



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: *TaJu Educational Solutions, LLC*

Doing Business As, if applicable:

Business Address: *TaJu Educational Solutions- 817 Ogden Ave. #3910 Lisle, IL 60532*

Business Phone: *312-683-6310*

Business email: *TaJu Educational Solutions, LLC*
alexandra.guilamo@tajulearning.com

Funding Source & Acct # including location code: *ARP ESSER III Carry-over 2553-900-6399-56694-0410*

Principal or Supervisor: *Pedro Mendia- Landa, Director*
Agreement Effective Dates: From 09/13/23 To 06/30/2024

Hourly rate or per session rate or per day rate.
Total amount: *\$30,000*

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

TaJu Educational Solutions offers consultation, technical assistance, coaching, professional growth, and bilingual support to dual language schools, ensuring the successful implementation that leads to favorable student outcomes. The provided technical assistance focuses on bolstering the establishment and expansion of an efficient and enduring dual language program within the district.

Submitted by: Pedro Mendia-Landa Phone: 475.220.1135



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Pedro Mendia-Landa, Director
Date: August 19, 2023
Re: TaJu Educational Solutions, LLC

Please answer all questions and attach any required documentation as indicated below. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** *TaJu Educational Solutions, LLC*
2. **Description of Service:** *TaJu Educational Solutions offers consultation, technical assistance, coaching, professional growth, and bilingual support to dual language schools, ensuring the successful implementation that leads to favorable student outcomes. The provided technical assistance focuses on bolstering the establishment and expansion of an efficient and enduring dual language program within the district.*
3. **Amount** of Agreement and hourly or session cost: \$30,000
4. **Funding Source** and account number: *ARP ESSER III Carry-over 2553-900-6399-56694-0410*
5. Approximate number of staff served through this program or service: *100*
6. Approximate number of students served through this program or service: *N/A*
7. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? If yes, by how much? Renewal, same cost
 - b. What would an alternative contractor cost: comparable cost
 - c. If this is a continuation, when was the last time alternative quotes were requested? July 2023
 - d. For new or continuation: is this a service existing staff could provide. If no, why not? *Not at this time. The ML department is building capacity in the area of reading and the bilingual brain due to new right to read legislation in the state of CT.*

8. Type of Service:

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? *Not currently. We do not have anyone who can provide a specific professional development in the area of science of reading and multilingual learners specifically to dual language schools*
- b. After School or Extended Hours Program? *N/A*
- c. School Readiness or Head Start Programs? *N/A*
- d. Other: (Please describe) *N/A*

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? *Yes*
- b. Is the Contractor Local? *No*
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? *Not at this time.*
- d. Is the Contractor a public corporation? *No*
- e. Is this a renewal/continuation Agreement or a new service? *Renewal*
- f. If it is a renewal/continuation has cost increased? If yes, by how much? *Not increase*
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: *Yes, TaJu Educational Solutions will support the implementation of an effective dual language program using pedagogical approaches and practices to enhance student's academic outcomes.*

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: *This service provider presents a range of opportunities for professional growth, dual-language consultation, and technical aid, all aimed at enriching bilingualism, particularly in the domains of reading and writing. Furthermore, it furnishes impactful approaches to assist both multilingual students and their educators.*
<https://tajulearning.com/>
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? *Was the contractor the lowest bidder? If no, why? Why was this contractor selected? Not the lowest bidder. In the past academic year, we collaborated with TaJu Educational Solutions and as a result of their tailored professional growth opportunities and focused technical assistance, particularly centered around the bilingual reading brain that has been impacted by the Right to Read Legislation, the ML department would like to continue this work. Additionally, given the positive outcomes stemming from administrators, teachers, and coaches, we would like to continue with this partnership. Our concentration will be directed at a single school that requires assistance due to its substantial population of*

bilingual students and technical support to create and continue to enhance our bilingual programs.

