

MTAC R0915 Special Education Professional Development

Contract Dates: 01/01/2010 - 08/31/2017

For more Information please

Call Michelle Bensignor

at (212)374-0713

Component	Vendor Name	Component Description	Contract Number
10 - Response to Intervention	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
10 - Response to Intervention	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
10 - Response to Intervention	Everyone Reading, Inc.	Everyone Reading seeks to support DOE in a broad-based special education intervention initiative for NYC schools offering PD services that help educate students with special needs alongside their non-disabled peers, hold all students to high standards, both academically and socially, and create opportunities for high-quality, flexible instructional designs for students with special needs. Their programs seek to expand the repertoire of research-supported strategies, set assessment-driven goals, monitor progress, share best-practices, and replicate excellence. Through a combination of on-site coaching and workshops, they work with school administrators, teachers, faculty, paraprofessionals and parents in integrating literacy strategies into content area and in meeting the core standards, to differentiate instruction and address the needs of special education students.	QR915AD
10 - Response to Intervention	Learning Ally	Bring together general and special education teachers in inclusive classrooms to enhance their skills and knowledge of methods, practices and strategies to use to enhance the learning experience for students with disabilities. Learning Ally and the NYCDOE will establish a selection process for participating school locations based on geographic location, demographics, socio-economic status, special education demographics, performance on state testing and curriculum used. There will be five schools selected to host a session each month September through June, with one class of teachers. Each class will encompass up to 30 staff member from the nearby schools. Participants will leave sessions with a list of walk-away strategies: techniques, practices and ideas to implement on the very next day of instruction with students so they can begin to see immediate impact on students' behavior, engagement, understanding and comprehension. Targeted follow-up and support are offered at the conclusion of each session.	QR915AH
10 - Response to Intervention	Wilson Language Training Corporation	Wilson Language Training Corporation (WLT) offers a combination of on-site and online professional development, certification and coaching services in which a research-based literacy curriculum is implemented using a Response to Intervention (RTI) model for grades K-12. Best practices are presented to participants in three tiers, enabling educators to provide an instructional foundation, identify struggling learners through ongoing assessment, and provide intensive intervention through differentiated, specialized, multisensory instruction. WLT's programs can be customized to support planning and preparation, classroom environment, and	QR915AJ
11 - Assessment	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
11 - Assessment	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
12 - Autism	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW

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12 - Autism	Wediko Children's Services, Inc.	Wediko's School-Based Services & Clinical Consultation provides Professional Development for School & Central Based Staff, Coaches for School Based Staff and Parent Workshops that build competency in supporting students with ASD to be successful at school in the least restrictive setting. Research supports the use of School Wide Positive Behavior Supports as a best practice in developing a positive school culture and reducing disruptive student behavior in the classroom.	QR915AA
12 - Autism	STAR Autism Support, INC	STAR Autism Support (SAS) will provide comprehensive workshops, program set-up assistance and on-site/hands on training, modeling, consultation, and coaching to school-based special educators, school-based assessment professionals, staff developers, teachers, paraprofessionals, parent coordinators and parents. SAS will also provide a "coach's training" to the autism specialists, consultants, speech pathologists or other related service professionals that may serve as a coach for	QR915AB
12 - Autism	RFC-Hunter College	Hunter College focuses on professional development for staff newly hired or assigned to ASD Nest Programs within NYC public schools. The ASD Nest is an inclusion program using an integrated co-teaching model for students with autism spectrum disorders. Hunter will prepare new staff of the ASD Nest program (teachers and related service providers) who will be working at grades Kindergarten to grade 8 with the knowledge, skills, and applied practices essential to effectively serve students on the autism spectrum. Objectives of this PD will be to: Understand the characteristics of children and adolescents with autism spectrum disorders, become knowledgeable about evidence-based intervention approaches, work productively with parents of students with ASD, and become knowledgeable about the structure, approaches, and strategies used in the ASD Nest program.	QR915AC
12 - Autism	Birch Family Services, Inc.	Participants learn what an autism spectrum disorder is, its diagnosis, what is meant by the "culture of autism," and about the sensory challenges facing children on the spectrum and how to address them. Strategies to address the passions and interests that are encountered in this population in a productive and meaningful manner are covered. Day two focuses on strategies for success throughout the day. Special attention is given to transitions, lunch, recess, gym, and class work.	QR915AE
12 - Autism	New York University Metropolitan Center for Urban Education	New York University (NYU) has created the ASD Nest Support Project with the goal to advance the development and implementation of educational solutions for children living with an autism spectrum disorder (ASD). This project works to help higher functioning children with autism learn how to function well academically, behaviorally and socially in school and in their community. The ASD Nest Support Project develops the capacity of neighborhood Nest schools so that they can provide all the support Nest children need, with little need for outside support. Additionally they will provide on-site support and training for all staff, provide discipline-specific seminars/workshops for OTs/PTs, speech therapists and social workers/guidance counselors working in the program, and support school efforts to deepen practice by training select staff to become ASD coaches.	QR915AF
12 - Autism	Bank Street College	Bank Street College's Professional Development (PD) programs adhere to the Charlotte Danielson Framework. Bank Street will provide PD in Autism Spectrum Disorders (ASD) for principals, assistant principals, coaches, content specialists, parents, and teachers in grades Pre-K-8. Program is embedded in developing differentiated content that is aligned with Common Core Standards.	QR915AG
12 - Autism	HCHC, Inc.	HCHC, Inc. provides workshops on evidence-based instructional methods used to support students with Autism Spectrum Disorder in the areas of communication, sensory, social skills, and academic learning needs.	QR915AI
1 - Least Restrictive Environment	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
1 - Least Restrictive Environment	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
1 - Least Restrictive Environment	Birch Family Services, Inc.	Participants learn to translate essential elements of the IEP into measurable instructional objectives. Strategies to implement user-friendly data collection systems within the classroom will be explored. Participants will gain better understanding of interpreting and analyzing data collected to improve student	QR915AE

