

SCUSD RFP: Learning Pathway for Implementing the CCSS-Math Bidders' Questions & Responses

| Question | Answer |
|---|---|
| 1. What's the time frame that should be addressed in this RFP? Is it only for School Year 2013-14 or does it apply to the multi-year plan 2013-17? | It is a multi-year plan (2013-17), contingent upon grant renewal. |
| 2. What tools/lesson templates/framework to analyze student work/resources does the district have in place for the school-year PD sessions? | A district-developed protocol is used to analyze student work. |
| 3. Does the technical support partner have a role in the monthly district-level convening? If yes, who will participate and how many leaders? | Yes, the technical support partner will play an integral role in the monthly leadership professional learning; this includes development and facilitation of the learning experiences. Approximately 75 leaders will engage in the process. |
| 4. What is the difference between the focus and non-focus schools? | Focus schools were full early implementation sites; all teachers in the designated grade levels participated in the professional learning. Non-focus schools served two teachers per grade level per school. |
| 5. How many teachers are at each grade level kindergarten – grade 8 across the district who teach math and would be involved in the professional development? | This constitutes a leadership team of seven teachers per elementary (287); nine teachers per K-8 (81); and four teachers per middle (28), which totals 396 teachers from 57 schools (41 elementary, 9 K-8, and 7 middle). |
| 6. Does the technical support partner have a role in the 12 hour teacher collaboration in November and February? | Very limited; these sessions will primarily be supported by the training specialists. |
| 7. How should the price for the cost proposal be calculated? If you request more than a daily rate, how many of the 1,100 teachers are expected to attend the PD opportunity in August? | Yr. 1 - \$175K; Yr. 2 - \$175K; Yr. 3 - \$135K; and Yr. 4 - \$58K All are expected to attend their grade level specific meeting. |

| Question | Answer |
|--|---|
| 8. How many site leaders will participate? What are their roles? Will there be any district administrators participating? | Approximately 70 site leaders (principals and assistant principals) will engage in the monthly meetings; plus approximately 12 district administrators. |
| 9. How many days is the August Leadership Institute? Who will participate in this Institute? How many participants? | Two days (Aug. 14 and 15). Approximately 110 site leaders (principals and assistant principals) plus approximately 20 district administrators. |
| 10. For the leadership professional development, there are three phases listed. Are you expecting all three phases to be covered in one year? | No, Yr. 1 - Phase 1; Yr. 2 - Phase 2; and Phase 3 - Yrs. 3 & 4. |
| 11. Can you please clarify what you mean about lesson studies for the coaches? Are you referring to the Japanese lesson study where you build lessons together, present , critique, monitor—re-plan and represent etc., or do you mean something else? | Yes, it should mirror the Japanese lesson study design. |
| 12. Will the consultants be expected to present at the workshops or participate as co-facilitators? | The technical support partner will play an integral role in the monthly leadership professional learning; this includes development and facilitation of the learning experiences. |
| 13. Is there a lesson study template? | The primary design will be the Japanese model. |
| 14. Grades 6-7 are not listed in the “Content Standard” section for year 2015-16, is this correct? | No, they were left out in error; it will be: <ul style="list-style-type: none"> ♦ Gr. 6-7: Ratios & Proportional Relationships; The Number System; Expressions & Equations; Geometry |
| 15. Are you piloting any trainings with Smarter Balanced? | Yes, four schools participated in the state-wide pilot. |
| 16. Will all 1,100 teachers be trained in August? | All 1,100 teachers will be invited, and the trainings will be split by grade level over four days, August 5-8; two three-hour sessions per day by grade band. (see question 24 for dates) |

