as follow-up to a seminar. Fully developed programs based on school and teacher goals may last throughout the school year.	QR929AK
Leadership Development	Teaching Matters Inc	Teaching for Impact is a comprehensive multi-year professional development model that significantly increases student outcomes by advancing teacher performance in the areas of literacy and mathematics. Year one focuses on putting the conditions for success in place. Schools meeting all the conditions can begin with years 2 and 3. Support is provided in several areas: (1) collective capacity building in the form of professional learning communities (PLCs); (2) coaching on strategies to implement coherent Common Core-aligned curriculum and common assessments; (3) sustained, intensive onsite and offsite support; (4) effective uses of data for both instruction and progress monitoring; and (5) sustainability through the strengthening of instructional leadership, instructional culture change and cross-school knowledge sharing. Schools taking part in year one can take part in our Teacher Leader Institute, our teacher leader workshops, and in our Leadership Institutes. Leadership Institutes and our content area series are also available in in years 2 & 3.	QR929AO
Leadership Development	Learning Alliances, LLC	Through on-site support, coaching and technical assistance, Learning Alliances will help school leadership teams implement the professional learning they acquired during the workshop so as to: <ul style="list-style-type: none"> <li>• Help schools develop leadership at multiple levels in order to sustain, renew and transform teaching and learning for all students. Increase leadership capacity over time as the most productive way to bring about improvements that can be sustained.</li> <li>• Create or enhance existing leadership teams (LT) that clearly understand, based on a specifically developed rubric, what their exact responsibilities and roles are in terms of enhancing instruction.</li> <li>• Develop and enhance leadership responsibilities by creating a rubric that builds on leading curriculum alignment, providing pertinent resources and quality professional development for staff on the use of alignment resources, align school observation forms with district priorities, monitor the effectiveness of the demonstrations of learning, and align and ensure strong articulation of standards and objectives among the grades in each school by providing vertical articulation.</li> </ul>	QR929AP
Leadership Development	The After School Corporation (TASC)	TASC facilitates workshops throughout the year to help educators improve their expanded day programs and student outcomes. Workshops are delivered as stand-alone or sequenced sessions. School leadership, instructional coaches and lead teachers will have access to a range of trainings on topics such as: resource identification and coordination, school and community organization partnerships; data-driven decision making; service learning/civic engagement and; observing and coaching for quality. This activity will require 6 hours of prep and follow-up.	QR929AQ

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Leadership Development	Cambridge Education, LLC	Our Effective Classroom Observation program is a comprehensive, in-depth program that is designed to support and improve lesson observation and feedback skills that will contribute to the development of consistent teaching and learning standards across the school and support the school's self-evaluation. This program is geared toward principals, assistant principals and coaches. The goals and objectives of this program are: A clear understanding of the critical importance of focusing on student learning, knowledge of how evidence is collected and recorded to secure judgments, increased confidence in making those judgments, productive and developmental feedback to teachers, more rigorous evaluation of pupils' progress through work scrutiny, discussion and performance data, and a strong evidence base to support self-evaluation.	QR929BG
Leadership Development	CUNY Creative Arts Team	CAT/NYC Wolf Trap Program: Early Learning through the Arts promotes creativity, socialization, and emergent academic skills for pre-kindergarten level through Grade 2. Actor-Teachers introduce a variety of characters who enlist the children's help to develop a story. They involve teachers in the use of participatory strategies for exploring understanding others' feelings, cooperation, respect, sharing, and communication skills. The Elementary Program uses interactive scenarios, combined with drama, and other arts to enrich curricula and address objectives for leadership, bullying prevention and youth development. Students enter fictional scenarios related to daily life, social/emotional growth and educational achievement, where they explore challenging themes and issues. The Mentor Model places CAT Actor-Teachers in the classroom for a 3-10 day sequential residency to model in-classroom educational drama sessions. Collaborative planning and co-teaching experiences aid teachers in acquiring comfort and familiarity with techniques such as role-play, improvisation, tableaux or teacher-in-role. Mentor/Model Residencies deliver job-embedded professional development including 1:1 or small group reflection sessions with participating teachers and Resource Guides with follow-up and assessment activities for educators, who learn to create their own lessons plans using interactive drama strategies.	QR929BJ
