**New Mexico Public Education Department Professional Learning Provider Application**

Directions: Complete Sections 1-6 below. Section 1 applies to the Professional Learning (PL) provider. Sections 2, 3, 4, & 5 apply to **each PL program** being submitted. Please list each program you are submitting for consideration in Section 2. The tables in Sections 3, 4, and 5 should be copied and completed for each title listed in Section 2. Section 6 is your feedback and it is optional. Applicants seeking to submit more than five programs must request permission for an application variance by September 30, 2022, by emailing your request to [Debra.Marquez@state.nm.us](mailto:Debra.Marquez@state.nm.us). Email this completed application (Word document) to [Debra.Marquez@state.nm.us](mailto:Debra.Marquez@state.n.us) by November 1, 2022. PL programs that have already been submitted do not need to be submitted again.

**Section 1: Provider Information**

|  |  |
| --- | --- |
| 1a. Provider Name | Learning Without Tears |
| 1b. Provider Designated Contact (First and Last name and title) | Lori Wilson |
| 1c. Provider Designated Contact Email | Lori.wilson@lwtears.com |
| 1d. Provider Designated Contact Phone Number | 301-841-9428 |
| 1e. Years of Experience Providing Professional Learning (be specific: ie. aligned to instructional materials, EL strategies, etc.) | Learning Without Tears’ first handwriting workshop/professional development sessions were held in 1994 by our founder Jan Z. Olsen, OTR. Since then, LWT has added PreK, keyboarding, emergent writing, emerging reading and phonics to it’s curriculum offerings and PD sessions. |
| 1f. Link to Provider Website | www.lwtears.com/newmexico  For review documents, alignment, approved products and link to our Professional Services |
| 1g. Number of PL programs being submitted. | 2 |
| 1h. Link to Provider Overview (goals, principles, research foundations in Adult Learning Theory or other)  *600 word limit* | <https://www.lwtears.com/professional-learning-page/professional-services>  Our customizable Professional Services include a range of learning plans that build upon each offer to meet the needs of your entire staff, helping educators apply their knowledge to achieve full implementation success. Our Learning opportunities are affordable, flexible, and customizable combinations of tiered implementation levels and learning options. They provide your educators with the yearlong curriculum implementation support needed for student success. We offer virtual and/or on-site. Virtual learning experiences recorded for future on-demand viewing.  Our Professional Services provide dynamic professional development opportunities and implementation support for your teams. We care about your outcomes and collaborate with you to build flexible educator learning plans to jointly invest in your success with our programs, ensuring maximum impact. Our learning team includes fellow teachers, school leaders, and occupational therapists. |

**Section 2: High Level Program Overview**

Please list each PL program you are submitting for consideration in the first column. Complete each column based on program offering. Each program should be listed separately in Section 2. See Key below and “*Appendix A: Types of Professional Learning Offerings*” from the RFA for guidance on what should be included.

2a. **PL** **Program Name:** See “Program” definition in RFA

2b. **Audience(s)**: Who is the intended audience of your PL program? Teachers, instructional coaches, administration, others? Please indicate *Teachers/Instructional Coaches/Admin(district and/or school)/Other*

2c. **Group Size:** What is the ideal group size the PL program serves? *Please indicate Number of Ideal Participants - this can be a range.*

2d. **Frequency**: For your PL program, list the variation/options of the How often is the Professional Learning session offered? Please indicate *once, monthly, multi-year, other*.

2e. **Type:** What is the major purpose(s) of the PL for each program? Please indicate all types of PL offered by listing if the PL is for *adoption, launching implementation, ongoing support for teachers, system design/leadership support*.

2f. **Format**: How is the PL program delivered? Please indicate *virtual, in-person or combination*.

2g. **Cost**: What is the pricing structure of the PL program? Please indicate a *numerical value followed by “per participant” or “per session*.”

2h. **NM Alignment**: Does the PL program align to NM State Standards? Please indicate *yes or no*.

