



Our Students. Their Moment.

EFFECTIVE TEACHER AND PRINCIPAL PRACTICE VIDEO PRODUCTION

Webinar: Thursday, January 12, 2012

Presenter:

**Julia Rafal, PhD Fellow
Regents Research Fund, Teacher and Leader Effectiveness**



WELCOME!

EFFECTIVE TEACHER AND PRINCIPAL PRACTICE VIDEO PRODUCTION Bidders' Conference

Today's webinar will begin at 2:00 PM

Meeting link:

http://ellum2.nyit.edu:80/join_meeting.html?meetingId=1247625203801

Call-in Info:

866.394.2346

Conf code: 4482603608

Please mute your phone line - * 6

WELCOME!

Effective Teacher & Principal Practice Video Production RFP #GT-15 Bidders' Conference

Today's webinar will begin at 2:00 PM

You will not hear any sound until the webinar start time

Audio will be provided via telephone conference

- Call-in Info:
 - Dial: 866.394.2346
 - Conference code: 4482603608

Please mute your phone line - * 6

Participant Interface

The screenshot displays the Elluminate Live! interface for a session titled "ELLUMINATE EDUCATION AND TRAINING". The interface is divided into several sections:

- Participants:** A list of participants including Amanda (Moderator), Ken (Me, Profile), Farid, Jaime, Pedro M, and Shannon. A red arrow points to the "Mute" icon for Amanda.
- Whiteboard - Main Room (Scaled 87%):** A central whiteboard with a diagram titled "Whiteboard tools" and "unified learning & collaboration". The diagram includes icons for "social networking", "web", "video", and "Activity Window (optional)". A red arrow points to the "web" icon.
- Chat:** A chat window showing messages: "Me: Good morning" and "Jaime: Hey... did you finish your paper?".
- Activity Window (optional):** A pop-up window showing a list of activities, including "Changed whiteboard screen to 'Public Screen 3'", "Changed whiteboard screen to 'ULC'", and "Text for slide: ULC ULC".
- Audio:** A section with volume sliders and a "Teleconference available" button.

Four red arrows on the left side of the image point to the top of the window, the Participants list, the Chat window, and the Activity Window, respectively.

Participant Window

The screenshot shows a 'Participants' window with a list of participants and a toolbar. A blue circle highlights the permissions icons for each participant. Annotations with arrows point to various features: 'raise hand' points to the hand icon in the toolbar; 'emoticons' points to the smiley face icon; 'polling' points to the checkmark icon; 'step away' points to the step away icon; and 'Permissions' points to the blue circle highlighting the icons for Amanda and Shannon.

Participants

Participant	Hand	Checkmark	Audio	Video	Chat	App Sharing	Whiteboard
Amanda (Moderator, M...)	1	✓	🔊	📺	💬	📄	🖍️
Shannon (Moderator, Fr...)	2	✓	🔊	📺	💬	📄	🖍️
Jaime (Profile)	😊	✓	🔊	📺	💬	📄	🖍️
Sharri	🙅	✗	🔊	📺	💬	📄	🖍️
Ken (Profile)	🙅	✓	🔊	📺	💬	📄	🖍️
Farid			🔊	📺	💬	📄	🖍️
Pedro M			🔊	📺	💬	📄	🖍️

3 of 7
Hands Raised

- Permissions
 - audio
 - video
 - chat
 - application sharing
 - whiteboard
- raise hand
- emoticons
- polling
- step away