| Question | Answer | | | | | | | | | | | | | | | |
|--|--|------------|------------|------------|--------|-------|-------|--------|-------|-------|--------|-------|-------|--------|-------|---------|
| 17. With leadership support are you looking for strategies, or math in general? | Both | | | | | | | | | | | | | | | |
| 18. For Leadership PD, has the district adopted a framework or model? | We are currently utilizing the collaborative inquiry-based design methodology. | | | | | | | | | | | | | | | |
| 19. Will there be any pre-meetings regarding PD in August to collaborate with what SCUSD is already doing? | Noted in the answer to question #24. | | | | | | | | | | | | | | | |
| 20. What tools are teachers using to implement the transition to CCSS? | They are using curriculum maps, units of study, etc. | | | | | | | | | | | | | | | |
| 21. Is there another Math Project bidding or working with the district? | Last year we worked with the CSUS Math Project. | | | | | | | | | | | | | | | |
| 22. For the four-part series, will the consultants be developing or co-developing? | Our consultant would co-develop but it would be customized. | | | | | | | | | | | | | | | |
| 23. When will we know the non-negotiables? | They will be posted on the district website on June 10, 2013. | | | | | | | | | | | | | | | |
| Can you confirm our interpretation of the scope of work for Year 1 is correct (Questions 24-29)? Are we missing components and/or are any of these components not a part of the role of the technical service provider: | | | | | | | | | | | | | | | | |
| 24. August PD for 1,100 K-8 teachers (delivered over 5 days, with two, three-hour sessions on each day)? | <p>Four days – two, three-hour sessions each day.</p> <table border="1" data-bbox="841 1346 1351 1583"> <thead> <tr> <th data-bbox="846 1346 984 1388">Date</th> <th data-bbox="984 1346 1162 1388">8:30-11:30</th> <th data-bbox="1162 1346 1346 1388">12:30-3:30</th> </tr> </thead> <tbody> <tr> <td data-bbox="846 1388 984 1440">Aug. 5</td> <td data-bbox="984 1388 1162 1440">Gr. K</td> <td data-bbox="1162 1388 1346 1440">Gr. 1</td> </tr> <tr> <td data-bbox="846 1440 984 1486">Aug. 6</td> <td data-bbox="984 1440 1162 1486">Gr. 2</td> <td data-bbox="1162 1440 1346 1486">Gr. 3</td> </tr> <tr> <td data-bbox="846 1486 984 1533">Aug. 7</td> <td data-bbox="984 1486 1162 1533">Gr. 4</td> <td data-bbox="1162 1486 1346 1533">Gr. 5</td> </tr> <tr> <td data-bbox="846 1533 984 1583">Aug. 8</td> <td data-bbox="984 1533 1162 1583">Gr. 6</td> <td data-bbox="1162 1533 1346 1583">Gr. 7-8</td> </tr> </tbody> </table> | Date | 8:30-11:30 | 12:30-3:30 | Aug. 5 | Gr. K | Gr. 1 | Aug. 6 | Gr. 2 | Gr. 3 | Aug. 7 | Gr. 4 | Gr. 5 | Aug. 8 | Gr. 6 | Gr. 7-8 |
| Date | 8:30-11:30 | 12:30-3:30 | | | | | | | | | | | | | | |
| Aug. 5 | Gr. K | Gr. 1 | | | | | | | | | | | | | | |
| Aug. 6 | Gr. 2 | Gr. 3 | | | | | | | | | | | | | | |
| Aug. 7 | Gr. 4 | Gr. 5 | | | | | | | | | | | | | | |
| Aug. 8 | Gr. 6 | Gr. 7-8 | | | | | | | | | | | | | | |
| 25. School-Year Series – Four sessions (October, Dec/Jan, March, May/June for 369 teachers. | Yes. | | | | | | | | | | | | | | | |
| 26. Teacher Leader Lesson Studies Sessions – What is the frequency of these sessions? Monthly? | Four sessions (October, Dec/Jan, March, May/June). | | | | | | | | | | | | | | | |

| Question | Answer |
|--|---|
| 27. Training Specialists Lesson Studies – What is the frequency of these sessions? Would they be separate from the Teacher Leader Sessions and/or would the teacher leaders and training specialists be grouped together as one group? | Same as the Teacher Leaders; they are grouped together. |
| 28. Leadership: Monthly District-Level meetings – 75 leaders, monthly – How many meetings are considered “monthly?” (8 meetings, Sept-April)? | Seven (7) – October thru April. |
| 29. Two-day August Leadership Institute – 130 Administrators? | Yes, approximately 130 Administrators. |
| 30. I understand that the budget for the above scope of work for Year 1 is \$175,000. Are there any plans to combine other funding sources for this project? Or, is the above scope of work, with a maximum budget of \$175,000 one of your “non-negotiables.” | No, that is the set budget. |

| Question | Answer |
|---|--|
| <p>31. We'd like to learn more about the role you'd like your training specialists to play in the above scope of work, specifically, your definition of "co-facilitation." We understand that you'd like that team heavily involved in the planning to ensure the experiences planned are in-line with the district direction – that is not an issue, and we prefer to work in a collaborative way. Here are more questions we had around them as co-facilitators:</p> <ul style="list-style-type: none"> • Are you expecting the technical service provider to design PD experiences and have the training specialists deliver those pieces? • Are you expecting the technical service provider to design and deliver all of the PD experiences, but the training specialists are involved in the planning and participating in the sessions with teachers, but adding to discussions as necessary? Yes • Would the training specialists design and deliver their own pieces for portions of the day? • What are your expectations around the technical service provider sharing teaching notes, PowerPoint, etc. to your training specialist team? • Please share as much as you can about your expectations for this piece. | <p>Technical service provider designs and delivers all of the PD experiences, but the training specialists are involved in the planning and participating in the sessions with teachers, but adding to discussions as necessary.</p> |

***Please Note:**

- A revised version of the Request for Proposals is be posted on the District website (www.scusd.edu > Offices > Contracts > Request for Proposals.
- There will be two days for the bidders presentations, June 13 and 14, 2013
- You will be notified regarding the date and time of your presentation via email by Lucy Gutierrez on June 11, 2013