Leadership Development	Mercy College	School leaders will acquire the requisite leadership skills and knowledge base to develop more effective schools and raise student achievement. Mercy College's program is designed to assist both new and experienced leaders to become outstanding leaders, "teacher of teachers," in a step-by-step process tailored to meet individual teacher needs. The program will address leadership in an environment that supports an instructional focus on the Common Core Standards and will work with leaders to help them gain an understanding of how to implement strategies for data-driven instruction. The services will be provided on site in the identified networks/clusters/schools and at Mercy College. The facilitator will conduct on-site workshops on a variety of topics including middle school organization; successful interdisciplinary teaming and advising; implications of young adolescent development for planning; interdisciplinary models of instruction and curriculum planning; the co-curricular program; engagement of caregivers in the education of middle school students; and use of community resources to support curriculum.	QR929BM
Leadership Development	Educators for Social Responsibility	ESR uses the Positive Behavioral Interventions and Supports (PBIS) framework to design and provide opportunities, supports, and interventions for all students that encourage positive behaviors. ESR's approach reflects a problem-solving, restorative justice approach, rather than a punitive approach, and includes a range of practices from guidance behavior replacement sessions to alternatives to suspension. ESR works primarily with a climate-discipline-student support team that includes the principal and other key administrators, student support and teacher leaders. Through a facilitated planning process, consulting, and coaching, these leaders will align their core values with school-wide expectations, rules and procedures, accountable consequences, and behavioral and mental health supports and interventions. The team will also develop and help to implement a plan to engage and build commitment among the staff as a whole. The three-tiered framework is based upon the recognition that different students need different amounts and kinds of time, attention, and support to learn successfully and behave responsibly.	QR929BV
Leadership Development	Bank Street College	The goal of Bank Street College's Professional Development (PD) leadership programs is to build the capacity of school leaders and prospective leaders to develop and sustain highly effective elementary and secondary schools (P-12). Bank Street will provide PD in leadership for a wide range of educators who desire to assume leadership roles in public schools throughout NYC, particularly in areas with the greatest need. Bank Street is committed to strengthening the leadership pipeline, including teacher leaders and coaches, assistant principals, principals, network leaders, and cluster leaders. Leadership PD for Teacher Leaders and Coaches In all schools – but especially in those where turnover of principals and/or assistant principals has been rapid – teacher leaders and coaches provide continuity, institutional memory, and a key source of ongoing improvement ideas and efforts.	QR929BY

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Postsecondary Readiness	Educational Alternatives Associates, Inc.	EAA provides professional support to educational leaders to improve practice and quality of instruction. EAA will align offerings with the six ISLLC standards: An education leader promotes the success of every student by- 1. facilitating development, articulation, and stewardship of a vision of learning supported by stakeholders, 2. advocating, sustaining school culture and instructional program conducive to student learning and staff professional growth, 3.ensuring management of the organization, operation, and resources for safe, efficient, effective learning environment, 4. responding to diverse community interests/needs, 5: acting with integrity and fairness, 6. understanding and influencing the political, social, economic, legal, and cultural context.	QR328BU
Postsecondary Readiness	Transforming Education in America, LLC (T.E.A.M.)	T.E.AM Training is a unique professional development program designed to improve the Healthy Habits of students and at the same time increase teachers' awareness of how much their own habits and attitudes have a direct impact on their students. T.E.AM Training is designed as a brain-based program which increases teachers' and students' awareness of the impact physical and emotional habits have on the brain's capacity to think clearly and remain focused. This program also promotes the emotional and social intelligence of both teachers and students.	QR328CD
Postsecondary Readiness	Sandra K Darling, Inc. dba Learning Bridges	Learning Bridges has been providing professional development on effective, research-based instructional strategies language arts, mathematics, alternative licensure, culturally proficiency, and ELL. The Online Professional Development System is designed with the support of the National Staff Development Council. The LB System tools, including the Online Professional Development System, are ONLINE and available 24/7 for teachers. LB offers 51 online, accredited, instructor-led courses from which NYC can choose to meet their unique needs. Onsite training and coaching provide knowledge and skills in the use of the LB System tools, sustainable leadership skills, change management, creating and leading learning communities.	QR328CE
Postsecondary Readiness	Cooke Center for Learning and Development, Inc.	The Cooke Center for Learning and Development PD will be provided for paraprofessionals, teachers (including special education and ELL teachers), coaches and lead teachers, guidance counselors, assistant principals, principals, and central office lead teams and research and development team members for the purpose of building their capacity to implement brain-based instructional strategies, deliver student centered academic counseling services, promote sustainable instructional leadership, and ensure the quality of teaching and student achievement in NYC schools.	QR328CF