2i. **NM Experience**: Have you conducted this PL program in NM previously or in a region with similar demographics? Please indicate *NM/Similar region/None.*  If NM, please provide *when and where*.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2a. PL Program Name** | **2b. Audience(s)** | **2c. Group Size** | **2d. Frequency** | **2e. Type** | **2f. Format** | **2g. Cost** | **2h. NM Alignment** | **2i. NM Experience (NM/Similar Region/None)** |
| Handwriting Without Tears Print K-2nd grade Workshop | Teachers, Instructional Coaches, Administrators, Support Staff, Special Educators, and Occupational therapists. | 12-25 | We have multiple options and work directly with school districts to determine what works best with their timeline and learning needs.  Our Getting Started level provides educators with the tools they need to begin implementation in the classroom. Our Deeper Dive level offers a more in-depth learning opportunity into specific areas of our programs. | launching implementation, ongoing support for teachers | Virtual  In-Person  Combination | $900 per half-day Virtual Session  $1200 per Virtual Modular Session  $1800 per full-day Virtual Session  $3300 per On-Site Session | Yes-see correlations document at www.lwtears.com/newmexico | NM |
| Handwriting Without Tears Cursive 2nd-5th grade Workshop | Teachers, Instructional Coaches, Administrators, Support Staff, Special Educators, and Occupational Therapists | 12-25 | We have multiple options and work directly with school districts to determine what works best with their timeline and learning needs. | launching implementation, ongoing support for teachers | Virtual  In-Person  Combination | $900 per half-day Virtual Session  $1200 per Virtual Modular Session  $1800 per full-day Virtual Session  $3300 per On-Site Session | Yes-see correlations document at www.lwtears.com/newmexico | NM |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Section 3: PL Program Information Detail**

Please respond to the prompts in Section 3. Include as much detail as necessary to address all questions in each subsection. The cells will expand as you add information.

For each of the PL programs listed in column 2a above, please complete Section 3.  **You will need to copy and paste the table for as many PL programs as are listed in 2a.** See “*Appendix B: Types of Evidence and Measurement Tools*” and “*Appendix C: Five Levels of Professional Development Evaluation*” from the RFA for guidance on what should be included.

