

PROFESSIONAL LEARNING SOLUTION

Background: Bailey Education Group is committed to partnering with schools and districts to improve the lives of all children through **customized professional development, side-by-side coaching, and direct student support**, performed by certified leadership and instructional coaches with a deep understanding of state academic standards. Bailey’s team of premiere instructional coaches, leadership coaches, and project managers customize training and support to align with school and district goals.

Objective: Our objective is to support districts’ professional learning communities in Strengthening Instructional Quality.

Minimum Qualifications: Bailey has over ten years of experience supporting educational stakeholders in leadership, math, and literacy. We currently work in Mississippi, Louisiana, Alabama, Arkansas, Florida, Kentucky, and Nebraska. In Louisiana, we have been recognized as a professional development provider by the Louisiana Department of Education in Illustrative Math, ELA Guidebooks (3-5, 6-8, and 9-12) and EL Education. We are also an approved provider in Rivet.

General Requirements: Our professional learning system is customized for each participating district and is based on the following structure: establishing a vision for instruction, conducting an observation-based needs assessment, setting measurable goals, generating systems for teacher and student feedback, assessing teacher and student progress, analyzing data, communicating with stakeholders, monitoring for continuous improvement and adjustments, and periodic review and evaluation.

During the 2023-2024 school year, we supported Education Service Cooperatives through the Communities of Practice Grant. This work centered around HQIM. This learning was content focused in the areas of math and literacy, addressed teacher and student achievement, and was instructionally relevant and included actionable next steps for participants.

Strengthening Instructional Quality: Focus Areas

- PLCs focused on collaborative planning (unit & lesson preparation practices & student work analysis)
- Building leadership capacity to support implementation of HQIM

Our approach begins with data from instructional observations and progresses to job-embedded support for building leaders and teachers. Both the science of reading and rigor are simultaneously addressed throughout our professional learning system. Through our support, educators are given the tools they need to access rigor within grade-level instruction. Student achievement data drives this work. As such, educators are given the skills they need to strategically leverage Professional Learning Communities to inform instruction and increase student achievement.

Location/District	EXAMPLE of Service/Support	Number of Days
OPTIONAL: Regional Meeting w/ Similar Districts	OPTIONAL: Kickoff Meeting – Establish Goals/Connect with Similar District Partners Year in Review –	1 Optional
Regional Meeting	Next Steps/Summer PD Needs Assessment	1 Optional
REQUIRED: In District – Job Embedded Support for each campus in a district	REQUIRED: Partial Instructional Review (actual number of days will be determined by district’s size) Principal Support – Side-by-side Support (Sept., Oct., Nov., Jan., Feb.) District Administrative Team Support (once every 9 weeks) Teacher Support – Building & Sustaining Collaborative Teams (once a month from Aug – Apr) Partial Instructional Review – Assess Capacity Built (actual number of days will be determined by district’s size)	5-10 5 4 9 5-10
Total Number of Days		Minimum 30

Expected Deliverables and Performance Measures:

1. Establish a Vision for Instruction:
 - Vision Statement Document: A detailed document outlining the vision for implementing HQIM, including goals, guiding principles, and expected outcomes.
 - Strategic Plan: A strategic plan that aligns the vision with actionable steps and timelines.
2. Set Measurable Goals:
 - Goal-Setting Framework: A framework for setting measurable goals, including templates and guidelines.
 - Goals Document: A document listing the specific, measurable, achievable, relevant, and time-bound (SMART) goals for the project.
3. Training and Professional Development:
 - Professional Development Plan: A comprehensive plan detailing the training sessions, workshops, and ongoing professional development activities.
 - Training Materials: Development and delivery of training materials.
 - Training Schedule: A detailed schedule of training sessions, including dates, times, and participant lists.
4. Regular Classroom Observations:
 - Observation Protocol: A standardized protocol for conducting classroom observations, including observation checklists and rubrics.
 - Observation Schedule: A schedule for regular classroom observations throughout the implementation period.
 - Observation Reports: Templates and examples for documenting observations and feedback.
5. Teacher and Student Feedback:
 - Feedback Collection Tools: Surveys, questionnaires, and interview guides for collecting feedback from teachers and students.
 - Feedback Analysis Report: Regular reports analyzing the feedback collected and identifying key insights and areas for improvement.
6. Assess Student Progress:
 - Assessment Plan: A detailed plan for assessing student progress, including the types of assessments to be used and the frequency of assessments.
 - Assessment Tools: Development or selection of appropriate assessment tools and instruments.
 - Progress Reports: Regular reports summarizing student progress data and highlighting trends and areas for intervention.
7. Data Analysis and Reporting:
 - Data Analysis Plan: A plan for analyzing data collected from various sources, including assessment results, observations, and feedback.
 - Data Reports: Regular data reports that include detailed analysis and visualizations of key metrics and performance indicators.
8. Stakeholder Collaboration and Communication:
 - Communication Plan: A plan for communicating with all stakeholders, including teachers, administrators, parents, and community members.
 - Meeting Schedules and Agendas: Schedules and agendas for regular stakeholder meetings and updates.
9. Continuous Improvement and Adjustments:
 - Improvement Plan: A plan for continuous improvement, including processes for reviewing and adjusting strategies based on data and feedback.
 - Adjustment Logs: Documentation of adjustments made to the project plan, including the rationale and expected outcomes.