Postsecondary Readiness	BJENY	BJENY provides Advocacy, Professional Development, Professional Networks and Learning Communities. BJENY's Day School Education team is responsible for the professional development programs that are designed to enhance the core curriculum of English Language Arts, Science, Math and Social Studies. Special emphasis is placed on pedagogic practices in Data-Driven Decision Making, Special Education, Differentiated Instruction, Classroom Management, and School Leadership.	QR328CK
Postsecondary Readiness	Thinking Maps, Inc.	Implementation of Thinking Maps is performed on a whole school or district-wide level only. For implementation, a Thinking Maps: A Language for Learning manual must be purchased for every teacher. The Thinking Maps Professional Development Plan, when applied to a single whole school faculty, consists of one full day of staff development and two or more follow-up days throughout the school year. The follow-up days, unlike the introductory workshop, can be held while the students are in school, limiting 'pull-out' days to only one during the whole school training process. This ensures that every teacher has a high level of comfort and familiarity with all of the thinking processes and the accompanying maps, and that students are highly proficient in their recognition and use.	QR328CL
Postsecondary Readiness	School Leaders Network, Inc.	SLN is led by Elizabeth Neal, Ed.D, a nationally recognized education leader and professor at the Massachusetts College of Liberal Arts. SLN will facilitate monthly meetings for networks of 15 to 18 participating principals, who will undertake SLN's three-phase cycle of collaboration and inquiry over the course of about three years. Each network will visit a participant's school during Phase Two and during Phase Three. Participants will identify and study the problems of practice most relevant to their schools. Participants will increase their skills and knowledge relevant to their selected problems of practice.	QR328CM
Postsecondary Readiness	New Teacher Center	The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers. NTC professional development is interactive and includes opportunities for participants to build on their prior knowledge and experience as classroom teachers and/or administrators to develop and deepen their practice. The knowledge, skills and understandings that form the foundation of the sessions are based upon research and NTC's years of experience and are informed by a clearly articulated philosophy of teacher and leader development.	QR328CN
Postsecondary Readiness	ESKOLTA SCHOOL RESEARCH AND DESIGN, INC.	Eskolta LLC is a NYC based school design firm specialized in turning around the dropout problem by engaging adolescents in meaningful learning. Eskolta offers professional development to school leaders, teachers, and counselors in 4 critical goals: develop the skills of sustainable leaders to support their staff in meeting student needs while moving towards coherent school goals; develop the skills of capable educators to respond to individual student needs while promoting rigorous learning; expand the use of practices to promote meaningful learning; and develop processes for supporting students at risk of dropping out of high school.	QR328CP

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Postsecondary Readiness	Executive Leadership Institute	Executive Leadership Institute's professional development offerings include on-site mentoring, intensive holiday and summer learning institutes as well as participation in professional conferences. Single topic workshops are offered to all Principals, Assistant Principals, Supervisors of Specialty Areas, Education Administrators, Day Care Directors and Assistant Directors. Professional development workshops cover a wide range of topics designed to provide a balance to the administrator's role with managing compliance, as well as leading improvement and outcomes for the diverse needs of students with disabilities.	QR328CQ
Postsecondary Readiness	Scholastic Inc.	Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation PD that is research-based, proven effective, and designed for scale and sustainability. SAP's work with the NYCDOE will include a broad range of support to teachers. These supports will be led and coordinated by a full-time project manager to serve as a daily on-campus coordinator to provide intensive instructional support to teachers such as : coaching, modeling, observations and descriptive feedback to build each teacher's capacity. In addition, a team of other consultants will build the capacity to meet the specific needs of the district. SAP delivers customized professional development in each of the key following service offerings: Accountability and Instructional Supports, Special Needs Support, Youth Development Support, and Organizational and Professional Development.	QR328CR
Postsecondary Readiness	The Achievement Network, LTD.	The Achievement Network (ANet) is a nonprofit organization that was founded in Boston in 2005 to provide urban, low-income schools with effective strategies and tools to identify and close gaps in student learning using rigorous data, and help schools to embed these strategies and tools into their everyday routines, thereby measurably closing the achievement gap. ANet enables schools to use data to increase student achievement by combining high-quality standards-aligned assessments in English and Math for grades 3-8; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.	QR328CS
