

PROFESSIONAL LEARNING SOLUTION

2.3 MINIMUM QUALIFICATIONS

A. MGT has provided professional development as described in this Request for Qualification (RFQ) to multiple entities of similar size and scope in the previous five years, including:

- The support MGT provides for Professional Learning Communities (PLCs) is rooted in a book authored by our Chief Transformation Officer Trent Kaufman and Senior Vice President Allison Miller. *Collaborative School Improvement*¹ draws on case studies from three districts and identified eight key practices for effective school-district collaboration. By helping districts teach and model an inquiry-based process, these practices offer powerful support for scaling up PLCs across a district. The protocols and collective knowledge contained within the book have proven to help multiple school districts since publication.
- MGT's approach is compatible with the PLC model Arkansas has piloted since 2018, as it has proven to be with partners around the country who are at varying stages of PLC implementation with the same or similar models. We support each partner's understanding of research-based best practices that make PLCs effective and help them leverage that knowledge for their particular context.
- For example, MGT has worked closely with the School Board of Florida's Hillsborough County since 2019 to comprehensively support educators at 20 distressed campuses (called Equal Opportunity Schools in Florida). The district's student enrollment is equivalent to half of Arkansas' total enrollment. Our project has directly impacted over 12,000 students and 800 teachers through intentional, student-centered cultural transformation focused on advancing academic achievement, instructional excellence, and high-performing teams. Effective PLCs are a key component of our support strategy. Of the eight Equal Opportunity Schools in our first two cohorts, all were lifted out of "under-performing" status by improving from D/F ratings to B/C ratings from 2019 to 2022 under Florida's school report card system. On Florida's annual summative assessment, these eight partnering schools achieved an average increase of 16% compared to 7.7% increase at other Equal Opportunity Schools.
- Since 2015, the Utah State Board of Education (USBE) has partnered with MGT to implement PLCs through two related statewide initiatives called Assessment to Achievement (A2A) and Assessment to Achievement Plus (A2A+). After the first partnership year, engaged schools saw an average of 12% proficiency gains on student performance across tested subjects. To date, these projects have served more than 100 individual schools at more than 20 local education agencies (LEAs) across Utah. These initiatives serve USBE's goal for driving better student outcomes through collaborative practices, use of data, adoption of High-Quality Instructional Materials (HQIM), implementation of structured literacy, and support for English Language Learners (ELLs). Initially designed as a three-year project, A2A and A2A+ have been extended for nine years so far because of their measurable impact. The 20 A2A+ schools who began in the 2020-21 cohort saw the following improvements in ELL proficiency on 2021-22 state tests: science increased by 21.7%, ELA by 30.7%, and math by 81.8%.

B. MGT has extensive experience in math and literacy, including the following examples:

- MGT is a national expert in the Science of Reading (SOR) and structured literacy programs that deliver real results. We help districts and schools at every stage of SOR-based initiatives, from initial needs assessment to strategic planning to ongoing support through professional learning communities. Our literacy consulting team includes seasoned literacy teachers, reading experts, and leaders who bring expertise as instructional leaders and learning partners along with deep experience in SOR, Structured Literacy, special education, project management, and effective change management. Our literacy consultants are certified through the Center for Effective Reading Instruction (CERI) and the International Dyslexia Association (IDA), Certified Academic Language Therapists (CALT), and Orton-Gillingham. We commonly achieve results such as 35-75% increases in reading scores, often within the first three to five months on individual campuses with which we partner.
- MGT is a vetted Technical Assistance Partner in both math and literacy for the Texas Education Agency's (TEA) Strong Foundations (SF) Planning and Implementation grants. SF grants promote research-based instruction to participating LEAs across Texas. From 2021 to the present, we have provided support for seven math grants and seven literacy grants, serving over 41,000 students in diverse rural, suburban, and urban settings.
 - The SF Planning grant prioritizes collaboration by involving a representative committee of teachers and administrators in collective professional learning in evidence-based instructional practices for math/literacy. Next, we collaborate with the committee to define a comprehensive K-12 vision for math and literacy

¹ Kaufman, Trent E.; Grimm, Emily Dolci; Miller, Allison E. (2012). *Collaborative School Improvement: Eight Practices for District-School Partnerships to Transform Teaching and Learning*. Harvard University Press.

instruction, outlining coordinated actions for leaders, teachers, students, and families/caregivers. Throughout the process, we collaboratively analyze data sources including state achievement tests, district-based assessments, nationally normed benchmark tests, classroom observation data, and stakeholder survey data. The grant culminates in a long-term implementation plan to close gaps between the current state and the collective vision. Since 2021, 100% of our SF Planning partners met 100% of grant requirements. On TEA’s formal end-of-grant survey, 100% of our partner districts strongly agreed that MGT is "responsive to my LEA’s needs," "easy to communicate with," and "knowledgeable about Research Based Instructional Strategies (RBIS) and the framework development process." All of our partners reported they would recommend us to other districts.

