**General Criteria**

**Directions:** Please draft a brief response in the *Vendor Response* column for each criteria. This will expedite the review and ensure reviewers have a deeper understanding of your professional development offerings. Reviewers will provide feedback on submissions in these areas.

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| **High Quality Instructional Materials Connection** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The professional learning focuses EXCLUSIVELY on the use of high quality instructional materials (HQIM) and does not reference other non-HQIM. |  |
| The vendor demonstrates an understanding of the academic standards, instructional shifts, and the HQIM that align with them. |  |
| The professional learning for initial implementation option adequately supports teachers in HQIM adoption and the professional learning for long-term implementation provides ongoing support. |  |
| The vendor demonstrates an understanding of the HQIM’s approach, design principles, and structure/components. |  |
| **LDOE Alignment** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The vendor's approach aligns with [Louisiana’s Key Initiatives of Curriculum Support](https://www.louisianabelieves.com/docs/default-source/key-initiatives/louisianas-key-initiatives_curriculum-support.pdf). |  |
| The professional learning builds educators' beliefs that all students can be successful with grade-level work. |  |
| **Quality of Materials Submitted** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The syllabus of course and support offerings include initial and ongoing training such as wrap-around supports, walk-throughs, coaching, leadership support, etc. |  |
| Training objectives are clearly noted AND met by the end of training. |  |
| Activities balance time among theory, experience, application, and reflection to ensure quality professional learning. |  |
| The professional learning incorporates opportunities for active engagement and collaboration and includes adult learning strategies in a variety of formats. |  |
| The professional learning includes best practices for preparing teachers to plan effectively and teach lessons and units. |  |
| The professional learning includes navigation guidance specific to the HQIM, such as technological considerations, components of the materials, how the materials are organized, and how teachers/students access the materials. |  |
| The professional learning provides guidance and support to assist educators in evaluating evidence of student learning, including work samples, and using student data to inform instruction. |  |
| The sample training materials (training decks with facilitator notes, participant handouts, webinars, resources, examples from the HQIM, etc.) demonstrate the vendor’s ability to provide sufficient support of each type of professional learning offered, such as, initial curriculum training, school-based curriculum training, ongoing instructional coaching support. |  |
| **Coaching and Design** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The vendor offers professional learning for instructional leaders on topics such as program design, scheduling decisions, and observation “look fors”. |  |
| The professional learning supports instructional leaders in developing and executing an adoption plan as well as defining and refining a vision for strong implementation. |  |
| The professional learning adequately prepares leaders to support teachers in implementing HQIM and supports leaders in developing system-level procedures and processes to monitor and support implementation. |  |
| **OPTIONAL:** If provided, multiple/adequate coaching options are available to districts that are goal-oriented and focus on growth and development for teachers and leaders (coaching not required; WILL NOT AFFECT OVERALL SCORE). |  |

**Content Specific Criteria**

**Directions:** Please draft a brief response in the *Vendor Response* column for each criteria of the content area of your submission (delete or omit all other content areas). This will expedite the review and ensure reviewers have a deeper understanding of your professional development offerings. Reviewers will provide feedback on submissions in these areas.

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| **ELA Criteria** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The professional learning model builds [teacher understanding](https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/instructional-priorities.pdf?sfvrsn=8) that reading, writing, speaking, listening, and language are to be connected in instruction and not taught in isolation. |  |
| The professional learning model is aligned to the science of reading and supports Louisiana’s ELA goal for all students to be able read, understand, and express understanding of [complex grade-level texts](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=c2587cf1_15). |  |
| The professional learning model builds teacher understanding of how student knowledge is built, as demonstrated in the Reader’s Circles ([informational](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/reader's-circles---informational-texts.pdf?sfvrsn=b8e2971f_2), [literary non-fiction](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/reader's-circles---literary-nonfiction-texts.pdf?sfvrsn=b9e2971f_2), [literary](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/reader's-circles---literary-texts.pdf?sfvrsn=bfe2971f_2)). |  |
| The professional learning model embeds an [accelerating learning approach](https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate---louisiana's-pre-k-12-tutoring-strategy.pdf?sfvrsn=d7366618_18) (page 6) to address unfinished learning so that students can access the features of complex, current grade-level texts. |  |