Postsecondary Readiness	Academy for Urban School Leadership (AUSL)	AUSL's model works within the existing school system in close partnership with the district and with teachers, many of whom are trained in AUSL's one year urban teacher residency program. Majority of AUSL core classroom teachers in its turnaround schools are trained in AUSL's one-year urban teacher residency program, during the school year prior to their placement in a new turnaround school. The program prepares teachers specifically for the challenges of turnaround schools through an intense combination of master's degree coursework and in-class mentoring with a specially-selected and trained mentor teacher.	QR328CU
Postsecondary Readiness	Just ASK Publications	Just ASK provides services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century. Just ASK uses a collaborative approach to determine readiness for change, gather data about current status, assess needs, and propose services/schedule. This approach allows Just ASK to customize services so they meet the needs of the client. Just ASK works with districts to provide coaching to all school community stakeholders, conduct walk-throughs, revise supervision and evaluation systems, organize and facilitate task forces, and not only analyze data, but additionally assist educators in designing interventions and instructions based on that data analysis. Just ASK provides a menu of workshop series, and institutes that are generally attended by school faculties, job-alike groups, i.e., central office administrators, school-based administrators, professional development specialists, curriculum and instruction specialists, and mentors.	QR328CX
Postsecondary Readiness	The Danielson Group, LLC.	Charlotte Danielson is the creator of the Framework for Teaching. She and her authorized consultants in the Danielson Group are able to provide consulting, training and professional development focused on the Framework for Teaching. The Framework for Teaching and services the Danielson Group provides around the Framework have been developed over the last fifteen years and have been refined and revised based on Danielson's unique experience implementing the program in hundreds of districts with thousands of educators. Workshops offered by the Danielson group can be customized and extended based on client need.	QR328CZ
Postsecondary Readiness	Research Foundation CUNY College Access Research and Action (CARA)	College Inquiry works with a school-based committee of teachers, guidance staff and administrators. Through the College Inquiry approach, CARA offers coaching, curriculum and PD resources to help schools develop a 9 - 12 college access program.	QR929AI
Postsecondary Readiness	Goddard Riverside Community Center	The Programming and Counseling Series is designed for participants who have completed the five core content seminars, either by taking individual seminars or by participating in the Core College Access Knowledge Series. This series focuses on youth development and high quality counseling skills as the backbone of any college access or postsecondary planning program. In four days it covers youth development as a basis for effective programming, counseling skills, and addressing programmatic challenges. It includes the seminars: Youth Development in College Access, College Access Counseling Skills, Common Counseling Challenges Practicum, and Effective College Access Programming.	QR929AV

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<p><b>Postsecondary Readiness</b></p>	<p><b>CUNY Creative Arts Team</b></p>	<p>The High School Program uses participatory drama to enhance the communication, critical-thinking, literacy and decision-making skills of older adolescents. Residencies address social emotional learning with dramatizations and discussions that prime students to reflect on their feelings and the feelings of others. Role-plays are used to provide opportunities for students to practice peaceful communication, decision-making, problem-solving and postsecondary goal setting. The Mentor Model places CAT Actor-Teachers in the classroom for a 3-10 day sequential residency to model in-classroom educational drama sessions. Professional development is job-embedded in Mentor/Model Residencies including 1:1 or small group reflection sessions with participating teachers and Resource Guides with follow-up and assessment activities for educators, who learn to implement interactive drama strategies and receive coaching from actor/teachers to support their efforts. These residencies deliver robust student engagement while building teachers' capacity to use drama and the arts to support students overall and to proactively plan varied approaches to students' learning as well as students' ability to express or demonstrate what they have learned. Class size 10-30, plus teachers and paras.</p>	<p>QR929BJ</p>