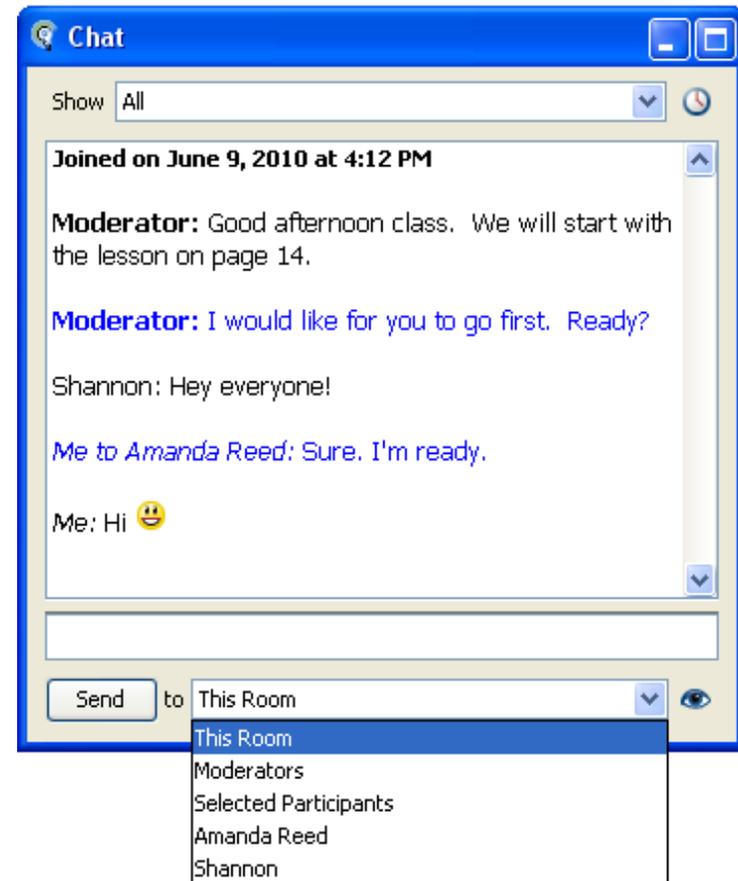
Chat Window

Permission to use Chat



Send a Text Message

- Public
- Private



Thank you !

The webinar will begin in a moment.

Asking questions about this RFP via the 'Chat' module

If you have a question pertaining to the RFP, please note that we are currently in the restricted period as outlined in the Procurement Lobbying Law. We cannot discuss the RFP or, in this case, reply to your questions, during the restricted period.

However, any questions submitted via 'chat' during this Webinar will be retained and compiled with other submitted questions into a Q&A that will be posted January 21. Feel free to ask questions via 'chat'. Should you have additional questions, please forward them to the VIDEO RFP mailbox.

Deadline for questions for the Q&A is January 14.

Purpose (p.5)

- The purpose of the Effective Teacher and Principal Practice Video Production RFP is to create and provide a high-quality video resource library that will serve as a professional development resource for educators
- NYSED seeks to capture teacher and principal practices within all subject areas in a variety of grade and subject configurations, with a particular focus on:
 - educators working in high-need schools
 - students seeking a General Educational Development (GED)
 - students performing below grade level
 - over-age under-credited students
 - African-American and Latino adolescent males
 - girls in science and math classrooms
 - English language learners
 - students with disabilities

Purpose (cont.)(p.5)

With these videos, NYSED anticipates that educators will have the opportunity to:

- watch the videos for training purposes
- put into practice teaching methods demonstrated by highly effective colleagues from across the state

Individual teachers and school leaders will be able to benefit from video clips that tie to their specific professional growth needs.

Applicant Eligibility (pg.1)

The eligible applicants for a video production partner for this RFP may include but are not limited to:

- not-for-profit and for-profit organizations
- companies or agencies with demonstrated experience in creating, filming, and producing high-quality short films

Eligible applicants with demonstrated experience in the development and implementation of projects with similar vision and scope are strongly preferred.

Mandatory Requirements (p. 20)

Mandatory Bid Requirements

1. For those activities that will be subcontracted, the proposed subcontractors' names, M/WBE status, specific services, and costs must be specifically indicated on the Subcontracting Form located in the "Submission Documents" section of this RFP. NYSED reserves the right to approve all subcontractors. Subcontracting is defined as, "Non-employee direct personal services and related incidental expenses, including travel." Subcontracting will be limited to fifty percent (50%) of the annual contract budget for each respective Service. If subcontractors should change during the contract term, NYSED must be notified immediately and reserves the right to reject any new subcontractor the vendor considers.

The Subcontracting Form must be updated annually and submitted to NYSED.