ADDITIONAL DOCUMENTATION



Professional Learning Communities Support Example of Support

Bid: **S000000370**

September 9, 2024

[Link](#) to Sample Training Deck
(Facilitator Notes & Survey Data Included)

[LINK TO SAMPLE TRAINING DECK INCLUDING FACILITATOR NOTES AND SURVEY DATA](#)

OVERVIEW

For over a decade, Bailey's team of premiere instructional coaches, leadership coaches, and project managers serve schools and districts and ensure that the services provided are researched-based and effective. They customize areas of focus to support school and district goals. *All services can be offered in-person or virtually.* Bailey's coaches customize support through group training and individualized, job-embedded coaching and modeling.

SCOPE AND SEQUENCE

Bailey Instructional coaches work with teachers and leaders to build capacity and impact positive student outcomes. In Arkansas, Bailey coaches approach work in schools with a focus on the Arkansas Roadmap to High-Quality Professional Learning. It is essential that all Arkansas students have teachers who are prepared to engage them at high levels of learning around Arkansas's rigorous academic standards to prepare them for high levels of achievement. Goal performance indicators include, but are not limited to, the areas below.

- Building strong systems for teaching and learning through skillful use of High-Quality Instructional Materials (HQIM)
- Implementing Professional Learning Communities through High Quality Professional Learning (HQPL) using systemic coaching and support
- Regularly conducting systems check to ensure that teachers are engaged in cycles of continuous improvement through an inquiry based coaching cycle
- Building the capacity of teachers and school leaders to create school cultures where aligned core instruction is evident in every classroom, every day, with evidence of student mastery of grade-level expectations

Professional Learning Communities support in schools is essential to ensure that curriculum, instruction, and assessment align with educational expectations, goals, and standards throughout K12 systems. To begin, it is critical to have support from the district and school leadership to establish a transparent process for evaluating and implementing PLCs through HQPL. Districts must adhere to the clear scope and sequence for the entire curriculum to ensure coherence across grade levels and subject areas. Through this partnership, Bailey will help districts to establish Professional Learning Communities so they can effectively monitor systems for effective instruction, utilize clear assessment methods, and develop accountability measures to track progress, including student achievement and engagement. Bailey will create a feedback loop with teachers, administrators, and stakeholders to gather input and assess the effectiveness of Professional Learning Communities implementation and will collect data to assess the impact of PLCs on student learning outcomes, teacher satisfaction, and alignment with curriculum goals.

Bailey coaches submit a daily work report to the dedicated project manager who is in regular communication with the building or district leadership (as outlined in the project scope). Our instructional coaches regularly debrief with the building principal and/or district leadership, and the project manager will conduct check-ins as a value-add component to the contract.

EXPECTED OUTCOMES

- Strengthen district and school level administrators' capacity to serve as instructional leaders to reach school and district goals. This will include both professional development, coaching, and modeling, as well as additional guidance on supporting teachers as they participate in Professional Learning Communities.
- Improve the quality of teaching and learning by ensuring that leaders participate in substantial job-embedded professional development through sustained, through-year coaching support.
- Implement High Quality Professional Learning (HQPL) experiences with administrators that will guide HQPL opportunities with teachers as they implement highly effective instructional practices and HQIM.