|  |  |
| --- | --- |
| 3a. PL Program Name (As indicated in 2a) | Handwriting Without Tears Print Workshop |
| 3b. PL Program Alignment to Instructional Materials   1. What is the title of the instructional materials from the [New Mexico Adopted Multiple List](https://www.google.com/url?q=https://webnew.ped.state.nm.us/wp-content/uploads/2022/08/Multiple-List_Rvsd_8.3.22.xlsx&sa=D&source=docs&ust=1662049897011213&usg=AOvVaw0doYPuMB_w9eUerAhC0_bx) that this PL program supports? 2. What is the content area of the instructional material? 3. Are the instructional materials adopted as core or supplementary? 4. If adopted as core instructional materials, are they recommended or recommended with reservations? | * + - 1. K-2 Structured Literacy       2. English Language Arts       3. Supplementary       4. Not a core program. |
| 3c. Purpose of the PL Program:   1. Orient to instructional materials? 2. Support teacher practice in implementing instructional materials? 3. Support long term school level or ecosystem change (distance learning) as related to implementation or continuous use of instructional materials? 4. Other support for instructional materials? Please describe. | * + - 1. Yes, participants will receive a demonstration of how to access and navigate their teacher guide for lesson planning and locating resources, a demonstration of how to use each manipulatives or program component, and they will view video examples of classroom implementation.       2. Yes, participants will be guided by the facilitator through a lesson plan example. Participants will engage in guided reflection for classroom implementation based on specific classroom learning needs. Participants will engage in sample student activities using workshop handout activity pages. Opportunity for Q&A is included to ensure participants leave with a clear understanding of how to implement the program and their next steps.       3. Learning Without Tears is committed to working together with schools and districts to preserve fidelity of program implementation during times of transition or change. Your LWT district contacts will work together with you to problem solve expected and unexpected changes. For example, when schools unexpectedly transitioned to distance learning during the pandemic, LWT quickly developed and communicated the availability of supportive resources for parents and educators to use with distance learning. The option for flexible usage of this program is already established, and workshop participants will learn options for implementation. Educators will be able to implement resources needed to support distance learning if applicable. They will be trained on using digital support to provide students ongoing handwriting practice regardless of setting and implementation of digital tools in the classroom. Educators will be equipped with necessary tools to avoid disruption in handwriting instruction. Parent support will also be provided through the digital resources to ensure a strong school to home connection is established.       4. Participants will receive guidance on locating additional support videos located on the digital teaching tool and on the LWT website. Participants will have access to the recording of their PL workshop session(s) or a comparable session for at least 30 days post workshop date for reviewing covered content. |
| 3d. How does your PL program adapt to support the local cultural and linguistic needs of students and professional staff? Please describe. | The teacher and student materials (digital and print) are available in English and Spanish. Handwriting Without Tears (HWT) was developed to meet the needs of all learners, including ESL, ELL, and bilingual students. The professional learning opportunities will equip teachers on accessing and using Spanish resources to support all students. Our developmental strategies can be seamlessly integrated into any classroom setting, and our teacher's guides provide ample opportunities for multisensory teaching for all learners. When using the Spanish editions of our student editions in your classrooms, you can use these additional resources to support your students and your teaching. |
| 3e. How does this PL program offer support for differentiation strategies?   * English language learners * Students with disabilities (be specific) * Students not performing on grade level/far above grade level * Other differentiation? | Each lesson plan provides a differentiated instruction strategy for English Language Learners or children who need extra support. The Teacher’s Guide includes a resource with tips for teaching children with disabilities as well as research-based strategies for teaching English Language Learners. Educators will be trained on how to scaffold lessons to provide a developmentally appropriate lesson for all students. An example of this instruction would be activities for teaching positions on a line to help educators orient students before learning the capital letters F and E to ensure proper placement of strokes. Our professional learning will also guide teachers to help determine when remediation is needed. Teachers will be trained on implementation of a screening tool to help group students for small group intervention, track progress, and provide remediation strategies.  In addition, we offer support resources for supporting English Language Learners (See Attachment 13) |
| 3f. How does the PL program achieve the intended purpose and measure impact?   * What are the intended outcomes of your PL program? * What are the outcomes of your most recent PL program offering? If this PL program has a random control study or independent review, please describe the high-level results here. * What are the conditions for success? * How do you measure this PL program's impact? \**See Appendix A for evidence accepted.* | Learning Outcomes:  Describe the importance of the handwriting process as a means to teach or remediate letters, words, and sentences.  Implement purposeful hands-on, multisensory manipulatives, music and digital learning to teach grip, position concepts, alphabet knowledge, and letter formation  Examine how double lines lead to student writing success and apply strategies to help students write on any type of lined paper.  Identify at least two additional resources to support handwriting instruction and intervention including the screener of handwriting proficiency  Conditions for Success:   * PL Planning conversation with a workshop coordinator * Teacher and Student materials received by school/district * Active engagement by participants during PL session * Participants implement program with fidelity   Measuring Impact:   * Post-PL Participant survey * Participant reflections (oral and/or written) |
| 3g. Is there continuous improvement of the PL program?   * How do you continuously monitor the progress of this program? * How do you allow for participant feedback? | * Participants are given a post workshop survey to provide feedback. The Learning Without Tears Product & Marketing Research team reviews survey results and provides ongoing feedback to the professional learning team. Information is compiled and actionable tasks are developed to ensure educators are getting the training needed for successful implementation. * The Professional Learning team continuously engages in its own professional learning regarding best practices for adult learning. Learning Without Tears provides ongoing training for workshop presenters to ensure these best practices are implemented for each professional learning opportunity. |

