



RFP PRDE-OSIATD-2018-002

MOBILE DEVICES, PROFESSIONAL DEVELOPMENT AND PROJECT MANAGEMENT

Invitation for Proposer Oral Presentations for Professional Development

Monday, January 7, 2019

Additional Requested Information:

As we expressed in our presentation last Thursday, December 20th, 2018, we are very excited about the possibility to offer our Pathway to Innovation Professional Development Program, as a key component of our proposal for the New Generation Schools RFP. We provide below and in the attachments to this email message; our responses to your questions, and feedback to your suggestions.

Question / Suggestion	Response / Additional Information
<p>Additional information on the implementation of Blended Learning in K-12 schools, especially in K-2 segment.</p>	<p>Following the development of Blended Learning (BL) in higher education, studies have shown consistent increases in implementation in K-12 schools. BL is a systematic and strategic approach of combining times and modes of learning, integrating the best aspects of face to face settings with online interactions with the appropriate information and communications technologies (ICT's). BL implementation strategies vary according to subject matter, grade level, student characteristics and learning outcomes; and have a student-centered approach in terms of learning design. In this project, we will be using varied approaches and strategies to implement BL, in which not all students will always need a device. Our implementation will start with station and lab/learning studio rotations always within the school. This methodology will support technology integration in multiple and diverse scenarios, compatible with the strategies presently being implemented or in evaluation for future implementation at the PRDE. This gradual implementation will provide for a controlled environment, but with the expectation to evolve into increased self-direction, responsibility and autonomy by teachers and students in their teaching and learning activities. We are presently pilot-testing these implementation strategies in several of the private schools where we provide service in PR and abroad.</p> <p><i>Please refer to the following documents in the attachments for additional information and examples:</i></p> <p><i>Blended Learning & iPads References</i> <i>Second Grade Sample Lesson Plan</i> <i>Qué es SeeSaw</i> <i>SeeSaw Step by Step</i></p>
<p>Inclusion of technology integration skills and strategies starting in Year One.</p>	<p>As part of Forward Learning's recipe of success, our training sessions for educators, regardless of the grade level, always include concrete technology integration examples that support content as well as ISTE Standards. Even in introductory courses, content is presented with engaging and pertinent activities and projects that sensitize teachers towards wanting to use and implement the new tools, apps and strategies presented to them. Our Pathway to Innovation Program is a suggested roadmap that could and should be reviewed jointly by the PRDE and Forward Learning to make the necessary adjustments for diverse audiences and for participants</p>

	that go ahead or lag behind our plan. Our goal is to achieve significant growth in technology integration for all audiences, starting in year one.
Evidence supporting the successful implementation of iPads in education versus other tablet alternatives. Apps availability in English & Spanish.	<p>iPads are by a significant margin the most widely used tablets in education. Its ease of use, ruggedness, durability and the extraordinary number of educational apps, make them the optimal choice despite the price premium. To respond to multiple audiences, iPads have Microsoft and Google apps that run seamlessly in these devices. The training, support and resources available through the Apple Teacher Program, in Spanish and English, make it an even more versatile device.</p> <p><i>Please refer to the following documents in the attachments for additional information:</i></p> <p><i>iPad Advantages for Learning</i> <i>Blended Learning and iPads References</i> <i>Discussion Guide- iPad Advantages for Learning</i> <i>iPad in Education Results</i> <i>Research Stories and Research Presentations</i></p>
Use of an open source or cost-effective data collection platform versus Microsoft Dynamics CRM for registration, assistance tracking, reports and follow-up of pending courses per participant.	We are willing to evaluate other alternatives suggested by the PRDE. However, at times programming the different functionalities and capabilities in an open source alternative could be a time consuming and costly effort. We prefer using the proven tools included in a CRM software, given the high volume and time sensitive communications that will be required by this project. We are committed to exporting and providing the PRDE with the requested data, during and at the end of the Project in order to facilitate the update of the existing information systems.
Use of PRDE premises for some of our Training Centers.	Forward Learning is prepared to equip and operate the 21 Training Centers in premises outside the PRDE facilities. However, should an ORE have a site available that will provide added convenience for participants, we are willing to prepare our Training Center in such a site, covering all related utility and Internet costs. The locations finally selected will have parking facilities available and will be strategically located to minimize travel time for participants.
Contingency Plan for prolonged power outages- to be able to complete annual professional development plan by the end of school-year.	In the unlikely eventuality of power outages exceeding 10 consecutive working days, we will arrange for the installation of charging carts powered by solar/battery systems at seven (7) training centers, one per ORE, to continue operating on a partial basis.
Make-up classes offerings to complete minimum hours of training on an annual basis.	We are anticipating the need for flexibility in the offering of professional development activities related to this project. Given the operation of 21 Training Centers (3 per ORE) working on a full-time basis during the school year, numerous sessions of the different training courses will be provided to assure full completion of the minimum hours for the different tracks and



	levels (Beginners, Competent, Proficient and Master). This ample availability will apply for workshops as well as for coaching sessions.
Summer offerings for teachers and school Directors and PRDE admin staff.	To provide additional flexibility and training alternatives for educators, at least seven (7) of the Training Centers will operate in June and two weeks in July, to assure full participation and training of recent recruits and for make-up classes. This additional offering will be at no extra cost.
Increase participation in the Pathway to Innovation Forums from the proposed 600 educators in year 2 and 600 educators in year 3.	In order to provide the opportunity for educators to showcase their technology integration achievements and the successful implementation of the Blended Learning and PBL strategies using technology, we will increase the number of participants to 1,400 for year 2 and 1,400 for year 3. This will allow broader participation per ORE (approximately 200 per ORE/year- in years 2 & 3) and for an excellent scenario for the exchange of best practices and success stories. This increase will be at no extra cost.

Thank you again for the opportunity to present our proposal. We are always available should you require any additional information.

Sincerely,

David Morales
Vice-President