Through this partnership it is understood that:

- There will be a minimum of 30 days of coaching/professional development opportunities for district and school level administrators.
- Participants and Bailey Instructional Coaches will complete a needs assessment for district and school level administrators.
- Bailey Consultants will review needs assessment data and collaborate with educational stakeholders to create a customized plan of support.
- A customized plan of support will be implemented during coaching sessions that will specifically address target areas identified in the needs assessment.
- Leaders will engage with Bailey Consultants before, during, and after coaching sessions to improve their abilities to provide Professional Learning Communities support and feedback to teachers.

The intent of this contract is to provide ongoing Professional Learning Communities support for district and building administrators and teachers. High Quality Professional Learning may be offered regionally by cohorts and/or onsite at each participating district. Participation in regional cohort meetings will be **OPTIONAL** for participating districts. Districts may choose which regional meeting to attend. Please see the example outline below:

Location/District	Example of Service/Support	Number of Days
OPTIONAL: Regional Meeting w/ Similar Districts	OPTIONAL: Kickoff Meeting – Establish Goals/Connect with Similar District Partners Year in Review –	1 Optional
Regional Meeting	Next Steps/Summer PD Needs Assessment	1 Optional
REQUIRED: In District – Job Embedded for each campus in a district	REQUIRED: Partial Instructional Review (actual number of days will be determined by district's size)	5-10
	Principal Support – Side-by-side Support (Sept., Oct., Nov., Jan., Feb.)	5
	District Administrative Team Support (once every 9 weeks)	4
	Teacher Support – Building & Sustaining Collaborative Teams (once a month from Aug – Apr)	9
	Partial Instructional Review – Assess Capacity Built (actual number of days will be determined by district's size)	5-10
Total Number of Days		Minimum 30

Anticipated deliverables to school districts that receive Professional Learning Communities support may include the following:

1. Establish a Vision for Instruction:

- **Vision Statement Document:** A detailed document outlining the vision for implementing HQIM, including goals, guiding principles, and expected outcomes.
- **Strategic Plan:** A strategic plan that aligns the vision with actionable steps and timelines.

2. Set Measurable Goals:

- **Goal-Setting Framework:** A framework for setting measurable goals, including templates and guidelines.
- **Goals Document:** A document listing the specific, measurable, achievable, relevant, and time-bound (SMART) goals for the project.

3. Training and Professional Development:

- **Professional Development Plan:** A comprehensive plan detailing the training sessions, workshops, and ongoing professional development activities.
- **Training Materials:** Development and delivery of training materials.
- **Training Schedule:** A detailed schedule of training sessions, including dates, times, and participant lists.

4. Regular Classroom Observations:

- **Observation Protocol:** A standardized protocol for conducting classroom observations, including observation checklists and rubrics.
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- **Observation Reports:** Templates and examples for documenting observations and feedback.

5. Teacher and Student Feedback:

- **Feedback Collection Tools:** Surveys, questionnaires, and interview guides for collecting feedback from teachers and students.
- **Feedback Analysis Report:** Regular reports analyzing the feedback collected and identifying key insights and areas for improvement.

6. Assess Student Progress:

- **Assessment Plan:** A detailed plan for assessing student progress, including the types of assessments to be used and the frequency of assessments.
- **Assessment Tools:** Development or selection of appropriate assessment tools and instruments.
- **Progress Reports:** Regular reports summarizing student progress data and highlighting trends and areas for intervention.

7. Data Analysis and Reporting:

- **Data Analysis Plan:** A plan for analyzing data collected from various sources, including assessment results, observations, and feedback.
- **Data Reports:** Regular data reports that include detailed analysis and visualizations of key metrics and performance indicators.

8. Stakeholder Collaboration and Communication:

- **Communication Plan:** A plan for communicating with all stakeholders, including teachers, administrators, parents, and community members.
- **Meeting Schedules and Agendas:** Schedules and agendas for regular stakeholder meetings and updates.

9. Continuous Improvement and Adjustments:

- **Improvement Plan:** A plan for continuous improvement, including processes for reviewing and adjusting strategies based on data and feedback.
- **Adjustment Logs:** Documentation of adjustments made to the project plan, including the rationale and expected outcomes.