<p><b>Postsecondary Readiness</b></p>	<p><b>Educators for Social Responsibility</b></p>	<p>ESR - As high schools develop a more comprehensive approach to postsecondary preparation, building college readiness for all students takes on a greater sense of urgency. The goal of the Reaching and Engaging All Learners program is to prepare teachers to create engaging and rigorous classrooms that foster postsecondary readiness. The objectives include equipping teachers with new understanding, skills, and strategies that enable them to begin to implement different approaches to instruction, discipline, and classroom management that foster healthy social and emotional development and academic success. ESR supports schools to incorporate six conditions that support student engagement, resulting in academic success and achievement, and three dimensions of college and career readiness (adapted from Dr. David Conley's report, Redefining college readiness. (2007). Eugene, OR: Educational Policy Improvement Center). The objectives of ESR's program are to help teachers learn a range of research-based instructional strategies, core classroom practices, protocols, and procedures for reaching and engaging all learners. This PD program will also help the school to build capacity among its instructional coaches and other administrators who support teachers in the classroom to coach and mentor teachers as they implement Reaching and Engaging All Learners.</p>	<p>QR929BV</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Educational Alternatives Associates, Inc.</b></p>	<p>EAA provides professional support to educational leaders to improve practice and quality of instruction. EAA will align offerings with the six ISLLC standards: An education leader promotes the success of every student by- 1. facilitating development, articulation, and stewardship of a vision of learning supported by stakeholders, 2. advocating, sustaining school culture and instructional program conducive to student learning and staff professional growth, 3.ensuring management of the organization, operation, and resources for safe, efficient, effective learning environment, 4. responding to diverse community interests/needs, 5: acting with integrity and fairness, 6. understanding and influencing the political, social, economic, legal, and cultural context.</p>	<p>QR328BU</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Transforming Education in America, LLC (T.E.A.M.)</b></p>	<p>T.E.AM Training is a unique professional development program designed to improve the Healthy Habits of students and at the same time increase teachers' awareness of how much their own habits and attitudes have a direct impact on their students. T.E.AM Training is designed as a brain-based program which increases teachers' and students' awareness of the impact physical and emotional habits have on the brain's capacity to think clearly and remain focused. This program also promotes the emotional and social intelligence of both teachers and students.</p>	<p>QR328CD</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Sandra K Darling, Inc. dba Learning Bridges</b></p>	<p>Learning Bridges has been providing professional development on effective, research-based instructional strategies language arts, mathematics, alternative licensure, culturally proficiency, and ELL. The Online Professional Development System is designed with the support of the National Staff Development Council. The LB System tools, including the Online Professional Development System, are ONLINE and available 24/7 for teachers. LB offers 51 online, accredited, instructor-led courses from which NYC can choose to meet their unique needs. Onsite training and coaching provide knowledge and skills in the use of the LB System tools, sustainable leadership skills, change management, creating and leading learning communities.</p>	<p>QR328CE</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Cooke Center for Learning and Development, Inc.</b></p>	<p>The Cooke Center for Learning and Development PD will be provided for paraprofessionals, teachers (including special education and ELL teachers), coaches and lead teachers, guidance counselors, assistant principals, principals, and central office lead teams and research and development team members for the purpose of building their capacity to implement brain-based instructional strategies, deliver student centered academic counseling services, promote sustainable instructional leadership, and ensure the quality of teaching and student achievement in NYC schools.</p>	<p>QR328CF</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>BJENY</b></p>	<p>BJENY provides Advocacy, Professional Development, Professional Networks and Learning Communities. BJENY's Day School Education team is responsible for the professional development programs that are designed to enhance the core curriculum of English Language Arts, Science, Math and Social Studies. Special emphasis is placed on pedagogic practices in Data-Driven Decision Making, Special Education, Differentiated Instruction, Classroom Management, and School Leadership.</p>	<p>QR328CK</p>

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<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Thinking Maps, Inc.</b></p>	<p>Implementation of Thinking Maps is performed on a whole school or district-wide level only. For implementation, a Thinking Maps: A Language for Learning manual must be purchased for every teacher. The Thinking Maps Professional Development Plan, when applied to a single whole school faculty, consists of one full day of staff development and two or more follow-up days throughout the school year. The follow-up days, unlike the introductory workshop, can be held while the students are in school, limiting 'pull-out' days to only one during the whole school training process. This ensures that every teacher has a high level of comfort and familiarity with all of the thinking processes and the accompanying maps, and that students are highly proficient in their recognition and use.</p>	<p>QR328CL</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>School Leaders Network, Inc.</b></p>	<p>SLN is led by Elizabeth Neal, Ed.D, a nationally recognized education leader and professor at the Massachusetts College of Liberal Arts. SLN will facilitate monthly meetings for networks of 15 to 18 participating principals, who will undertake SLN's three-phase cycle of collaboration and inquiry over the course of about three years. Each network will visit a participant's school during Phase Two and during Phase Three. Participants will identify and study the problems of practice most relevant to their schools. Participants will increase their skills and knowledge relevant to their selected problems of practice.