- Through the SF Implementation grant, MGT provides technical and adaptive expertise to LEAs in their first or second year of implementing HQIM approved by TEA. We provide initial training and ongoing support to teachers who implement new HQIM, using PLCs as a key lever. Through PLCs, we reinforce formal professional learning sessions, and we facilitate lesson planning, instructional skill building, and data analysis.

C. MGT has extensive experience in partnership development.

- Over the last 25 years, MGT has partnered with more than 100 districts, agencies, and governing bodies, and 1,000 individual schools in more than 25 states. Through our engagements, the MGT team has built instructional capacity, system efficiencies, and coherence for teachers, principals, and system-level leaders. MGT understands educators achieve ambitious goals when they focus on systems designed around people. Our team appreciates that complex work, done well, can fit into a continuous improvement cycle, rather than advance (or recede) through experimentation. Our professional learning projects begin with relationships, continue with the strategic implementation of student-centered goals, and persist with thoughtful design, implementation, and refinement of evidence-based practices.

2.4 GENERAL REQUIREMENTS

A. MGT proposes a comprehensive and differentiated support model to fulfill the Arkansas Department of Education/s (ADE’s) ongoing goal of supporting schools and districts with the implementation of impactful PLCs.

- Our solution leverages MGT’s expertise in PLC design, training, and implementation. MGT will meet each participating LEA/school where they currently are and provide tailored, high-quality training on an evidence-based PLC model to build teacher and leader skills and promote sustainable PLC structures that drive improved outcomes for students. Our proposed solution integrates the statewide vision for education articulated by the Arkansas LEARNS Act and is compatible with the PLC model that has been piloted in Arkansas since 2018. We will collect and analyze the data sources described in 2.4.B of this proposal to continually assess the progress of both students and educators.

B. MGT proposes the following system to measure Expected Outcomes for each focus area.

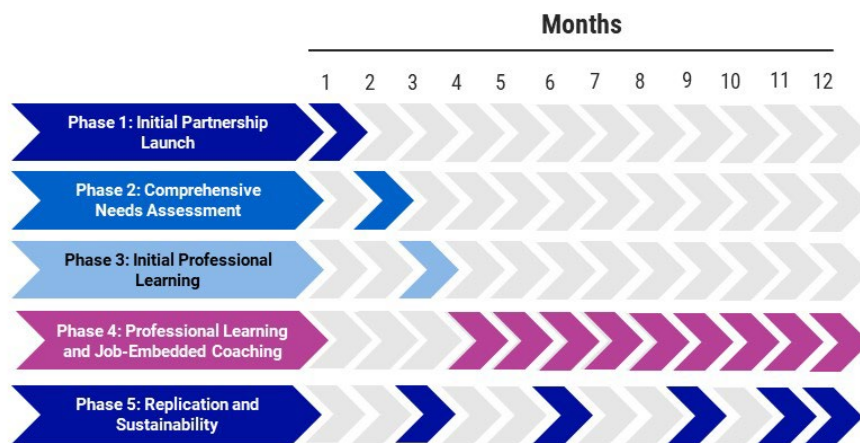
- MGT utilizes Thomas R. Guskey’s five-level framework² for professional learning impact to evaluate our work throughout the duration of partnership. With each LEA partner in Arkansas, we will establish specific metrics at each level, collect data regularly, and respond to what the data reveals in order to ensure we reach the agreed upon goals of the project.

LEVELS OF SUCCESS	EXAMPLES	TOOLS
Level 1: Participants’ Reactions	Initial satisfaction with services	Feedback surveys
Level 2: Participants’ Learning	Changes in attitudes or beliefs, demonstration of knowledge	Self-assessments, post-training tests, audits of relevant work quality
Level 3: Organization Support and Change	Shared resources, public support of initiatives	Staff questionnaires, structured interviews
Level 4: Participants’ Use of New Knowledge and Skills	Changes in leadership strategies or instructional practices	Direct observation, implementation data, lesson plan review, coaching logs, relevant document review
Level 5: Student Learning Outcomes	Academic performance, attendance rates	Daily assessments, HQIM embedded assessments, normed standardized assessments

² Guskey, Thomas R. "Does it make a difference? Evaluating professional development." *Educational leadership* 59.6 (2002): 45-51.