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| **Math Criteria** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The professional learning model provided is designed to build teacher understanding of the [focus](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/math-focus-documents.zip?sfvrsn=61449d1f_6) and [coherence](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-8-math-standards-by-domain.pdf?sfvrsn=bf8c8a1f_16) of mathematics within the standards through study of the lesson, unit, course, and series. |  |
| The professional learning model provided is designed to support teachers in the instructional process of equipping students to become fluent and proficient with mathematical concepts by attending to [rigor](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/rigor-documents.zip?sfvrsn=51449d1f_6) as required by the standards and evident within HQIM. |  |
| The professional learning model provided is designed to support teachers in use of the [Math Practice Standards](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/louisiana-student-standards-for-k-12-math.pdf?sfvrsn=86bb8a1f_62) (page 6) as central to the instructional process. |  |
| The professional learning model embeds an [accelerating learning approach](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/acceleration-cycle.pdf?sfvrsn=53376718_6) to address unfinished learning so that students can become fluent and proficient with mathematics concepts. |  |

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| **Science Criteria** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The professional learning model is designed to engage participants in science reflective of [Louisiana’s shifts](https://www.louisianabelieves.com/docs/default-source/links-for-newsletters/science-standards---shifts-in-science.pdf?sfvrsn=f74e9d1f_2) through the eyes of a learner (“student hat”) and provides related opportunities for reflection and discourse as a practitioner (“teacher hat”). |  |
| The professional learning model is designed to build teacher understanding of the crucial role of student engagement with science and engineering practices and crosscutting concepts in development of science core ideas. Adult learning experiences and embedded content within the PL model provides an authentic representation of three-dimensional learning aligned to [A Framework for K-12 Science Education](https://nap.nationalacademies.org/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts) and Louisiana’s Science [Learning Progressions](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/appendix-a---learning-progressions.pdf?sfvrsn=5) (Appendix A). |  |
| The professional learning model provides teachers with planning and implementation support for meaningfully integrating the three dimensions of the [Louisiana Student Standards for Science](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-12-louisiana-student-standards-for-science.zip?sfvrsn=550c971f_34); facilitating students’ incremental development of science ideas for the purpose of answering questions or solving problems in relation to phenomena; and identifying and leveraging formative assessment opportunities. |  |

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| **Social Studies Criteria** | |
| **Core Instruction Topic/Criteria** | **Vendor Response** |
| The professional learning model provided is designed to support teachers in the instructional process of equipping students to build and deepen content knowledge through engagement with primary/secondary/tertiary sources and the exploration of meaningful questions about grade-level content. |  |
| The professional learning model provided is designed to support teachers in the instructional process of equipping students to develop and express claims that demonstrate their understanding of content by making connections among ideas, people, and events across time and by using evidence from sources and outside knowledge. |  |
| The professional learning model provides teachers with opportunities to build and deepen their own knowledge of grade-level content. |  |

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| **ECE Criteria** | |
| Not Applicable | Not Applicable |

**Diverse Learner Criteria**

**Directions:** If applicable, please draft a brief response in the *Vendor Response* column for each topic in regards to Diverse Learner supports. This will expedite the review and ensure reviewers have a deeper understanding of your professional development offerings. Reviewers will provide feedback on submissions in these areas.

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| **Diverse Learner Criteria** | | |
| **Core Instruction Topic/Criteria** | **Vendor Response for Students with Disabilities** | **Vendor Response for English Learners** |
| Adequate and specific materials are provided to address diverse learners’ needs within the classroom to support teachers and students obtain optimal learning objectives (English Learners and/or students with disabilities). |  |  |
| The professional learning supports teachers in addressing the needs of Diverse Learners by leveraging the HQIM’s’ embedded supports. |  |  |
| Explicit references are made to Diverse Learners throughout the professional learning materials and clear examples of content/skills with which they may struggle are provided. |  |  |
| Clear action steps teachers can use to ensure Diverse Learners succeed are provided (e.g., identify students struggling with particular skills; identify pre-requisite skills needed; use a "Model-Lead-Test" instructional strategy; employ a "measuring template" for support). |  |  |
| Opportunities are provided for teachers to create plans, practice, and receive feedback on their new learning about how to ensure Diverse Learners succeed. |  |  |
| Opportunities are provided for leaders to be fully trained to lead the ongoing development of teachers to ensure Diverse Learners succeed. |  |  |
| Specific strategies are presented for providing supports for EL students in the classroom. |  |  |
| Direct modeling opportunities are provided to give teachers and administration tangible strategies that ensure they understand how to fully implement the learning strategies. |  |  |