

# Requests for Proposals 2122-2

## Addendum #1 Questions and Answers

### Scope of Work

Scope of Work, Section 1d: Is the storyline PL expected to align with the enacted curriculum for school teams? **A potential offeror will design professional learning to provide school teams understanding of storylining. The school teams will do the work of building storylines aligned to their curriculum.**

Is one of the goals in helping teachers make instructional shifts to align with NGSS by adapting whatever IM they are using? **The goal is to provide the tools for school teams with the pedagogy of NGSS storylines. If they decide to adapt their instructional materials to include a comprehensive storyline the vendor could support the team during their TA support calls. Grounding experience in HQIM during all general sessions will allow school teams to understand the routines and the importance of coherence.**

Scope of Work, Section 1h - is there an expectation for a length of the 2-3 sessions? **There should be 2-3 sessions that are around 90 minutes each.**

In section 2 the comparable item is described as 2-3 hours, not 2-3 sessions. **There should be 2 to 3 general sessions for school leaders.**

Scope of Work: Do sections 2E and F refer to the same professional learning? **Yes, these are the general sessions for each grade band that includes the whole school team.**

Do the 14-16 hrs. of professional learning INCLUDE the monthly 2 hr. meetings described in part F or are there 14-16 hrs. of synchronous/asynchronous in addition to monthly 2 hr. meetings? **The monthly 2 hour meetings are included in the 14–16 hours of professional learning.**

Scope of Work, Section 2.F — “components should include, but be limited to”. Should this be “not” limited to? **The components listed in Section 2.f are limited to topics listed in i.-vi.**

Scope of Work, Section 2F - Is the monthly 2 hr. sessions for each school team, grade bands all together, or all participants? **Potential offerors should offer separate general sessions for each grade band.** Are instructional coaches' part of these sessions? **Yes, instructional coaches will participate in both grade band sessions and the leadership sessions.**

Scope of Work, Section 2F. Is there an expectation that part of the PL is on helping teams develop formative assessments? **A potential offeror will help teams analyze the tasks embedded in their curricular materials and modify them to assess three-dimensionality of the standards.**

Scope of Work, Section 2F.iii. Or are we to develop 3D assessments as models and provide them to teams to examine and use? **Potential offeror(s) provide annotated 3-D assessment tasks as models.**

Scope of Work, Section 2F.vii. Is the goal of the PL to support teachers in using formative assessments that are embedded in their curriculum, or to learn to use formative assessments that we provide? **The goal is to support school teams in using high-quality formative assessments, whether included in their curriculum or come from supplementary materials.**

If they have formative assessments, are they 3-dimensional? **This will be determined by the teams, as they analyze the tasks utilized in classrooms.**

If they have formative assessments, can we see examples of the assessments for each grade band? **Each district/school has its own instructional materials.**

Scope of Work: Does section 2g- *“The Offeror will offer K–12, school teams, up to three (3) hours of virtual technical assistance support sessions, between monthly sessions”* refer to up to 3 hours total per school team over the year to occur between monthly meetings OR 3 hrs. between each monthly meeting for each school team? **Three hours total from Feb to May to support school teams as they implement the learning cycle.**

Scope of Work, Section 2h- Does section 2h refer to one 2-3 hr. session for coaches across all participating schools or one meeting for each school? *“The Offeror will deliver during the 2021–2022 school year between two (2) to three (3) hours of virtual sessions for instructional coaches...”* **Potential offeror(s) should offer 2–3 sessions that are around 90 minutes.**

## Technical Proposal

Section 3. Do you need examples of materials that would be used for this project? This is missing from the Scope of work. Does this section belong there? **In the Technical Proposal, a potential offeror must include a description and sample materials showcasing the support of recruitment efforts, including an introductory webinar that explains the professional learning series, goals and outcomes. The Scope of Work describes the two projects while the Technical Proposal outlines the responses requested from potential offeror(s).**

## Additional Questions

How long do you foresee recruitment taking? When do you estimate the monthly sessions would begin? **The state is in the process of recruiting schools through an RFA, ending in January 2022 and monthly sessions beginning in February 2022.**

Can you provide more specific information regarding the anticipated start and end dates of the professional learning for the 2021-2022 school year? **Sessions will start in February and end in May**

Will the anticipated 300 participants attend both the storyline professional learning and the three-dimensional tasks sessions or will each strand have different participants? **School teams will choose the professional learning opportunity in which to participate. We are hopeful to have 150 in each professional learning and each grade band group may have a different number of participants.**

If sessions are delivered to cohorts of 30 participants, can synchronous sessions meet at different times? **Yes, Potential offeror(s) may structure sessions in a way to support the participating schools' needs and schedules.**