- c. Who were the members of the selection committee that scored bid applications? *ML team*
- d. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. *N/A*

11. Evidence of Effectiveness & Evaluation

Answer all questions

12. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? *TaJu Educational Solutions offers consultation, technical assistance, coaching, professional growth, and bilingual support to dual language schools, ensuring the successful implementation that leads to favorable student outcomes. The provided technical assistance focuses on bolstering the establishment and expansion of an efficient and enduring dual language program within the district. We will measure its effectiveness by providing surveys and reviewing the evaluations.*

- a. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. *Renewal*
- b. How is this service aligned to the District Continuous Improvement Plan? *This service is aligned to the District Continuous Improvement Plan because it supports the needs of multilingual learners in our districts and academic instruction.*

13. Why do you believe this Agreement is fiscally sound?

The cost is fiscally sound because it will provide a dual language school and the technical support needed to grow professionally. As a result, this will improve students' outcomes.

14. What are the implications of not approving this Agreement?

The implications of not approving this agreement will not provide an effective implementation and sustainable dual language program in the district. We currently have 8 dual language schools that requires an effective pedagogical approach in this area.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(TaJu Educational Solutions, LLC)

FOR DEPARTMENT/PROGRAM:

(Department of Multilingual Learners Programs)

This Agreement entered into on the 11th of September 2023, effective (*no sooner than the day after Board of Education Approval*), the 12th day of September 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, TaJu Educational Solutions, LLC located at, 817 Ogden Ave. #3910 Lisle, IL 60532 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$30,000 for a total of five sessions or 30 hours.

The maximum amount the contractor shall be paid under this agreement: Thirty-Thousand Dollars (\$30,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by APR ESSER III C/O **Program** of the New Haven Board of Education, **Account Number:** 2553-900-6399-56694 **Location Code:** 0410.

This agreement shall remain in effect from 9/13/2023 to 6/30/24.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

The scope and service include:

- *Dual language support for a dual language school to implement and scale up an effective and sustainable program. (Truman School)*
 - *\$12,000.00 for 2 days or 12 hours*
- *Dual language consultancy and technical support to provide an effective dual language implementation.*
 - *\$18,000 for 3 days or 18 hours*

Exhibit A: Scope of Service: *Please attach contractor’s detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.*

Exhibit B: Student Data and Privacy Agreement: *Attached*

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

President
New Haven Board of Education

August 21, 2023

Date

Date

Alexandra Guilamo, Chief Equity & Achievement Officer

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

New Haven PS

Connecticut

Technical Support & Consultancy 2023-2024 School Year

8/15/2023

Proposal Number: 7427

Submitted To:

Rosalyn Díaz-Ortiz

rosalyn.diazortiz@nhboe.net

Hew Haven PS

54 Meadow St
New Haven, CT 06519

Tel: 475-220-1000

Program Proposal Summary:

Submitted To:

New Haven PS I TS/Consultancy

Rosalyn Díaz-Ortiz, Office of ML Services

Area of School Support	Target Audience/Participants		
	District Leadership	Building Leadership	Teachers/Coaches
Dual Language Support for Truman School	2-days or 12 remote hours		
Dual Language Consultancy & Technical Support	3-days or 18 remote hours		

Professional Engagement:

TaJu Educational Solutions, LLC limits all whole-group workshops to a maximum of 35 participants. TaJu Educational Solutions, LLC has no limit to the number of attending participants for keynote, conference break out learning, community events, and panel discussions. Pre-conference Institutes (PCI's) are limited to 50 participants. Job-embedded coaching cohorts are limited to 15 participants. Finally, one-hour consulting sessions with or without lunch are limited to 10 participants. If more than maximum number of participants attend the respective session options listed above, your signature below indicates your agreement to pay \$150 for each additional participant.

TaJu Educational Solutions, LLC will not place any limits on the number of participants enrolled from New Haven PS for online learning of such workshops, keynote, conference, coaching, break-out learning activities, community events, panel discussions, and other session options listed above. Access to these materials for New Haven PS is through June 30, 2024. Conference or Pre-conference Institutes (PCI's) will also not include participant limitations for New Haven PS through June 30, 2024.

Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within that timeframe will be billed for the full amount of the cancelled event. Final participant numbers (*which is capped at 40 for New Haven PS when PD, coaching, and technical support are delivered in a remote setting and a maximum of 40 participants when delivered in person*) shall be communicated five (5) school days prior to the start of the first day of PD. Final determination and scheduling of coach assigned to deliver PD and confirmation of date for each day of professional development contained within this proposal is to be completed and confirmed only upon receipt of the signed contract and PO.

