

PROFESSIONAL LEARNING SOLUTION | INSTRUCTIONAL QUALITY

A. Professional development services must include one or more of the focus areas below:

Within the Strengthening Instructional Quality Focus Area, PCG’s professional development services include all services listed in the RFQ and as indicated in the table below.

Strengthening Instructional Quality	Do You Offer?
Professional Development Services include... (must select at least one)	
PLCs focused on collaborative planning (unit and lesson preparation practices & student work analysis)	✓
High-quality intervention practices aligned to core instruction	✓
Using assessment data (e.g., screener) to drive instruction	✓
Building leadership capacity to support implementation of HQIM	✓
Increasing acceleration of opportunities and student outcomes	✓
Access to core HQIM for all learners (students with disabilities, English learners, etc.) Effective IEP development and implementation	✓
Specialized support for quality access (communication, assistive technology, functional skills, executive functions, and self-regulation, etc.)	✓

Beyond the list provided in the table above, our consultative approach enables us to partner with school districts to design and facilitate sessions that are customized and aligned to their specific topic needs, format needs, specifications, and stakeholder inputs.

B. The Contractor shall have expertise in the content area and HQIM.

PCG’s deep expertise in PreK–12 HQIM development and implementation across various content areas has been honed through dozens of partnerships with state and local education agencies, including: the Texas Education Agency (K–12 Reading Language Arts, K–6 Spanish Language Arts, K–5 Mathematics, K–5 Social Studies, K–5 Science, and K–5 Integrated, which includes Science, Social Studies, Reading Language Arts, Mathematics); Chicago Public Schools (PreK–12 English Language Arts, Mathematics, Spanish Language Arts, Visual Arts, Music, Dance, and Theatre); New York City Department of Education (K–12 Literacy); New York State Education Department (6–12 ELA: EngageNY); Prince George’s County, MD (K–12 ELA, Math, and Science audits).

C. The Contractor shall demonstrate an understanding of the principles of high-quality professional learning.

PCG has extensive knowledge of adult learning theory, and our professional development framework is grounded in evidence-based practices that align with Learning Forward’s Standards for Professional Learning. When developing content, our subject matter experts utilize a comprehensive range of strategies focused on engagement and impactful learning experiences. PCG incorporates Wiggins & McTighe’s Understanding by Design, also known as “backward design,” principles that focus on the desired outcomes to ensure that training aligns with the specific needs of educators and state legislation.

D. Professional learning must, at minimum:

PCG’s professional learning to strengthen instructional support includes all criteria listed in section 2.7 of the RFQ:

- Include classroom observation and data collection using the state’s observation tool
- Include job-embedded, on-site support
- Be aligned to science of reading (literacy proposals)
- Include a focus on all three aspects of rigor in the curriculum (conceptual, procedural skill & fluency, and application) (math proposals)
- Ensure educators are equipped to deliver instruction that increases access to the full rigor of the grade-level learning within HQIM
- Build educator capacity to leverage information from student specific learning plans (i.e. IEP’s, 504 Plans, LEP plans, etc.) to strategically plan for and deliver accommodations and supports that increase access to grade-level learning

Expected Outcomes

Expected outcomes will be determined and tailored to align to the specific objectives of a given professional learning need/topic and will be measured through the administration of participant surveys. In general, we expect outcomes to include:

- Participants will deepen their conceptual understanding of the session topic(s) and participate in targeted skill-building application activities that improve instructional quality.
- Participants will engage with one another in reflection, discussion, and collaboration that sparks innovative takeaways for strengthening instruction.
- Participants will access high-quality resources that support ongoing implementation of HQIM and inclusive instructional practices beyond the session.

PROFESSIONAL LEARNING SOLUTION | MENTAL HEALTH SUPPORT

Public Consulting Group (PCG) offers consulting services and technical assistance to help schools, school districts, and state education agencies design and deliver high-quality and engaging professional learning experiences. Through research, evidence-based practices and results driven strategies, PCG leads the way with innovative professional learning for educators.

We believe all students should have access to tiers of instruction to accelerate their learning and educators should have access to professional learning opportunities. As districts adopt new initiatives and technology solutions staff will have varied levels of comfort and knowledge. PCG offers professional learning bundles to prepare, refine, and propel full Multi-Tiered System of Supports (MTSS) implementations.

Professional Learning Options:

MTSS Playbook for Educators

is a web-based dynamic professional learning hub focused on MTSS implementation. Our MTSS professional learning hub delivers just-in-time support through sequenced actions focused on specific needs and expert-curated resources. We combine this with coaching, mentoring, and collaboration experiences - all in one centralized professional learning community.

Corresponding professional learning activities or “plays” are assigned and align with the focus areas targeted for growth, such as student alignment and application of academic and social emotional interventions and strategies. Plays are assigned to staff which allow for professional learning opportunities throughout the school year and provides professional growth in the area of MTSS.

Includes:

- MTSS Playbook for forty (40) users, which will include:
 - MTSS Implementation Rubric – used to identify areas of strengths and opportunities for growth, focused on the six areas of MTSS
 - Shared Leadership
 - Professional Learning & Coaching
 - Infrastructure & Systems
 - Data Based Problem Solving
 - Tiered Instruction & Intervention
 - Family & Community Engagement
 - Three (3) professional learning modules “plays” targeting student alignment to resources and the learning and application of delivering specific academic and social emotional learning interventions/strategies at varying intensity levels (tiers).
 - Each professional learning play typically runs for 30-45 days dependent on learner engagement.
 - Monthly one (1) hour virtual coaching session per group with a PCG Coach accompanied by district lead focused on action planning and play completion.
 - Asynchronous and synchronous learning opportunities, professional learning resources and tools to ensure application of learning.

Direct Professional Learning

The framework of a Multi-Tiered System of Supports (MTSS) requires the delivery of high-quality intentional academic and social-emotional tiered instruction and intervention (core, Tier 2, and Tier 3). The Tiered Instruction and Intervention Framework professional learning series is designed to provide guidance to those who serve in roles such as teachers/instructional leaders tasked with data analysis, intervention knowledge and recommendations, implementation fidelity, and monitoring the effectiveness of intervention.

Includes:

- Direct professional learning coupled with readiness activities with two (2) targeted groups of twenty (20), which will include:
 - One (1) hour virtual MTSS Foundation Workshop session to learn how a Multi-Tiered System of Supports provides efficiency, equity, and effective student outcomes within a school system of tiered instruction and intervention. This foundational knowledge will ensure that all participants gain a common language and understanding of MTSS to better prepare for a systems-level change.
 - One (1) hour virtual Tiered Instruction and Intervention Workshop to learn, apply, and align a whole child problem solving process and a layered approach of delivering academic, social-emotional learning, and behavioral supports within a tiered framework with fidelity.
 - One (1), two and a half (2.5) hour virtual Strategic Actions and Intervention Workshop to engage in a resource mapping activity and explore various ready to use academic strategies and interventions to create their very own [Intervention Toolbox](#).
 - One (1), two and a half (2.5) hour virtual Strategic Actions and Intervention Workshop to @ccengage in a resource mapping activity and explore various ready to use social-emotional learning and behavioral strategies and interventions to create their very own Intervention Toolkit.
 - One (1 hour) virtual coaching session with the District MTSS Lead to review the outcomes of the professional learning series and provide brief recommendations to move the work forward.