</p>	<p>QR328CM</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>New Teacher Center</b></p>	<p>The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers. NTC professional development is interactive and includes opportunities for participants to build on their prior knowledge and experience as classroom teachers and/or administrators to develop and deepen their practice. The knowledge, skills and understandings that form the foundation of the sessions are based upon research and NTC's years of experience and are informed by a clearly articulated philosophy of teacher and leader development.</p>	<p>QR328CN</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>ESKOLTA SCHOOL RESEARCH AND DESIGN, INC.</b></p>	<p>Eskolta LLC is a NYC based school design firm specialized in turning around the dropout problem by engaging adolescents in meaningful learning. Eskolta offers professional development to school leaders, teachers, and counselors in 4 critical goals: develop the skills of sustainable leaders to support their staff in meeting student needs while moving towards coherent school goals; develop the skills of capable educators to respond to individual student needs while promoting rigorous learning; expand the use of practices to promote meaningful learning; and develop processes for supporting students at risk of dropping out of high school.</p>	<p>QR328CP</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Executive Leadership Institute</b></p>	<p>Executive Leadership Institute's professional development offerings include on-site mentoring, intensive holiday and summer learning institutes as well as participation in professional conferences. Single topic workshops are offered to all Principals, Assistant Principals, Supervisors of Specialty Areas, Education Administrators, Day Care Directors and Assistant Directors. Professional development workshops cover a wide range of topics designed to provide a balance to the administrator's role with managing compliance, as well as leading improvement and outcomes for the diverse needs of students with disabilities.</p>	<p>QR328CQ</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Scholastic Inc.</b></p>	<p>Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation PD that is research-based, proven effective, and designed for scale and sustainability. SAP's work with the NYCDOE will include a broad range of support to teachers. These supports will be led and coordinated by a full-time project manager to serve as a daily on-campus coordinator to provide intensive instructional support to teachers such as : coaching, modeling, observations and descriptive feedback to build each teacher's capacity. In addition, a team of other consultants will build the capacity to meet the specific needs of the district. SAP delivers customized professional development in each of the key following service offerings: Accountability and Instructional Supports, Special Needs Support, Youth Development Support, and Organizational and Professional Development.</p>	<p>QR328CR</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>The Achievement Network, LTD.</b></p>	<p>The Achievement Network (ANet) is a nonprofit organization that was founded in Boston in 2005 to provide urban, low-income schools with effective strategies and tools to identify and close gaps in student learning using rigorous data, and help schools to embed these strategies and tools into their everyday routines, thereby measurably closing the achievement gap. ANet enables schools to use data to increase student achievement by combining high-quality standards-aligned assessments in English and Math for grades 3-8; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.</p>	<p>QR328CS</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Academy for Urban School Leadership (AUSL)</b></p>	<p>AUSL's model works within the existing school system in close partnership with the district and with teachers, many of whom are trained in AUSL's one year urban teacher residency program. Majority of AUSL core classroom teachers in its turnaround schools are trained in AUSL's one-year urban teacher residency program, during the school year prior to their placement in a new turnaround school. The program prepares teachers specifically for the challenges of turnaround schools through an intense combination of master's degree coursework and in-class mentoring with a specially-selected and trained mentor teacher.</p>	<p>QR328CU</p>

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<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Just ASK Publications</b></p>	<p>Just ASK provides services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century. Just ASK uses a collaborative approach to determine readiness for change, gather data about current status, assess needs, and propose services/schedule. This approach allows Just ASK to customize services so they meet the needs of the client. Just ASK works with districts to provide coaching to all school community stakeholders, conduct walk-throughs, revise supervision and evaluation systems, organize and facilitate task forces, and not only analyze data, but additionally assist educators in designing interventions and instructions based on that data analysis. Just ASK provides a menu of workshop series, and institutes that are generally attended by school faculties, job-alike groups, i.e., central office administrators, school-based administrators, professional development specialists, curriculum and instruction specialists, and mentors.</p>	<p>QR328CX</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>The Danielson Group, LLC.