Support Plan Details:

Program Technical Support & Consultancy (2023-2024):

Dual Language Support for Truman School:

What: Dual Language Coaching, Technical Support, and Consultancy.

Dual Language Technical Support and Consultancy:

What: It is critical that school communities looking to implement a dual language program seek support. Implementing and scaling up an effective and sustainable dual language program requires proper buy-in, expertise, staffing, pedagogical approaches & practices, welcoming and inclusive environment, resources, and more. Our technical support begins with a partnership for program implementation and equity for emergent bilingual learners.

Program Summary: Technical Support & Consultancy 2023/2024 TOTAL

<i>PD 2023-2024</i>	<i>Quantity</i>	<i>Unit</i>	<i>Total</i>
Dual Language Support for Truman School	2	\$6,000.00 per day (or 6 hours of (a)synchronous-blended remote support) <i>**These days are tentatively scheduled to be delivered as full days live pending 23-24 local pandemic impact**</i>	\$12,000.00
Dual Language Consultancy & Technical Support	3	\$6,000.00 per day (or 6 hours of (a)synchronous-blended remote support)	\$18,000.00
<i>*Minimum number of participants waived for single-course registration when included as part of comprehensive PD package.</i>			
Total Supports = 2	5	Access to asynchronous materials for SY 2023-2024	\$30,000.00

PLEASE NOTE: Prices quoted in this proposal are only valid for 30 days from the date of proposal submission. All invoices for services are sent 30 days in advance of final scheduled dates and payments for services rendered are due at the time of service delivery.

Approval: Execution of this contract becomes effective upon receipt of this proposal with the final page signed by the authorized purchasing agent for the organization, converted to pdf, and returned electronically, as well as your organization’s proof of purchase order, bearing the signature of an authorized purchasing agent.

Scheduling: All dates and coaching assignments for the supports included in this proposal are only confirmed (finalized) upon receipt of the contract and PO. Dates are not guaranteed until which time as the contract has been signed and received by TaJu Educational Solutions. Final schedule must be confirmed upon receipt of district PO which must be received no later than 15 days prior to the date of the scheduled professional development.

Logistics: The site coordinator for each day of PD/TS will ensure communication of the following logistics with the office manager:

- Start date and time of in-person - remote - live interactions with the remaining course being delivered ‘self-paced’ with interaction, collaboration, and ongoing feedback;
- District point of contact to receive patterns of constructive feedback provided to participants, course progress, and possible adaptations of the content to honor participants’ unique needs, successes, and challenges;
- Online courses require no preparation of print copies for any participants as all print, visual, and video resources are uploaded into Canvas. Within one week of the workshop, the school site will ensure that all participants have been communicated with so that each participant can receive access to the

eLearning system as well as the guidance and time needed to acclimate to the tools available within Canvas by TaJu.

- All virtual sessions not hosted in Canvas, the district must provide a co-host to support technology (set up breakout rooms, take attendance, etc)
- Address and location in the building where the workshop will be delivered (library, media center, etc.) if in-person;
- Audio/visual and internet availability (screen, whiteboard, etc.)
- Number, name, roles and email addresses of all participants enrolled in the workshop;
- Technology and internet availability of all participants enrolled in course;
- Start date and time of remote - live interactions with the remaining course being delivered 'self-paced' with interaction, collaboration, and ongoing feedback;
- Language of professional development delivery;
- District point of contact to receive patterns of constructive feedback provided to participants, course progress, and possible adaptations of the content to honor participants' unique needs, successes, and challenges;
- The site is responsible for availability of print copies for all participants during in-person PD & capacity building supports. Within one week of the workshop, the school site will ensure the copies have been received by the point person who will make approximately 30 copies (front to back & stapled) for each participant;

TaJu is resolved in its commitment to ensure equity in the quality, and effectiveness of its professional development, coaching, and use of digital tools. As such, TaJu will use Canvas in its work with each district team to provide this critical support. Through Canvas, ongoing phone calls and/or emails, and other virtual tools, TaJu is able to support dual-language school educators and leaders.