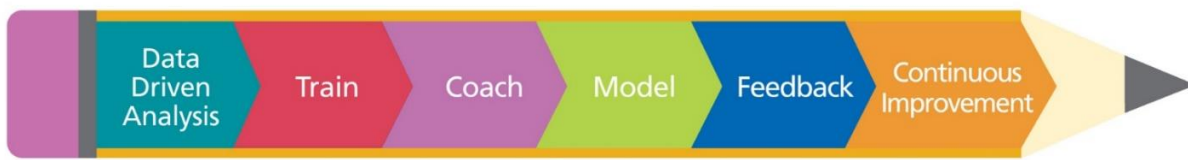
PROFESSIONAL SERVICES AND SUPPORT

Bailey Education Group, LLC, is an educational support company whose mission is to partner with districts and schools to *Improve the Lives of All Children*. We achieve our mission and produce positive results with our customized, job-embedded professional development, instructional coaching and support, and a service delivery engineered to build capacity and ensure evidence of change.

Bailey's coaching cycle is outlined here:



In preparing this proposal, our team has communicated with Arkansas stakeholders; reviewed the historical demographic and student data of schools within the region; and determined what our current processes support, as well as those that will require new customization. It is through this analysis that we have established a solid understanding of the proposed scope of work. Upon selection by a district from the Qualified Vendor List (QVL), the Bailey project manager will begin working with the district's leadership team to prepare for the Professional Learning Communities support. These project planning days are a value-add of the Bailey Education Group's commitment to service. We will allocate resources to ensure that educators have access to materials, technology, and tools to support their professional development. We will work with the school district to establish a support system that will modulate as needs arise. Working with the district, we will develop a schedule of support that outlines coaching days. We will deliver work reports and an analysis of progress from each of these days to district leadership. Staffing of the project can be adjusted at any time by request of the district or by Bailey if goals are not being met.



HQIM Grant Partners and Approved Vendor Information

Bailey's instructional coaches are currently providing HQIM professional development and training in over 100 districts in the Dawson, Southwest, Northeast, North Central, OUR, Northwest, Guy Fenter, and Arch Ford Education Service Cooperatives. This work is made possible through the Communities of Practice grant. We are currently approved as a certified HQIM vendor in the PLPG partner guide by Rivet Education and are also currently an approved vendor in ELA and math HQIM for the Louisiana Department of Education as well as an approved provider for professional learning on Bayou Bridges.



LDOE Vendor Guide Approved:

- Eureka Math and Illustrative Math
- ELA Guidebooks and EL Education



DEBARMENT AND CONTRACTUAL AGREEMENT

Service Delivery, Debarment, and Contractual Agreement: Bailey's coaches will support district and school administrators, special and general education teachers, and EPP faculty by serving/working as a resource provider, assessment and data coach, and curriculum and instructional specialist. Service delivery includes onsite (job-embedded) and virtual training, coaching, modeling, co-teaching, consultation, and technical assistance. Additionally, staffing of the project can be adjusted at any time by request of the school, district or by Bailey if goals are not being met. Our client retention rate is very high with no debarment over the past decade serving schools across the state of Mississippi. This agreement between the school district and Bailey will become effective when signed by both parties and will terminate on the earlier of the date contractor completes the services required by this contractual agreement, or the date a party terminates the contract. With reasonable cause, either client or contractor may terminate this agreement, effective immediately upon giving written notice, due to reasonable cause that violates any of the material of this agreement with the quality of work outlined.

QUALIFICATIONS

The mission of Bailey Education Group is to improve the lives of all children. This mission is accomplished through data driven analysis, training, coaching, modeling, and continual monitoring and adjusting to ensure success.

Bailey Education Group, LLC, located at 201 Park Court, Ridgeland, MS 39157, was founded in October 2007 by Gary Bailey, AIA. Gary's business experience in school improvement is without peer in Mississippi, having founded and operated other successful education companies. Today with over 20 years' experience in the industry, he serves as president and owner.

Pat Ross serves as Chief Executive Officer. Pat has served as a public educator in Mississippi for more than 20 years. His education experience includes teacher, coach, assistant principal, principal, Superintendent, Deputy State Superintendent, and Education Policy Advisor to Governor Phil Bryant. Pat currently oversees all operations for Bailey Education Group and is specifically focused on providing leadership development academies, retreats, and one-on-one coaching sessions with school leaders in Mississippi and Alabama.