</b></p>	<p>Charlotte Danielson is the creator of the Framework for Teaching. She and her authorized consultants in the Danielson Group are able to provide consulting, training and professional development focused on the Framework for Teaching. The Framework for Teaching and services the Danielson Group provides around the Framework have been developed over the last fifteen years and have been refined and revised based on Danielson's unique experience implementing the program in hundreds of districts with thousands of educators. Workshops offered by the Danielson group can be customized and extended based on client need.</p>	<p>QR328CZ</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Cambium Education, Inc</b></p>	<p>Data are used to inform decisions at all levels to ensure that systems are accomplished through alignment of resources and effort. Cambium offers a variety of PD where teachers gain the ability to use data and progress monitoring tools. In support of an educator's ability to measure our training as it directly ties to student performance, featuring an array of data management capabilities, including class rosters used by teachers to enter assessment scores, calculate gains automatically and add/delete students as needed. Teachers can input and view their students' data; coaches and principals can view all building-level data and administrators can view district, school and individual student data. Tiered reporting allows teachers, campus coaches and school administrators to access multiple reports in various formats at the student, classroom and district levels. The program allows teachers to not only continue their learning through embedded online training, but it also provides leaders and teachers the ability to assess the quality of their learning through the most important measure - student success.</p>	<p>QR929AG</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Association for Supervision and Curriculum Development (ASCD)</b></p>	<p>Participants will learn an effective process for using data-driven decision-making to measure student progress in meeting standards and to engage in continuous school improvement to increase student achievement. Teachers, teacher-leaders and administrators will learn tools, protocols and processes for analyzing student work and teacher work to identify root causes of problems and the resulting corrective actions aligned with standards and school improvement plans.</p>	<p>QR929AJ</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Teaching Matters Inc</b></p>	<p>Math Matters is a comprehensive multi-year professional development model that significantly increases student outcomes by advancing teacher performance in the area of mathematics. Year one is suitable for schools that require help with the selection of a cohesive math curriculum, its alignment with the Common Core and appropriate common assessments. Schools having a cohesive Common Core-aligned curriculum and appropriate common assessments can begin with years 2 and 3. Support is provided in several areas: (1) collective capacity building in the form of professional learning communities (PLCs); (2) coaching on strategies to implement coherent Common Core-aligned curriculum and common assessments; (3) sustained, intensive onsite and offsite support; (4) effective uses of data for both instruction and progress monitoring; and (5) sustainability through the strengthening of instructional leadership, instructional culture change and cross-school knowledge sharing. Participation in Math Matters includes our Teacher Leader Institute in year 1 and in our Teacher Leader offerings and our content area workshop series in years 2 &amp; 3.</p>	<p>QR929AO</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Learning Alliances, LLC</b></p>	<p>Through workshops, Learning Alliances will help to:</p> <ul style="list-style-type: none"> <li>• Structure collaboration for student-oriented, progressive data analysis</li> <li>• Engage teachers and administrative personnel in the data mining process as a means of differentiating instruction</li> <li>• Identify and eliminate barriers to constructive, regular use of student assessment / achievement data, and build faculty's skill in interpreting data sensibly and in a timely manner.</li> <li>• Review student performance data in order to make recommendations to the schools' leadership team</li> <li>• Have data anchor classroom decisions, supervisory conversations, and the work of school-based professional learning communities</li> </ul>	<p>QR929AP</p>

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<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>NYC Mathematics Project/RFC-Lehman College</b></p>	<p>All proposed services are aligned with the New York State P-12 Common Core Learning Standards for Mathematics, <i>Driven By Data: A Practical Guide to Improve Instruction</i> (Bambrick-Santoyo, 2010) and <i>The Framework for Teaching</i> (Danielson, 2011). Our services will support teachers and administrators in shifting practice to evaluate and apply instructional practice aligned with the NYSCCLS, monitoring learners and adjusting practice to prepare students for the challenges of post-secondary education and 21st century workplace competency. Services will address the effective use of data in the development of school improvement plans. Our model will focus on the components outlined in <i>Driven By Data-Assessment, Analysis, Action and Culture</i>. Suzanne Libfeld, Director of the New York City Mathematics Project (NYCMP), is an Engage NY Network Team member and has attended Network team meetings focusing on data-driven instruction. The resources from EngageNY and the Professional Development Agendas and Activities from <i>Driven By Data</i> will provide the foundation for the services we will provide. Our work also incorporates the resources on the NYCDOE website, specifically the resources to strengthen teacher practice. These services consider the needs of the full range of students in New York City, including English language learners and students with disabilities.