What is Canvas? Canvas Learning Management Platform allows TaJu to create custom professional learning environments for K–12 schools to equitably scale capacity-building efforts, supports, and continuous improvement. Canvas provides a secure platform for TaJu & districts to integrate learning and allow them to get all of the functionality for professional learning they need. Through Canvas, districts will be invited to and have direct access to all coaching sessions live as well as recordings of each coaching interaction. Districts will also be provided with log in details for each sessions' attendance rosters immediately after each coaching session and post-coaching PD reports for each completed coaching session. The hours are scheduled on a school-to-school basis in order to ensure full-team availability and participation. Our dual-language, bilingual, and multilingual coaching and all professional learning includes a range of tools.

Ownership and Use of Work Materials: All materials and information, regardless of the form or format, whether electronic or otherwise, including but not limited to, information, written materials, reports, studies, renderings, documentation, and all materials and information used by a party hereto to perform this Agreement, whether or not copyrighted, trademarked or otherwise, and whether or not Confidential Information, including any notes, materials and studies prepared by the other party based on any of the foregoing (collectively, "Work Material") shall remain the property of the Party who developed the Work Material or the Confidential Information (as hereinafter defined) ("Developing Party"). The term "Confidential

Information” shall mean all information and ideas not generally known to the public, in whatever form, tangible or intangible, pertaining in any manner to the current or contemplated business or operations of the Parties hereto, or their respective affiliates, including but not limited to: customer lists and documents; individual account information; business plans; business concepts, business practices, marketing strategies; ideas and theories; underwriting; origination and servicing systems practices; management processes; systems; practices and strategies; and business development methods, ideas and strategies, and any notes, materials and studies prepared by the other party based on any of the foregoing. Upon request of the Developing Party owning Confidential Information or Work Material, the other Party shall destroy all such Confidential Information and Work Material of the Developing Party as well as any other materials furnished to the other party pursuant to this Agreement, certify in writing that they have been destroyed, and shall retain no copies of the Confidential Information or Work Material. Each Party agrees they make no claim of ownership to any Confidential information or Work Material of a Developing Party, and agrees to not use the Work Material of a Developing Party absent written consent of a Developing Party, which consent may be withheld in the sole discretion of a Developing Party.

Notwithstanding any provision to the contrary in this Agreement, the parties agree that a breach of this Agreement by a party regarding Work. Material or Confidential Information will cause irreparable harm to the Developing Party and result in damages which are unascertainable or are insufficient. Accordingly, the Developing Party shall be entitled to seek and obtain, and the other party hereto, agrees and consents to, entry by a court of an order for equitable relief, including but not limited to an injunction and specific performance, as a remedy for any such breach without the necessity of the Developing Party posting bond or surety, and without the necessity of the Developing Party proving economic damages. Such remedies shall not be deemed to be the exclusive remedies for a breach by the other party of this Agreement but shall be in addition to all other remedies available at law or in equity to the Developing Party. In the event of a dispute, mediation(as otherwise called for under the terms of this Agreement) or any legal action taken regarding this Agreement, or in the event a party hereto seeks to enforce any terms and conditions of this Agreement, the parties agree that the non-prevailing party shall be liable for and shall pay to the prevailing party all the prevailing party's damages, losses, costs or expenses suffered by the prevailing party, including but not limited to, reasonable attorneys' fees, expenses and court costs in connection therewith.

New Haven PS

Technical Support & Consultancy

Proposal Number# 7427

2023-2024

District Signature: _____ Title: _____

Date: _____ Approved Amount: \$ _____

TaJu Signature: _____

Title: _____ Date: _____

PO Received: # _____ Date: _____

Program Summary: Technical Support & Consultancy 2023/2024 TOTAL

PD 2023-2024	Quantity	Unit	Total
Dual Language Support for Truman School	2	\$6,000.00 per day (or 6 hours of (a)synchronous-blended remote support) <i>**These days are tentatively scheduled to be delivered as full days live pending 23-24 local pandemic impact**</i>	\$12,000.00
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*Minimum number of participants waived for single-course registration when included as part of comprehensive PD package.			
Total Supports = 2	5	Access to asynchronous materials for SY 2023-2024	\$30,000.00



