

SCOPE OF WORK

A. Purpose

The purpose of this Purchase Order is to engage a Contractor to develop a set of three 10-hour courses specifically for VPK Providers on Probation (POP). The courses will teach participants how to integrate language, literacy, math, and social problem-solving through the daily routine, with a specific, developmentally appropriate focus on how to build the skills measured by the kindergarten readiness screener.

B. Terms and Definitions

1. **Classroom Assessment Scoring System (CLASS™)** – The CLASS™ is a tool for observing and assessing the qualities of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that are known from research to contribute to children’s social development and academic achievement.
2. **Florida Kindergarten Readiness Screener (FLKRS)** – A screener administered to Florida kindergarten students and used to calculate a kindergarten readiness rate every year for each private or public school VPK Provider of either the School-Year (540-hour) or Summer (300-hour) program.
3. **UF (Contractor)** – The University of Florida Lastinger Center for Learning
4. **OEL** – The Office of Early Learning
5. **Providers on Probation (POPs)** - (VPK) providers which fails to meet the minimum kindergarten readiness rate for a program type (school year or summer) adopted by the State Board of Education as satisfactory under Section 1002.69(6), F.S.
6. **Voluntary Prekindergarten (VPK) Education Program** - A free prekindergarten program for four-year-olds who reside in Florida and were born on or before September 1.

C. Services to be Provided

1.0 VPK POP course development

The Contractor shall develop three (3) 10-hour courses for low performing providers.

- 1.1 Courses shall teach participants how to integrate language, literacy, math, and social problem-solving through the daily routine, with a specific, developmentally appropriate focus on how to build the skills measured by the kindergarten readiness screener.
- 1.2 Courses shall be designed to build stronger provider skills around child observations to inform individualized care and instruction; classroom organization and planning; and organizing daily schedules. In addition to providers being able to take these courses independently.
- 1.3 VPK trainers and other quality improvement professionals can use these courses to support quality improvement of VPK providers generally and low-performing providers specifically.

2.0 Course design

Each of the three VPK POP courses shall –

- 2.1 Have a consistent format between courses.
- 2.2 Be mastery and competency based.

- 2.3 Be authored by early childhood experts employed by the University of Florida.
- 2.4 Be research based, rigorous, engaging, and interactive.
- 2.5 Be aligned to the Florida Kindergarten Readiness Screener (FLKRS), the Pre-K Classroom Assessment Scoring System (CLASS™), the Florida Early Learning and Developmental Standards, the Head Start Performance Standards and Child Development and Early Learning Framework, and the Florida Core Competencies for Early Care and Education Practitioners.
- 2.6 Teach participants
 - 2.6.1 The latest research findings and evidence-based practices for improving children’s outcomes.
 - 2.6.2 Using effective strategies in action that mirror their work environments.
 - 2.6.3 To develop personal action plans for implementing the strategies they have learned.
 - 2.6.4 How to implement the action plans in their own early learning programs.
 - 2.6.5 How to reflect on the strengths and challenges of implementation within their classrooms/work environments.
 - 2.6.6 To demonstrate mastery and competence through successful completion of assessments.
 - 2.6.7 To provide documentation of the successful application of learning to the classroom environment.

3.0 Course focus

- 3.1 VPK courses shall focus on –
 - 3.1.1 The aspects of teacher practice that best facilitate impactful, developmentally appropriate teaching, particularly in those areas in which VPK teachers traditionally struggle.
 - 3.1.2 Key developmental domains, which map on to Florida’s Early Learning and Developmental Standards.

4.0 Course content

The three VPK courses shall start with basic content and feature progressively complex and sophisticated information, giving participants tools to increasingly expand their knowledge and skills. Courses shall focus on how providers can use the results of the children’s ongoing VPK assessment results administered at the beginning of the VPK year and regular observations to inform individualized care and instruction. Courses shall include the following content –

- 4.1 **Teacher Practice** including:
 - 4.1.1 Lesson planning and implementation.
 - 4.1.2 Creating schedules & organizing the daily routine.
 - 4.1.3 Conducting observations and using the results of assessments to inform instruction.
- 4.2 **Key Developmental Domains**
 - 4.2.1 Language, Communication, and Emergent Literacy
 - 4.2.2 Mathematical Thinking and Science Inquiry

4.2.3 Social Problem Solving

4.2.4 Approach for addressing content:

5.0 Approach for addressing content

- 5.1 Courses shall provide concrete, developmentally appropriate strategies for integrating the developmental domains into the daily routine.
- 5.2 All standards shall be presented on a continuum that outlines the progression of development for each standard.
- 5.3 The standards shall be broken up into early, middle, and later to correspond with the VPK school year and with the VPK Assessment periods (AP1, AP2 & AP3) allowing teachers to use the results of the assessment to inform which course they should take.
- 5.4 The standards shall then be addressed on this continuum in the context of the daily schedule as developmentally appropriate strategies are provided for each within the course.
- 5.5 Standards that are measured by the Florida Kindergarten Readiness Screener (FLKRS) shall be further broken down to present a sub-continuum that supports deeper understanding.
- 5.6 At least 30 minute of each course instruction shall be devoted to teaching participants to become more effective facilitators of learning during small group, large group and center time.
- 5.7 Courses shall include strategies for lesson planning and using on-going observations and assessment results by scaffolding strategies from one course to the next.

6.0 Course delivery format

All three VPK POP courses shall be developed as online courses accessible and suitable for a variety of tablets, smartphones, as well as laptops and desktop computers. Instructional designers will ensure courses are seamless and consistent in format and appearance across all three courses. Courses will be developed in a format suitable for hosting on a learning management system (LMS) such as Loud Cloud, Canvas, etc. and will be highly interactive and engaging for participants with varying technological skills. Additionally, all three courses will be ADA-508 compliant.