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1 - Least Restrictive Environment	Goldsmansour & Rutherford	GoldMansour and Rutherford offers a menu of services that help teachers to design and implement instruction and instructional environments that utilize least Restrictive Environment (LRE) and the Continuum of Services on a school-wide level. All professional development is classroom based and in every workshop and coaching session, teachers problem solve and explore strategies that are applicable to daily classroom or school-wide practice. In the LRE workshops teachers and administrators are introduced to individualized materials, planning protocols and planning sheets that support individualized, goal based differentiated lesson plans and programs based on the principles of Universal Design for Learning and Differentiated Instruction.	QR915GE
2 - Integrated Co-Teaching	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
2 - Integrated Co-Teaching	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
2 - Integrated Co-Teaching	Learning Ally	Bring together general and special education teachers in inclusive classrooms to enhance their skills and knowledge of methods, practices and strategies to use to enhance the learning experience for students with disabilities. Learning Ally and the NYCDOE will establish a selection process for participating school locations based on geographic location, demographics, socio-economic status, special education demographics, performance on state testing and curriculum used. There will be five schools selected to host a session each month September through June, with one class of teachers. Each class will encompass up to 30 staff members. Participants will leave sessions with a list of take-away strategies: techniques, practices and ideas to implement on the very next day of instruction with students so they can begin to see immediate impact on students' behavior, engagement, understanding and comprehension. Targeted follow-up and support are offered at the conclusion of each session.	QR915AH
2 - Integrated Co-Teaching	Goldsmansour & Rutherford	GoldMansour and Rutherford offers a menu of services that support teachers to develop and run a co-taught classroom. Workshops build practice in both collaboration, co-teaching models, and co-planning around Common Core Standards and school-based general education curriculum. Special educators and general education staff are taught to combine and use all resources and expertise in order to meet the diverse needs in the ICT classroom. Workshops and coaching sessions are held to help teachers problem-solve and explore strategies that are applicable to daily classroom or school wide practice. In the ICT workshops, teachers and administrators are introduced to co-teaching models, components of collaborations, co-planning protocols, meeting structures, and planning sheets that support individualized goal based differentiated lesson plans and programs based on the principles of Universal Design for Learning and Differentiated Instruction.	QR915GE
3 - Low Incidence Disabilities	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
4 - Bilingual Special Education	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
4 - Bilingual Special Education	Bank Street College	Bank Street College's Professional Development (PD) programs adhere to the Charlotte Danielson Framework. Bank Street will provide PD in Bilingual Education for principals, assistant principals, coaches, content specialists, parents, and teachers in grades Pre-K-8. PD is research-based and aligns the differentiated instruction for English language learners (ELL) with the New York Common Core Learning Standards (CCLS) for speaking and listening, reading, writing and language. The PD program will establish a theoretical framework for differentiation based on language acquisition research and evidence-based practices for English as a Second Language (ESL).	QR915AG