Evaluation statements from teachers

Taju Educational Solutions
 New Haven Virtual PD
 MLL Panning for Differentiation Feedback Survey Results
 June 1, 2023

Identify at least three (3) key learnings or take aways from the day.	Share one (1) highlight:	Share what was most useful from the day:	As a result of today's professional development, what do you commit to doing moving forward and when will you begin?	What questions do you still have or support do you still need to embed the concepts and strategies addressed in today's session?
When to differentiation and when to take away	working with co workers	breaking down differentiation in the 4 domains	use scaffolding in the 4 domains	none
Embedding scaffolds by grade and level during grade level meetings, conveying language objectives more clearly to students before lesson, taking away scaffolds for students who are ready for independent completion of tasks	Functional notation of scaffolds for all teachers by Level	Sharing resources and ideas of scaffolds in breakout rooms	Planning for scaffolding with all teachers during grade level meetings by being explicit about what students need at each level	None-thank you!
writing specific language objective, using meaningful scaffolds,	specific scaffolds to use for specific domains and proficiency levels	The practical and very easy i ideas to implement	language objectives	All set for now. thank you!
Scaffolding can look differently for different domains, language objectives (how to write them effectively),	Great time to collaborate with colleagues	The presentation was helpful, concise and clear. It was exactly what i needed for PD. Thank you	I will incorporate language objectives into my daily lessons in written format before the lessons begin	Maybe time to look at a core classroom lesson and modify it along with peers as to what it might look like for some of our ML learners.
The proficiency level and scaffolding chart will be helpful to share with teachers, concentrating on scaffolding for each domain, using creative ways to adapt resources for scaffolding like removing words to make close passages	New ideas for activities that scaffold	The charts and resources are helpful to use for next year planning, especially with new teachers	Focusing more specifically on each domain, next year	none
Stop scaffolds when students are ready, Being intentional with instruction by looking at language data, sharing that data with students to highlight strengths and weaknesses and then make goals	LEA activity ideas	The breakdown of content and language objectives through discussion and breakout rooms	The incorporation of LEA activities into my groups as well as Writing about pictures and differentiating based on my students levels.	I would love to see more lessons or lesson plans around cross-linguistic transfer and LEA
Learning/Content Objectives, scaffolding, LEA	A summary of teaching strategies good to revisit	Notation chart idea,	Extract language & content objectives from HMH ELD tabletop mini lessons	idk yet. need to process & reflect
Three forms of scaffolding, sensory, interactive and graphic	Learning when to remove scaffolds to prevent students from using it as a crutch.	The breakout rooms to hear colleagues' ideas on differentiated instruction.	Adding scaffolding to my oral language lessons.	None at this point.
Scaffolds by lg level, planning appropriate lg objectives nad how can we maximize students learning.	Scaffolds can be removed when students are ready.	Language objective Cheat sheet and scaffold sheet	Utilize the scaffolding strategies sheet provided to safe time when planning my lessons.	I have no questions .

TaJu Educational Solutions
New Haven Virtual PD
MLL Panning for Differentiation Feedback Survey Results
June 1, 2023

<p>Writing Language Objectives and how to create one, more ideas on scaffold supports, and incorporating speaking/listening when working with students.</p>	<p>Revisiting and reviewing the 9 Elements of Planning</p>	<p>The importance of scaffolding and providing supports to students and being able to decide when to add or remove them.</p>	<p>Use resources to scaffold and support students and incorporate speaking/listening as well. Start right away, there is still a few weeks of school to do this--when I can!</p>	<p>I would like a copy of the slides--I was able to take some pictures, but it would be extremely helpful to review.</p>
<p>using the graphic organizer to help reg ed teachers (and myself) develop more effective language objectives</p>	<p>lang objective organizer, having the time to collaborate</p>	<p>time to collaborate and share ideas, especially regarding creating effective objectives</p>	<p>Continuing using the LEA, continue to improve language objectives in my class along with reg ed classrooms</p>	<p>n/a</p>
<p>1. Language objective can include metalinguistic activity, 2. Language objectives can be process or performance oriented. 3. Forms of scaffolding are sensory, interactive, graphic.</p>	<p>Next year, I will provide teachers with particular scaffolds for MLs according to their proficiency level.</p>	<p>Talking about individual student goals and identifying scaffolds for the student particular proficiency level.</p>	<p>I will offer my students a choice to use scaffolds or not to use them - from now on.</p>	<p>It would be helpful to see the translanguaging strategy incorporated in the ML instruction in practice.</p>
<p>1. Specific scaffolds for each domain 2. Language objective "sentence frame", 3. language transfer</p>	<p>I appreciated you going in depth about scaffolds and clarifying for one teacher that they are not to be there forever and more, but less and less. It was also eye opening for me - I thought the the word scaffold is clear.</p>	<p>All the visuals and the clear way of wording the language objectives.</p>	<p>I will be sharing some ideas with the classroom teachers so they can gain a better understanding of what effective scaffolds are for different domains, and how to approach differentiation for MLs.</p>	<p>I am still wondering about the linguistic transfer for students of languages other than Spanish and those who are very unique. Also, about the teachers role and agency in making that happen. Is that something that is just mentioned in passing? Or is it similar to a full bridge - planned, executed, extended?</p>