|  |  |
| --- | --- |
| 3a. PL Program Name (As indicated in 2a) | Handwriting Without Tears Cursive Workshop |
| 3b. PL Program Alignment to Instructional Materials   1. What is the title of the instructional materials from the [New Mexico Adopted Multiple List](https://www.google.com/url?q=https://webnew.ped.state.nm.us/wp-content/uploads/2022/08/Multiple-List_Rvsd_8.3.22.xlsx&sa=D&source=docs&ust=1662049897011213&usg=AOvVaw0doYPuMB_w9eUerAhC0_bx) that this PL program supports? 2. What is the content area of the instructional material? 3. Are the instructional materials adopted as core or supplementary? 4. If adopted as core instructional materials, are they recommended or recommended with reservations? | 1. K-2 Structured Literacy 2. English Language Arts 3. Supplemental 4. Not a core program. |
| 3c. Purpose of the PL Program:   1. Orient to instructional materials? 2. Support teacher practice in implementing instructional materials? 3. Support long term school level or ecosystem change (distance learning) as related to implementation or continuous use of instructional materials? 4. Other support for instructional materials? Please describe. | 1. Yes, participants will receive a demonstration of how to access and navigate their teacher guide for lesson planning and locating resources, a demonstration of how to use each manipulatives or program component, and they will view video examples of classroom implementation. 2. Yes, participants will be guided by the facilitator through a lesson plan example. Participants will engage in guided reflection for classroom implementation based on specific classroom learning needs. Participants will engage in sample student activities using workshop handout activity pages. Opportunity for Q&A is included to ensure participants leave with a clear understanding of how to implement the program and their next steps. 3. Learning Without Tears is committed to working together with schools and districts to preserve fidelity of program implementation during times of transition or change. Your LWT district contacts will work together with you to problem solve expected and unexpected changes. For example, when schools unexpectedly transitioned to distance learning during the pandemic, LWT quickly developed and communicated the availability of supportive resources for parents and educators to use with distance learning. The option for flexible usage of this program is already established, and workshop participants will learn options for implementation. Educators will be able to implement resources needed to support distance learning if applicable. They will be trained on using digital support to provide students ongoing handwriting practice regardless of setting and implementation of digital tools in the classroom. Educators will be equipped with necessary tools to avoid disruption in handwriting instruction. Parent support will also be provided through the digital resources to ensure a strong school to home connection is established. 4. Participants will receive guidance on locating additional support videos located on the digital teaching tool and on the LWT website. Participants will have access to the recording of their PL workshop session(s) or a comparable session for at least 30 days post workshop date for reviewing covered content. |
| 3d. How does your PL program adapt to support the local cultural and linguistic needs of students and professional staff? Please describe. | The teacher and student materials (digital and print) are available in English and Spanish. Handwriting Without Tears (HWT) was developed to meet the needs of all learners, including ESL, ELL, and bilingual students. The professional learning opportunities will equip teachers on accessing and using Spanish resources to support all students. Our developmental strategies can be seamlessly integrated into any classroom setting, and our teacher's guides provide ample opportunities for multisensory teaching for all learners. When using the Spanish editions of our student editions in your classrooms, you can use these additional resources to support your students and your teaching. |
| 3e. How does this PL program offer support for differentiation strategies?   * English language learners * Students with disabilities (be specific) * Students not performing on grade level/far above grade level * Other differentiation? | Each lesson plan provides a differentiated instruction strategy for English Language Learners or children who need extra support. The Teacher’s Guide includes a resource with tips for teaching children with disabilities as well as research-based strategies for teaching English Language Learners. Educators will be trained on how to scaffold lessons to provide a developmentally appropriate lesson for all students. An example of this instruction would be activities for teaching positions on a line to help educators’ orient students before learning the capital letters F and E to ensure proper placement of strokes. Our professional learning will also guide teachers to help determine when remediation is needed. Teachers will be trained on implementation of a screening tool to help group students for small group intervention, track progress, and provide remediation strategies.  In addition, we offer support resources for supporting English Language Learners (See Attachment 14) |
| 3f. How does the PL program achieve the intended purpose and measure impact?   * What are the intended outcomes of your PL program? * What are the outcomes of your most recent PL program offering? If this PL program has a random control study or independent review, please describe the high-level results here. * What are the conditions for success? * How do you measure this PL program's impact? \**See Appendix A for evidence accepted.* | Learning Outcomes:   1. Learn the importance of teaching cursive handwriting to boost academic success in your students. 2. Identify a multisensory, child-friendly teaching order to teach cursive connections, lowercase, and capital letters. 3. Learn how to integrate the Handwriting Interactive Teaching Tools with your students to enhance and support your lessons. 4. Explore engaging ways to incorporate writing activities and Building Writing into your daily instruction 5. Locate additional resources to support your year-long handwriting instruction, including the Screener of Handwriting Proficiency.   Conditions for Success:   * PL planning conversation with workshop coordinator. * Teacher and student materials received by the school/district. * Active engagement by participants during PL session. * Implement program with fidelity   Measuring Impact:   * Post PL participant survey * Participant Reflections (oral and/or written) |
| 3g. Is there continuous improvement of the PL program?   * How do you continuously monitor the progress of this program? * How do you allow for participant feedback? | * Participants are given a post workshop survey to provide feedback. The Learning Without Tears Product & Marketing Research team reviews survey results and provides ongoing to feedback to the professional learning team. Information is compiled and actionable tasks are developed to ensure educators are getting the training needed for successful implementation. * The Professional Learning team continuously engages in its own professional learning regarding best practices for adult learning. Learning Without Tears provides ongoing training for workshop presenters to ensure these best practices are implemented for each professional learning opportunity. |