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5 - Differentiated Learning	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
5 - Differentiated Learning	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
5 - Differentiated Learning	Everyone Reading, Inc.	Everyone Reading seeks to support DOE in a broad-based special education intervention initiative for NYC schools offering PD services that help educate students with special needs alongside their non-disabled peers, hold all students to high standards, both academically and socially, and create opportunities for high-quality, flexible instructional designs for students with special needs. Their programs seek to expand the repertoire of research-supported strategies, set assessment-driven goals, monitor progress, share best-practices, and replicate excellence. Through a combination of on-site coaching and workshops, they work with school administrators, teachers, faculty, paraprofessionals and parents in integrating literacy strategies into content area and in meeting the core standards, to differentiate instruction and address the needs of special education students.	QR915AD
5 - Differentiated Learning	Birch Family Services, Inc.	Because each school has unique needs, Birch staff meet with school administrators to assess professional development needs, determine and/or develop training that meets the school's needs. Cost includes assessment & training.	QR915AE
5 - Differentiated Learning	Bank Street College	Bank Street College's Professional Development (PD) programs adhere to the Charlotte Danielson Framework. Bank Street will provide PD in Differentiated Learning for principals, assistant principals, coaches, content specialists, parents, and teachers in grades Pre-K-8. This PD program is designed to establish professional learning communities where educators work together toward continuous improvement in their classrooms and in the community. PD is research-based and aimed at ensuring instruction and curricula meet the New York Common Core Learning Standards (CCLS) for all students.	QR915AG
5 - Differentiated Learning	Learning Ally	Bring together general and special education teachers in inclusive classrooms to enhance their skills and knowledge of methods, practices and strategies to use to enhance the learning experience for students with disabilities. Learning Ally and the NYCDOE will establish a selection process for participating school locations based on geographic location, demographics, socio-economic status, special education demographics, performance on state testing and curriculum used. There will be five schools selected to host a session each month September through June, with one class of teachers. Each class will encompass up to 30 staff members. Participants will leave sessions with a list of take-away strategies: techniques, practices and ideas to implement on the very next day of instruction with students so they can begin to see immediate impact on students' behavior, engagement, understanding and comprehension. Targeted follow-up and support are offered at the conclusion of each session.	QR915AH
5 - Differentiated Learning	Goldmansour & Rutherford	GoldMansour and Rutherford offers a menu of services that support teachers to design and implement instruction and instructional environments that utilize the Differentiated Learning Principles. In addition, all services are classroom based and every workshop and coaching session teachers problem solve and explore strategies that are applicable to daily classroom or school wide practice. In the DI workshops teachers and administrators are introduced to individualized materials, planning protocols and planning sheets that support individualized, goal based differentiated lesson plans and programs based on the principles of Universal Design for Learning and Differentiated Instruction.	QR915GE
6 - Special Education Legislation & Regulation	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW

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6 - Special Education Legislation & Regulation	Learning Ally	Engage general and special education teachers in inclusive classrooms to enhance their skills and knowledge of the current and pending legal and regulatory issues in education. Learning Ally and the NYCDOE will establish a selection process for participating school locations based on geographic location, demographics, socio-economic status, special education demographics, performance on state testing, and curriculum used. There will be five schools selected to host a session each month September through June, with one class of teachers. Each class will encompass up to 60 staff member from the nearby schools. Targeted follow up and support are offered at the conclusion of each session.	QR915AH
7 - Assistive Technology	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
7 - Assistive Technology	Goldsmansour & Rutherford	GoldMansour and Rutherford offers a menu of Assistive Technology professional development services. They have two primary consultants in this component that offer expertise and experience in the area of professional development. Their services range from working with teachers to develop multi-modal instruction based on Common Core Standards in general education classrooms for all students, to providing training around Assistive Technology for students with low incidence disabilities included in general education classrooms. In this area for students with low incidence disabilities being educated in the least restrictive environment they have a range of professional development offerings, with general topics customized to meet the needs of target audiences.	QR915GE
8 - Behavior Management	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
8 - Behavior Management	National Urban Alliance	The Feuerstein Cognitive Enrichment Initiative draws upon the research and educational practice of world renowned psychologist, Dr. Reuven Feuerstein. Dr. Feuerstein, developer of the theory of Structural Cognitive Modifiability. Through professional development and coaching, the Feuerstein Cognitive Enrichment Initiative establishes a capacity building model that equips principals, supervisors, teachers, coaches and clinicians with the diagnostic and instructional tools, strategies and materials that significantly accelerate the learning of their targeted students (including English Language Learners).	QC511OY
8 - Behavior Management	Wediko Children's Services, Inc.	Wediko's School-Based Services provides behavior management services that address behavior supports and interventions for teachers and families in an effort to improve academic and mental health outcomes. Research supports the use of School Wide Positive Behavior Supports as a best practice in developing a positive school culture and reducing disruptive student behavior in the classroom.	QR915AA
8 - Behavior Management	Birch Family Services, Inc.	Participants will be introduced to the reasons individuals with developmental disabilities often exhibit challenging behaviors and receive instruction on how to conduct a functional behavior assessment. Participants will learn to develop functionally-equivalent interventions and use data to track behavior changes.	QR915AE
9 - Universal Design for Learning	Emotionally Intelligent Schools	EIS offers an evidence-based, skill-building approach to promoting positive social and emotional development and increasing academic achievement for all children including those with special education needs. The RULER Approach is unique in that it prepares schools and networks to develop skill-building learning tools effectively with children to achieve results.	QC511OW
9 - Universal Design for Learning	Learning Ally	Bring together general and special education teachers in inclusive classrooms to enhance their skills and knowledge of methods, practices and strategies to use to enhance the learning experience for students with disabilities. Learning Ally and the NYCDOE will establish a selection process for participating school locations based on geographic location, demographics, socio-economic status, special education demographics, performance on state testing, and curriculum used. There will be five schools selected to host a session each month September through June, with one class of teachers. Each class will encompass up to 60 staff members from the nearby schools. Participants will leave sessions with a list of take-away strategies: techniques, practices and ideas to implement on the very next day of instruction with students so they can begin to see immediate impact on student behavior, engagement, understanding and comprehension. Targeted follow-up and support are offered at the conclusion of each session.	QR915AH