<p style="text-align: center;">Taju Educational Solutions New Haven Virtual PD MLL Panning for Differentiation Feedback Survey Results March 6, 2023</p>				
Identify at least three (3) key learnings or take aways from the day.	Share one (1) highlight:	Share what was most useful from the day:	As a result of today's professional development, what do you commit to doing moving forward and when will you begin?	What questions do you still have or support do you still need to embed the concepts and strategies addressed in today's session?
How important it is to scaffold differentiation	How important sentence starters are	breakout room discussions	continue using strategies in the classroom and look closely at all data points	N/A
9 elements of planning for teaching with MLL, scaffolding, and differentiation	Scaffolding	Collaboration	Lang standards	n/a
Importance of Differentiation, Variation of language objectives, importance of data	Break out rooms were great and a very positive environment.	i learned many useful differentiation tips.	I will be differentiating more!	None it was all addressed and I was happy the 4-1 language objectives cheat sheet was shared.
Being intentional when aligning scaffolds with language standards. The learning objective is the "what" the language objective is the "how". The 9 Elements of Planning.	Feeling validated for the work being done and not overwhelmed by all the improvements we are trying to make.	Being able to have conversations with dual language teachers from other buildings. Sharing ideas, strengths, and concerns.	Having a language objective for each lesson.	I think having time to work with grade level or other dual teachers within the building to better develop these objectives would be beneficial, especially for new teachers to the program.
Using the language objectives, Determining the language to use with non-English speakers; discussing the scaffolds that can be used in the classrooms	Thank you for the cheat sheet, this will help a great deal	Getting other teacher's ideas in the breakout rooms to see what they are doing in their classrooms.	Not remarking the wheel, using the resources I have in place for my more advanced students and simplifying the material to differentiate the workload	none
remember language differentiation and content also don't do it twice in different languages.	i do it already.	nothing, felt like college course, repetitive information given.	continue writing language content.	none
Intentional language objectives	The graphic organizers	Everything	I will keep encouraging my students to speak in both languages using these strategies.	none
I learned the importance of meaningfully scaffolding and differentiating the scaffolding. Another take away is the importance of having purposeful language objectives and including students needs be met. Lastly, not reteaching L2 content and the idea that we use cross teaching for multilinguals.	I appreciated all of the visuals and charts, they were greatly useful and beneficial.	Understanding how to have meaningful language objectives.	As a new teacher, I definitely commit to being more intentional with my scaffolding for different students and understanding when to remove them to promote growth.	More resources on language objectives.
building metalinguistic connections for students, making sure scaffolds are appropriate, making sure language and content objectives are clearly connected	Talking in breakout rooms about the places we see students growing in their language acquisition and the settings that help us notice and celebrate that.	Review of 4+1	Moving forward I will make sure my language objectives clearly connect to my content. I will begin this next week.	none
1. the importance of writing language objectives 2. the elements of planning (the visual was great) 3. scaffolding by domain.	i really enjoyed discussing the differences between language and content objective (a focus area where I can benefit from continued PD) and differentiating the language objectives for all groups of students	Overall, I think today's PD was very beneficial, from the very beginning until the end!	Generating intentional language objectives.. tomorrow!	language objectives!
Differentiate objectives by how an objective is met (spoken, written, drawn, etc). Differentiate the language objective knowing what level of spoken language they are successful in.	We should not be repeating teaching in a different language.	The information about language objectives will definitely help me focus on language building for all my students.	Making sure I incorporate my language objective to my lessons.	I need to reflect on my students' needs and their data to adjust the scaffolds. I need to take some time and reevaluate my teaching to fit their needs.
Content objectives need to align with language objectives, action verbs are used to write both objectives and scaffolds and supports are important to help the student meet the language objective of the lesson	It is important to incorporate language domains when writing the language objectives.	The 4+1 language objective cheat sheet will be helpful when writing language objectives for my lessons.	I will use the cheat sheet to help me write language objectives for my lessons and I will start to implement this as soon as possible.	How many language objectives can a lesson have?