**Section 4: PL Program Supporting Materials**

Please indicate what documents you will upload/attach to this application. At least one of the items listed in 4a-4d is required and will be public facing on the published [HQPL Marketplace List](https://webnew.ped.state.nm.us/wp-content/uploads/2022/06/2022-HQIM-PL-Marketplace-List.pdf). Please provide links to documents (not websites where documents are located) that can be accessed by districts if you should be included on the HQPL Marketplace List. Any supporting materials containing solicitations will not be included on the HQPL Marketplace List. A response to 4e is required and can be added as an attachment, a link to these documents or in the space provided. Responses to 4f and 4g are optional, however they will be considered as part of the review process if they are included.

|  |  |
| --- | --- |
| 4a. PL Program Overview - A document that provides an overview of the specific PL program in support of the listed HQIM. This should not be a catalog of offerings for every program offered by the provider. | See Attachment 1 |
| 4b. PL Program One Pager - A one page document describing the PL option and the outcomes a district or charter school can expect by attending this PL. | See Attachments 2-5 |
| 4c. PL Program Graphic Descriptor - A pdf document or interactive electronic graphic resource that describes the PL session (attendees, expectations, outcomes, additional options that follow the stated option.) | See Attachment 10 |
| 4d. PL Program Video - a brief informational video highlighting the expectations and outcomes of the PL program. |  |
| 4e. Resumes/Curricula Vitae of PD Providers | See attachments for Roxanne Thompson and Valerie Zaryczny |
| 4f. Sample Materials, like:   * Training decks * Past webinars * Training Objectives * Agendas * Rubrics * Other | See Attachments 11-12 for PL Participation Guides. |
| 4g. Random control study/independent review | N/A |

**Section 5: References**

Please provide 3 past partners who can speak to your PL program. For each of the PL programs listed in column 2a above, please complete Section 5. You will need to copy and paste the table for as many PL programs as are listed in 2a.

|  |  |  |  |
| --- | --- | --- | --- |
| **PL Program** Name (As indicated in 2a) | **Partner/District Name** | **Point of Contact Name** | **Point of Contact Email/Phone** |
| Handwriting Without Tears Print | Alamogordo PS | Bertha Garza | bertha.garza@alamogordoschools.org 575-442-9514 |
| Handwriting Without Tears Print | Espanola PS | Sherri Rodriguez | sherri.rodriguez@k12espanola.org 505-901-2689 |
| Handwriting Without Tears Print | Las Cruces PS | Esther Peterson | epeterso@lcps.net  575-527-9329 |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL Program** Name (As indicated in 2a) | **Partner/District Name** | **Point of Contact Name** | **Point of Contact Email/Phone** |
| Handwriting Without Tears Cursive | Questa Independent Schools | Kimber Macdonald | kmacdonald@questa.k12.nm.us 575-586-0032 |
| Handwriting Without Tears Cursive | Espanola PS | Sherri Rodriguez | sherri.rodriguez@k12espanola.org 505-901-2689 |
| Handwriting Without Tears Cursive | Plano ISD, TX | Rachel Beachy | rachel.beachy@pisd.edu  469-752-8042 |

**Section 6: Feedback**

This is the NMPED’s second attempt at soliciting vendors to provide a statewide resource for high quality professional learning to support implementation of high quality instructional materials. Changes have been made based on feedback from provider submissions during our first attempt. If you have feedback on this application process please provide it at the end of the application so that we can continue to improve this process.

|  |
| --- |
|  |