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Statement of Purpose

Every day in Louisiana, educators are committed to ensuring that every child and school has the opportunity to grow and thrive. All teachers who are working with ELs, or have the potential to, need additional professional development on how to provide language support and instruction.

Every day in Louisiana, educators are committed to ensuring that every child has the opportunity to grow and thrive. To support educators, LDOE has issued vendor guides, such as the [Louisiana PD Vendor Guide](#), [Partnerships for Success](#) and the [Student Engagement and Success Partners Guide](#), to facilitate partnerships between school systems and vetted organizations. English Learners require language and support to access high quality grade level curriculum.

To address the language needs of English Learners, the Department will develop the EL Professional Development Vendor Guide. The EL Professional Development Vendor Guide provides school systems with a list of organizations that can deliver high-quality professional development in the area of language support to school-based instructors to meet the needs of English Learners and increase their access to high quality grade level curriculum.

Statement of Need

The Department will release an annual Request for Applications for local and national organizations to apply as potential participants in our EL Professional Development Vendor Guide. Organizations in the EL Professional Development Vendor Guide collaborate with Louisiana schools to support the language needs of English Learners.

Description of Need

Content teachers and EL specialists need access to high quality EL professional development. This guide will provide recommendations for PD vendors to use for these purposes.

All children should spend the majority of their time reading, speaking, writing and solving curriculum-based tasks. However, ELs often face additional challenges because their success depends on educators who can meet their language needs. In Louisiana, over 60% of ELs are not meeting their ELPT growth trajectory and between 20-50% are not passing their LEAP 2025 assessments. Without educators implementing such support, ELs are unable to meaningfully engage in the classroom each day.

The ability of educators to effectively deliver language support is critical to improving outcomes for ELs. To provide language support, educators need targeted professional development. When educators are equipped with knowledge and strategies in these areas of language support, they can more adequately address the unique needs of ELs and ensure meaningful engagement in the classroom every day. Organizations in the EL Professional Development Vendor Guide are critical partners in supporting school systems with equipping educators with the ability to deliver language support.

APPLICATION PROCESS

Step I: Initial Screening (Summer 2022)

The Department accepts applications from PD providers and conducts an initial screening to ensure submissions align to our description of need.

Step II: Review (Summer/Fall 2022)

The Department will review applications to ensure they meet criteria for inclusion into the English Learner Professional Development Guide. PD submissions that do not meet eligibility criteria will be notified.

Step III: Publication (Fall/Winter 2022)

EL PD that meets established criteria will be notified through email that their application has been approved and they are eligible to be included in the *English Learner Professional Development*. School systems will be provided with assistance from the Department to effectively utilize the guide.

APPLICATION REQUIREMENTS

Applicants interested in being included in the *English Learner Professional Development Guide* must submit an application for quality review and approval. All applicants must complete sections one, two, and three of the application.

All completed applications should be submitted through the [RFA Google Form](#) . While we encourage and prefer early submissions the application will close **Friday, August 5, 2022**. If you need assistance, or would like to discuss the application and/or application process in greater detail please contact margaret.piccoli@la.gov.

Section I: Application Cover Sheet

This section of the application is intended to provide a brief overview of your PD and how it will prepare educators to support English Learners in Louisiana.

1. PD Vendor:
2. Organization Contact Person:
3. Email:
4. Phone:
5. Brief PD Description: (No more than 4-5 sentences)
6. Identify the method of delivery (f2f, virtual, blended).
7. Indicate any proprietary or publicly available platforms that your organization's PD supports.
8. What type of PD do you provide? (Initial Setup, Ongoing Support, Focused Coaching, Select all that apply)
9. How long is your PD? (1-8 hours, 2-5 days, More than 5 days)
10. What EL programs does your PD support (Select all that apply)?