C. MGT proposes the following structures to support the PLCs of partner LEAs so that they fulfill their purpose of improving educators’ skills and knowledge and increasing learning outcomes for students:

- **Phase 1: Initial Partnership Launch: Month 1** Immediately upon contract finalization, we will facilitate a series of meetings to build relationships and align on goals, strategy, and timeline. We will establish an ongoing cadence of meetings with district leaders that will allow for strategic partnership and data-driven progress monitoring throughout the duration of our partnership. MGT is proud to note its history of launching teams swiftly and engaging in partnerships to have instant impact. We regularly launch projects involving multiple LEAs and schools within 30 days, at all times of the year.
- **Phase 2: Comprehensive Needs Assessment: Month 2** Using document review, stakeholder surveys, and structured observations, we will methodically diagnosis current PLC practices to identify strengths and opportunities for growth connected to proven PLC practices. PLC development occurs on a continuum from pre-planning, to initial implementation, to sustaining and scaling up. Our needs assessment will help LEAs understand where they are on that continuum and how to move forward strategically.
- **Phase 3: Initial Professional Learning: Month 3** We know from research that alignment between all layers of stakeholders is critical to PLC effectiveness. We will facilitate initial professional learning about PLC best practices, relevant state initiatives, district-level structures, and school-based practices to get everyone on the same page about vision and strategy. The timing and format of these trainings will be collaboratively determined to ensure participation by all district and school stakeholders who will play a role in the success of PLCs.
- **Phase 4: Ongoing Professional Learning and Job-Embedded Coaching: Months 4-12** MGT’s team of experts will provide up to fifty days of onsite support to each PLC team as well as regular virtual coaching and thought partnership. Onsite support will include activities such as modeling/observing PLC meetings, joint observing and data collection in classrooms, 1:1 coaching, and PLC leader coaching. We will follow a scaffolded approach wherein MGT’s consultants initially plan and facilitate and gradually transfer those responsibilities to school-based leaders. Virtual touchpoints between site visits will promote clarity and momentum among leaders.
- **Phase 5: Replication and Sustainability: Months 11-12** Data-driven reflection on progress will occur throughout our partnership so that we are constantly aware of what is working, what needs adjusting, and what we can prioritize next. As our partnership nears its end, we will implement a transition plan that ensures all responsibilities have been fully transferred to district-based staff on a supportive timeline and that a long-term strategic plan has been operationalized to ensure continued progress. Throughout the project, MGT will provide ongoing progress monitoring and discussions with high level district leaders on a quarterly basis.
- Below, please find our proposed timeline for these phases. .



D. MGT is an experienced expert in supporting LEAs and schools in establishing data-driven, research-based, sustainable PLC structures that enhance teacher skill and improve student outcomes.

- We have highlighted our expertise and several relevant experiences cultivating effective PLCs in Sections 2.3.A and 2.3.B above.

E. MGT confirms that this system is available for implementation within the State of Arkansas.

F. MGT confirms it will work with ADE to establish their presence on an online catalogue that will be available for school districts to review all Qualified Vendor’s List (QVL) participants.

G. MGT confirms it will maintain a satisfactory rating on a Customer Satisfaction Survey administered to the District by the Department annually.

2.5 FOUNDATIONAL LITERACY/SCIENCE OF READING

A. MGT’s team of literacy experts offers professional development services in all focus areas named in the RFQ:

1. Foundational skills instruction and support
2. Access to foundational skills for all learners (students with disabilities [SWD], English learners [EL], etc.)
3. High-quality intervention practices aligned to core instruction
4. Using assessment data (e.g., screener) to drive instruction
5. Building leadership capacity to support implementation of HQIM.
6. MGT is an identified High-Quality Professional Learning Partner (HQPL) supporting HQIM in the AR Professional Learning Partner Guide (Attachment A). We are listed with Ed Direction, which joined the MGT family in 2022.

B. MGT has extensive expertise in the science of reading, including familiarity with evidence-based practices and current research.