</p>	<p>QR929AT</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>NYC Writing Project/RFC-Lehman College</b></p>	<p>The NYCWP's model of professional development is based on three mutually-reinforcing components, all of which are designed to support teachers and administrators in multiple contexts as noted above: 1) on-site consulting and coaching; 2) graduate seminars, study groups, and/or workshop series; 3) strategic planning and leadership development with administrators within schools and across a network. Our approach to understanding, interpreting, and using data to shift pedagogical practice, influence decision-making and improve teacher effectiveness begins by encouraging an inclusive definition of data that includes student performance information collected through quantitative and qualitative methods, both standardized and classroom-based. Classrooms are rich sources of data: student reading logs, drafts of student writing, annotations, entry/exit slips, think-alouds, reflections, test results, and documented large- and small-group discussions have the potential to inform instructional decisions day-to-day and over time.</p>	<p>QR929AU</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Teachers College the Center for the Professional Education of Teachers (TCCPET)</b></p>	<p>CPET study groups are highly focused inquiries into a topic or practice that enables participants to learn actively while reading and discussing a common text. Study groups may investigate topics such as how to infuse social justice into the curriculum, writing in all content areas, argumentative writing, text complexity, 21st century global capacities. An experienced CPET coach plans and facilitates the study group in collaboration with participants, molding activities, resources and experiences to the participants' interests.</p>	<p>QR929AW</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Cambridge Education, LLC</b></p>	<p>In a performance-driven school system, all organizational functions are driven by a cycle of instructional improvement. The heart of this system is the effective use of data – it's about enabling people to improve their practices because they have the information needed to take appropriate action. Data are used to inform decisions at all levels to ensure that systems are accomplished through alignment of resources and effort. Our consultants facilitate the implementation of data-driven decision making which is specifically designed to assist school administrators and coaches in the use of data-driven decision making.</p>	<p>QR929BG</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Successful Learning Group, Inc.</b></p>	<p>SAL consists of workshops, spread throughout a year. Between workshops, consultants provide ongoing support through visits to teachers in their schools. Teachers attend the workshops and are provided with support as they implement intensive instruction, then small group instruction with their students in their schools. Workshops include the following activities: a) reading current research, b)undertaking action research and ongoing reflection, c)working in professional learning teams, d)using reliable assessment tools and instructional practices, e)learning how to provide intensive, and small group instruction to meet the learning needs of individual students, f)being accountable to students, colleagues and the school. Workshops and support in schools are tailored to meet the professional needs of the teachers. SAL workshops are differentiated to meet the needs of the teachers, so that they in turn learn how to differentiate for the needs of their students. Under-achieving adolescent readers have been accelerated up to 3 years in 40 lessons by teachers during their SAL training. Teachers internalize changes to their teaching and continue to reflect on their practices. These practices are generalized to small group and classroom instruction.</p>	<p>QR929BN</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>Schoolwide, Inc.</b></p>	<p>Schoolwide's objective is to improve teachers' knowledge of subject area content, including but not limited to writing, reading, speaking, listening, and language; and provide training for teachers on how to administer, collect, and analyze formative and summative assessments in order to improve students' performance.</p>	<p>QR929BW</p>
<p><b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b></p>	<p><b>MONDO</b></p>	<p>A multi-levelled approach that uses student assessment to think through and inform a comprehensive, differentiated literacy curriculum. The emphasis will be on changing classroom practice based on the informed use of student data to provide powerful focused instruction that fine-tunes the day-to-day instruction for students in all classrooms.</p>	<p>QR929BZ</p>

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<b>Shifting Pedagogical Practice: Data-Driven Decision-Making and Teacher Effectiveness</b>	<b>American Reading Company</b>	Smart Start Tiered PD Module provides professional development with a comprehensive, interactive, hands-on introduction to the framework. In-class demonstrations with students follow. Support continues with several types of teacher coaching visits, each focusing on a different, important aspect of implementation.	QR929CA
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