ESL Program, Newcomer, Structured English Immersion, Dual Language/Two-Way Immersion, Transitional Bilingual, EL/ESL Coach, Other

11. What grade levels are included in the PD?
12. How many participants can attend the PD?
13. This PD is intended for (Select all that apply)-
EL/ESL Specialists/Teachers, Bilingual Educators, Content Teachers, EL/ESL Paraprofessionals, Administrators/Principals
14. Does your PD demonstrate an alignment to the LA Connectors for ELs (if applicable)?
15. Describe the number of school systems, including the geographic reach and school system type (traditional, charter) your organization has partnered with in the last three years.
16. Estimated Cost

Section II: PD Description and Evidence

Describe your organization's current experience providing high-quality professional development and technical assistance for EL teachers. Be sure to include all elements bulleted below.

1. Describe expertise in areas of EL supports, EL instruction, and/or EL program implementation.
 - Upload one or more references of research basis to indicate experience with PD for one or all listed areas.
 - Upload one or more examples of PD that incorporate one or all listed areas.
2. How does this PD use key concepts of language acquisition as supplemental instruction, content based, or both?
 - Describe how the PD incorporates language acquisition
 - Upload materials that shows how language acquisition is part of any EL program/supports
3. How does the PD include cultural sensitivity and appreciation of diverse offerings? ○ Upload examples
4. How does the PD use strategies designed to help ELs in their content classes?
 - Upload or describe examples of strategies and provide research or documentation application
5. How are a variety of data points used to drive EL instruction and support?
 - Upload or describe examples of when this PD has incorporated the use of some or all of the following: formative and summative assessment data, student performance data, observation tools, and/or attendance data.
6. What research based adult learning strategies are used during the PD?
 - Describe the instructional model in use.
 - Upload materials that show how the PD follows the sequence of the instructional model described.
7. Upload curricula vitae or resumes of key personnel responsible for development or delivery of training and technical assistance.

Section III: Additional Questions

The following questions offer an opportunity for vendors to provide more information about their professional development options. Vendors may upload evidence to support their responses.

1. Describe the adult learning strategies that are used to increase participant engagement.
2. How is the effectiveness of your PD determined? Submit Evidence.
3. Is your PD customizable? If so, describe how.
4. Are issues such as providing distance learner supports addressed in this PD? If so, describe how.

Attachments

Appendix A: Rubric

Use the following to score each indicator of the submitted PD proposal.

0-No evidence of indicator or evidence is insufficient

1-Evidence is weak and missing elements described in Look For

2-Evidence is basic or missing elements described in Look For

3-Evidence shows some of the indicators and Look Fors

4-Evidence shows all of the indicators and Look Fors

5-Evidence shows all of the indicators and Look Fors and has additional related evidence or examples

Indicator	Look For
<p>1. Expertise in Areas of EL Supports, EL Instruction and/or EL Program Implementation</p>	<p><i>One or more references or research basis provided to indicate experience with PD for one or all listed areas.</i></p> <p><i>One or more examples of PD that incorporates one or all of the listed areas.</i></p>
<p>2. Use of key concepts of language acquisition as supplemental instruction, content based instruction, or both.</p>	<p><i>Vendor describes how PD incorporates language acquisition.</i></p> <p><i>Uploaded materials (slide deck, modules, lessons, etc.,) shows how language acquisition is a part of any EL program/supports</i></p>

<p>3. Includes cultural sensitivity and appreciation of diverse cultures in PD offerings.</p>	<p><i>Uploaded examples show where cultural sensitivity and appreciation are incorporated into PD offerings.</i></p>
<p>4. Use of strategies designed to help instruct ELs in their content classes.</p>	<p><i>Examples of strategies are based in sound research and/or documented application.</i></p>
<p>5. Use of a variety of data points to drive EL instruction and support.</p>	<p><i>Examples of when the vendor has incorporated the use of:</i></p> <p><i>Formative and summative assessment data</i></p> <p><i>Student performance data</i></p> <p><i>Observation tools</i></p> <p><i>Attendance data</i></p>
<p>6. Use of research based adult learning strategies.</p>	<p><i>Vendor describes instructional model in service description or organization overview.</i></p> <p><i>Uploaded materials (slide deck, etc) follow the sequence of the instructional model described.</i></p>