- Our literacy team offers a full range of services to meet the needs of individual clients through blended solutions in accordance with the IDA Knowledge and Practice Standards for Teachers of Reading. We deliver synchronous professional learning either onsite or virtually and offer in-person, virtual, or site-based delivery of Connecting to the Classroom (CTC) Instruction (also IDA-Accredited) that helps teachers translate the science to classroom instructional practice or structured literacy, as follow-up modeling and coaching sessions give teachers additional support in implementing structured literacy. PLC structures are a common vehicle for providing this support and cultivating campus-based capacity to maintain these practices after our partnerships end.
- We have developed and published the Foundational Literacy Instructional Tool for Educators (FLITE), an online platform that helps reading teachers efficiently and effectively collect skill inventory data, provide instruction, and manage student progress. We often leverage PLC structures to provide ongoing training and data-analysis on this tool.
- We also offer a fully online, self-paced professional learning library for administrators, teachers, and learning coaches seeking better academic outcomes for students. Our Online Learning Library (OLL), which is IDA-Accredited, uses adaptive technology to ensure participants learn at their own pace. To ensure understanding, participants must pass an exam before moving on to the next course.
- Additional qualifications and experience are provided in section 2.3.B above.

C. MGT has the experience supporting implementation of the following HQIM from Arkansas’s approved list for literacy:

Amplify CKLA Skills 2020	MyPerspectives 2022 2017
Amplify ELA 2019, 2016	MyView 2020
ARC Core 2017	Open Court Reading 2016
Benchmark Advance K-5 2018	Really Great Reading, 2021 2023
Collections 2015, 2017	Springboard 2021
EL Education K-5 Language Arts 2107	Study Sync 2017
EL Education 6–8 Language Arts 2019	Study Sync ELA 2017 2021
Expeditionary Learning 2016	Wit and Wisdom 2016
Engage NY 2016	Wonders 2017, 2020 2023
Imagine Learning EL Education K-5 Language Arts 2019	Wilson Foundations 2012
Mirrors and Windows, 2016, 2020 2021	

D. MGT’s professional learning meets all requirements named in the RFQ:

1. Aligns to the science of reading and supports Arkansas’ vision for literacy (See 2.3.B, 2.5.A, and 2.5.B)
2. Is grounded in one or more HQIM from Arkansas’s approved list (See 2.5.C)
3. Includes classroom observation and data collection (See 2.4.C)
4. Includes continuous, job-embedded, onsite support (see 2.4.C)

2.7 STRENGTHENING INSTRUCTIONAL QUALITY

A. MGT provides professional development services in all focus areas named in the RFQ:

1. PLCs focused on collaborative planning (unit and lesson preparation practices & student work analysis)
2. High-quality intervention practices aligned to core instruction
3. Using assessment data (e.g., screener) to drive instruction
4. Building leadership capacity to support implementation of HQIM
5. Increasing acceleration opportunities and student outcomes
6. Access to core HQIM for all learners (SWD, EL, etc.) Effective Individualized Education Program (IEP) development and implementation
7. Specialized support for quality access (communication, assistive technology, functional skills, executive functions, and self-regulation, etc.)

B. MGT has the capacity and expertise to support in any core content area and HQIM from K-12, including:

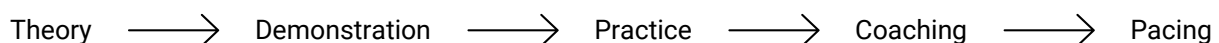
- Math

Bridges in Mathematics (2015)	HMH Into Math (2020)
Carnegie Learning Math Solutions 6-8 (2018)	IXL
Desmos Math 6-8 (2023)	Khan Academy
enVision Mathematics Common Core (2020-21)	Kendall Hunt Imagine Learning Illustrative Mathematics K-5 Math (2019)
Eureka Math (2015)	Math-in-Focus (2020)
i-Ready Classroom Mathematics (2017)	Reveal Math McGraw-Hill (2020)

- Science and Social Studies: A variety of curriculums

C. MGT demonstrates the following understanding of the principles of high-quality professional learning:

- In addition to the research-based principles of PLCs that we highlighted in Section 2.3.A above, MGT designs and delivers professional learning based on research-based best practices regarding effective adult learning. In 2014, Boston Consulting Group (BCG), together with the Bill and Melinda Gates Foundation, conducted research of nearly 3,000 teachers and educational leaders to better understand the conditions that make professional learning impactful on educators³. The study explored educators’ needs and opportunities for improvement within the context of professional learning. It concluded that effective professional learning experience for educators is relevant, interactive, ongoing, and credible. Our professional learning embodies each of these qualities. **Relevant:** We begin with needs assessment to ascertain what a district/school currently needs so that we can tailor appropriately. **Interactive:** In our training, leaders and teachers do not just passively hear about theories and strategies. They actively discuss and practice them. **Ongoing:** Every touchpoint from formal learning sessions to onsite visits to strategic planning meeting will intentionally build upon one another, connect key skills, and respond to what the data is showing us. **Credible:** Our team are true experts in the field who have a deep respect for educators because we were all educators first. We hire individuals who not only have proved their effectiveness at driving results but who have demonstrated their ability to build relationships and coach others.
- These conditions from the Gates Foundation study closely mirror the recommendation to approach adult learning through an implementation lens, as reported by researchers Beverly Showers and Bruce Joyce⁴. This requires a different type of planning and delivery of professional learning content that is centered around striking the right balance of the following components:



Each of our professional learning sessions is designed with this progression in mind. For example, after looking at student outcome data, we might guide a PLC team to select a single evidence-based reading instructional strategy to implement. We will explicitly explain the **theory** behind the strategy and the research supporting it. To **demonstrate**, we model and debrief an exemplar of effective implementation. Next, we ask participants to stand up and **practice**

³ McBride, Lane and Bailey, Allison. "How to Help Teachers Get Better Together." Boston Consulting Group. November 18, 2015. <https://www.bcg.com/publications/2015/education-public-sector-how-to-help-teachers-get-better-together>. Accessed September 10, 2024.

⁴ Showers, B., & Joyce, B. (1996). The evolution of peer coaching. Educational Leadership, 53(6), 12-16.

implementation similar to the model, with facilitators and co-participants providing feedback. After the session, they implement the practice in their classrooms with **coaching** from MGT consultants, peers, and/or campus leaders. The **pacing** of the entire cycle is intentionally driven by the time and experiences needed to gain long-term mastery on the focus skill.

D. MGT is qualified to offer professional learning that includes all components named in the RFQ:

1. Classroom observation and data collection using the state's observation tool
2. Job-embedded, onsite support
3. Alignment to science of reading (literacy proposals)
4. A focus on all three aspects of rigor in the curriculum (conceptual, procedural skill & fluency, and application) (math proposals)
5. Ensure educators are equipped to deliver instruction that increases access to the full rigor of the grade-level learning within HQIM
6. Build educator capacity to leverage information from student specific learning plans (i.e. IEP's, 504 Plans, Limited English Proficiency [LEP] plans, etc.) to strategically plan for and deliver accommodations and supports that increase access to grade-level learning

2.8 MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR BEHAVIORAL AND MENTAL HEALTH SERVICES

A. MGT is qualified to offer professional learning in the following focus areas named in the RFQ:

1. Training for school staff on MTSS
2. Training for school staff on behavioral systems and interventions
3. Training for school staff on mental health supports
4. Development of support systems for students

5. B. MGT has expertise in providing professional development (PD) on behavioral and mental health support systems:

- MGT designs and delivers professional learning series that specifically focuses on improving behavioral and mental health outcomes by introducing transformational research and resources in a highly engaging and interactive format. We explore the significance of building and maintaining trusting relationships that will further enhance the mission of each educator and guide them to create a culture of empowerment in their schools and classrooms. Participants become familiar with core Social Emotional Learning (SEL) principles and obtain knowledge regarding the latest scientific research on school culture, human behavior, intrinsic motivation, trauma-informed classroom management, and self-reflection.
- MGT partners directly with schools and LEAs seeking to improve behavioral and mental health outcomes through a PLC format. For example, we partnered with an elementary school through North Carolina's Innovative Grant Program (IGP) from 2021-23. We directly coached the Student Support Team, consisting of a social worker, school counselor, and Communities in Schools liaison on their implementation of MTSS related to attendance and behavior. At the outset of the grant, this team was struggling to stay on top of Tier 1, Tier 2, and Tier 3 needs. MGT audited the system, facilitated redesign, and ensured responsibilities were appropriately distributed across PLCs and other structures. In one sign of impact, chronic absenteeism dropped from 59.4% in 2020-21 to 39.6% in 2022-23.
- In another North Carolina IGP partnership, MGT worked with a struggling middle school to improve culture and climate through strengthening each tier of its behavior system. The team found that the same students were being referred over and over, thereby missing considerable instructional time. Their goal was to increase the number of instructional days for students by decreasing the number of in-school and out-of-school suspensions. Leveraging professional learning, PLC structures, and job-embedded coaching, we focused on improving relationships between students and teachers through PBIS, restorative practices, and strong classroom management systems. This led to a 27% reduction in the overall out-of-class referrals and a nearly 50% reduction in major referrals over the course of our two-year partnership.

C. MGT's offering of Professional Learning will include the following:

1. Be based in evidence-based practices for behavioral and mental health
2. Include strategies for effective interventions and support