Hank Bounds, PhD, serves as Vice President of Strategy and Business Development. Hank brings a wealth of district, state, and national experience to Bailey Education Group having served as a principal, local superintendent, State Superintendent of Education, Commissioner of the Mississippi Institutions of Higher Education, and President of the University of Nebraska. In 2019 Dr. Bounds retired from Nebraska and returned to Mississippi to continue to serve children.

Andy Parker, PhD, serves as Vice President of Operations and Support. Andy Parker is an energetic, motivational leader and speaker who has been teaching students and leading schools and districts for the past 30 years. His background in high school English and his passion for supporting those in leadership roles propelled him to write his book, *Building Brilliant Schools: What GREAT Leaders Do Differently*, which was published in 2021. The book quickly became an international bestseller. His companion workbook, *50 Tools to Build Brilliant Schools* is now available.

Tanisha Washington serves as Vice President of Educational Services. Tanisha is a former elementary and middle school English Language Arts teacher with over 20 years of experience in various areas of education. She has served in the capacity of Academic Curriculum Coach, Curriculum Coordinator, Interventionist, School Test Coordinator, LSC Chairperson, among other titles outside the scope of regular classroom educator.

OUR RESEARCH

Long recognized as Mississippi's Premier Education Service Provider, Bailey Education Group is pleased to provide evidenced based research for our professional development and coaching services by demonstrating a statistically significant effect on student outcomes, as well as a strong alignment to what works best in professional development.

Under ESSA, Mississippi schools have been given the flexibility to choose school improvement interventions that: 1) provide a compelling and sufficient evidence-base for their impact on student outcomes; 2) meet the needs of the school, based on a thoughtful and thorough needs assessment; and 3) define a method for follow-up to track and monitor successful implementation.

A statistically significant effect means that the change was not due to chance. Effect sizes expressed in standard deviations are used to measure the effect, with Cohen's d (1988) being the most widely used. When using Cohen's d for considering effects, $d = .2$ is small, $d = .5$ is medium, and $d = .8$ is considered large. Although ESSA has not set minimal standards for this measure, the What Works Clearinghouse (WWC) recognizes .25 and higher as statistically significant.

Bailey's work is validated by the work of Timperley, Wilson, Barrar, and Fung (2007) who found 72 studies that assessed the effects of professional development on student outcomes. Based on their meta-analysis of these studies, the overall effect on student outcomes was $d = .66$, validating that professional development has a medium to large effect on student outcomes and is significantly higher than the minimal standards of the WWC's ($d = .25$). Timperley and his colleagues used effect sizes to identify what works best in professional development as well. Bailey Education's model has a high correlation to the six themes identified in their work.

Theme 1: Learning opportunities occurred over an extended period. Bailey's service model is continuous and includes data driven analysis, training, coaching, modeling, monitoring and adjustments. Bailey's service delivery is aligned to the seven key focus areas established by Learning Forward in their Professional Learning Standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation and Outcomes.

Theme 2: Involvement of experts was more related to success than in-school initiatives. Bailey's trainers and coaches are experts in their field of work and must have a record of improving student outcomes with professional learning. Baily trainers and coaches are supported by a Leadership Team and Project Managers who engage them in continuous learning to ensure they are updated and prepared to deliver what works best in professional development.

Theme 3: Teacher engagement during the learning process. Bailey's model is job embedded and engages teaching staff throughout the process; data driven analysis, training, coaching, modeling, and monitoring and adjustments.

Theme 4: Effects of student outcomes were a function of professional learning. Bailey trainers and coaches rely heavily on identified teacher needs and the impact of professional development on student outcomes. Available data sources are continually used to monitor the effectiveness of professional development based on student outcomes.

COST

Bailey Education Group will provide services at a daily rate of \$1,500.00 per day per coach. This rate is all inclusive of costs. Materials and instructional deliverables provided to the district during the duration of the project will be provided via electronic copies to the district.

Includes all Expenses and Travel Costs

Proposal Submitted By:

Bailey Education Group, LLC

September 9, 2024


Gary Bailey

Date