Quotes



PROFESSIONAL DEVELOPMENT SERVICES PROPOSAL

Date: July 18, 2023

Prepared for: Rosalyn Diaz-Ortiz, Multilingual Learner Programs, Supervisor, New Haven Public Schools, CT

Prepared by: Phyllis Hardy, Executive Director, MABE

In response to multiple requests for professional development and technical assistance, below are possible options to consider:

Request	Options
Technical Assistance for District Leadership Team <ul style="list-style-type: none"> • 6 meetings/school year • 2 hours/meeting • Location: virtual or in person, TBD 	\$5,000.00
Technical Assistance to Support Literacy Team <ul style="list-style-type: none"> • Two Bilingual Schools, Grades K - 8 • Co-develop or adapt walk through learning tool • 5 full days school visits/each school for total of 10 days • 6 virtual meetings/ 2 hours to collaborate with literacy coaches for each school's literacy team <ul style="list-style-type: none"> ○ To prepare walk through learning tool ○ To debrief after each school visit ○ To analyze collected data 	\$20,000.00
Professional Development for District Administrators on Holistic Bilingualism and Biliteracy <ul style="list-style-type: none"> • Date: TBD • Time: 9 - 11 am • # of participants: 25 	\$3,300.00
Total All Requests:	\$28,300.00
Other Options to Consider: DLE Network <ol style="list-style-type: none"> 1. Leader Network 2. Coach Network 3. Elementary Teacher Network 4. Middle School Teacher Network 5. Special Educator Network 6. Coach Network 	\$330/per individual

All questions concerning this Proposal should be directed to:

Phyllis Hardy; Executive Director
 Email: PhyllisHardy@mabene.org
 Cell: 508-934-6317
 Website: www.mabene.org



PROPOSAL OF SERVICES

Proposal Number: PDSI-FY23-048

To: Rosalyn Diaz-Ortiz, Supervisor, Multilingual Learner Programs, New Haven Public Schools

Description: 10 days of professional learning for bilingual and ESL staff. Suggested allocation of days:

- Differentiation: 1-2 days
- Science of Reading and Biliteracy Students: 3-5 days
- Consultancy regarding Dual Language Programs: 3-5 days

Outcomes:

- Increased capacity to implement differentiated instruction and individualized support
- Increased understanding of Science of Reading and how it relates to teaching biliteracy students
- Increased capacity to implement best practices in dual language programs

Date(s)/Time: To be determined

Cost: \$1,250.00 per day x 10 days = \$12,500.00

Location(s): To be determined

Professional Learning Specialist(s): Rosaria Giannetti & Lisa Seales

FY23 rates are inclusive of mileage and copies. Please discuss copying needs with the Professional Learning Specialist(s).

Unless otherwise stated, time shall be assessed in Days. One (1) Day is defined as six (6) hours including a thirty (30) minute lunch break, and AM/PM breaks for groups as needed. If this proposal calls for Half-Days, a Half-Day is defined as up to three (3) hours including one (1) fifteen-minute break.

Additional fees may be assessed for service dates that fall on a holiday or a non-workday for ACES staff. If notice of cancellation is received less than 5 business days prior to the service date, the school/district will be charged the full contracted amount.

To accept this proposal, or for questions, contact:

Emily S. Freel, Director

ACES Professional Development and School Improvement

efreel@aces.org

Phone: 203.407.4408