

Exhibit: Initial and Ongoing PL for Teachers and Leaders

Category	Criteria	Evidence	Response
<p>Company Background and Experience</p>	<p>Proposer demonstrates successful prior experience supporting three (3) or more LEAs with projects similar in size, scope, technical requirements, and function to the proposed contract.</p>	<p>Briefly describe your organization’s prior experience leading PL in similar size, scope, technical requirements, and function to the proposed contract.</p>	
		<p>To what extent has [your prior] PL been successful? How do you know?</p>	
		<p>Provide three professional references of LEA clients (from three different LEAs) for whom your organization has provided this type of support.</p>	
<p>Approach and Methodology</p>	<p>Proposer demonstrates strong alignment to PSD’s beliefs and approach related to the role of high-quality instructional materials (HQIM) and the types of support that educators need to successfully implement PSD’s HQIM.</p>	<p>What role does your organization believe HQIM play in supporting effective instruction?</p>	
		<p>How does your organization define and identify HQIM for the content area(s) for which you are proposing to provide professional learning?</p>	
		<p>What is your organization’s theory of action related to ensuring meaningful learning for all students in each of your client’s classrooms?</p>	
		<p>Provide an example of how you have helped a client build coherence within their system as it relates to PSD’s HQIM.</p> <p>Describe how your organization builds client capacity and puts measures in place to support the longevity of effective implementation beyond the term of the contract (e.g. ensuring grading, lesson planning, scheduling practices support the use of PSD’s HQIM).</p>	

Exhibit: Initial and Ongoing PL for Teachers and Leaders

Category	Criteria	Evidence	Response
	<p>Proposer demonstrates the ability to design and facilitate a series of professional learning opportunities that result in teachers and/or leaders that understand the structure, approach, and key components of PSD’s HQIM.</p>	<p>Describe your organization’s approach to providing initial PL for teachers and/or leaders on PSD’s HQIM.</p> <p>A small sample of PL materials focused on providing professional learning for teachers and/or leaders that builds their familiarity with the structure, approach, and key components of PSD’s adopted instructional materials; may include sample presentations, handouts, course syllabus.</p> <p>Describe your organization’s approach to providing ongoing, content-specific, job-embedded professional learning for teachers that builds their ability to use HQIM.</p> <p>Describe to what extent and in what ways your PL can be customized to meet PSD’s specific needs.</p> <p>How will you measure the effectiveness of your services? How will you use that data?</p> <p>Describe your organization’s experience convening teachers and leaders across multiple schools for professional learning that builds their familiarity with the structure, approach, and key components of the HQIM.</p> <p>Assurances</p>	
<p>Proposed Staff Qualifications</p>	<p>Proposer demonstrates that they have sufficient qualified personnel to work closely with the PSD to manage the contract.</p>	<p>Describe your organization’s process for selecting, training, evaluating, and coaching staff members - on PSD’s HQIM.</p> <p>How many client-facing</p>	

Exhibit: Initial and Ongoing PL for Teachers and Leaders

Category	Criteria	Evidence	Response
	<p>The program management staff has credentials in management with experience in managing similar sized professional learning programs.</p> <p>The content development staff has credentials in the content area(s) for which they will be developing professional learning sessions and/or has teaching experience in the content area(s), plus experience in developing and leading professional learning for teachers and/or leaders.</p>	<p>facilitators/trainers/coaches does your organization employ at the time of this proposal that are available to support a contract with PSD?</p>	