Mandatory Bid Requirements (cont.) (p. 20)

Mandatory Bid Requirements

2. The bidder must include with the submission of the technical proposal, at least three current professional references to substantiate qualifications. Current shall mean references for whom the vendor has performed work within the last three years. Do not use NYSED staff as references.
3. All bidders must sign and return the Mandatory Requirements Certification located in “Submission Documents.” By signing the Mandatory Requirements Certification Form, the vendor certifies that they agree to provide and/or meet all of the Mandatory Requirements listed. Proposals that do not include the signed Mandatory Requirements Certification will be disqualified and removed from further consideration.

Mandatory Requirements (p. 20)

Mandatory Contract Requirements

1. In order to use the benefits of this funded program for future educational purposes, NYSED SHALL OWN ALL MATERIALS DEVELOPED UNDER OR USED FOR PERFORMANCE OF THE SERVICES PURSUANT TO THE AGREEMENTS RESULTING FROM THIS RFP (INCLUDING BUT NOT LIMITED TO materials developed, created, or used during provision of contract services by the contractor; methodologies, measures, software, code, documentation, white papers, implementation guidance, training materials, evaluation forms, data compilations, and reports).

Should the vendor use the services of consultants or other organizations or individuals who are not regular employees of the vendor, the subcontract agreement shall provide that such works produced by such other consultants, organizations or individuals and developed or used for purposes of the agreement shall be the sole and exclusive property of NYSED.

Mandatory Contract Requirements (cont.) (p. 20)

2. The vendor shall reproduce, use, display, and include copies of NYSED's trademarks, trade name, logos, copyrights, and other intellectual property (collectively, the "Marks") on all copies of materials produced for NYSED. The vendor acknowledges that the Marks are owned solely and exclusively by NYSED, and nothing contained in the resulting contract shall give the vendor any ownership right or interest in such Marks or a right to use the Marks except pursuant to this contract.
3. The vendor must design, host, and maintain a secure file transfer protocol (FTP) site as a means of file transfer. Access to this site must be limited to the vendor and NYSED unless further sharing with other parties is authorized in writing by NYSED.

Mandatory Contract Requirements (cont.) (p. 21)

4. All materials are to be held strictly confidential and must not be copied, duplicated, or disseminated in any manner or discussed with anyone other than persons authorized by NYSED.
5. All invoices submitted for payment must include dates of services and an itemized list of activities and costs consistent with the approved Schedule of Deliverables contained in the executed contract. Payment(s) for subcontractor(s) must list the subcontractor's name(s), payment amount(s), and nature of services provided separately on the invoice submitted. Invoices with incomplete information will be returned to the vendor.
6. Any vendor staff travel must be in accordance with the approved NYS rates. New York State rates are available at:
<http://www.gsa.gov/portal/category/21287>.

Mandatory Contract Requirements (cont.) (p. 21)

7. All videos must be produced with closed captioning, include transcripts which must, because these will be posted to the web, comply with the following New York State policy: Pursuant to New York State Policy 08-005, web sites must comply with the Web Accessibility of Web-Based Information and Applications guidelines, <http://www.cio.ny.gov/policy/NYS-P08-005.pdf>, developed by the State Chief Information Officer.

Policy may be amended, modified or superseded, which requires that state agency web-based information and applications are accessible to persons with disabilities. Web-based information and applications must conform to New York State Enterprise IT Policy NYS-P08-005 as determined by quality assurance testing. Such quality assurance testing will be conducted by (state agency name, contractor or other) and the results of such testing must be satisfactory to (state agency name) before web-based information and applications will be considered a qualified deliverable under the contract or procurement.

Mandatory Contract Requirements (cont.) (p. 21)

8. All video clips must be produced in the appropriate file format and resolution compatible with any host server that will host the videos as determined by NYSED, including but not limited to the following formats: .mp4, .mov, .wmv and resolutions: 1080p, 720p, 480p.

Description of Services to be Performed (pg. 7)

The successful bidder must provide video production services with an instructional coaching component to successfully fulfill 5 video deliverables outlined in subsequent sections of this RFP.

Bidders should note that the instructional coaching component weighs heavily in scoring. NYSED will allow a subcontract for the instructional coaching component to the extent it is permitted in the Mandatory Bid Requirements, paragraph 3.

In all circumstances, however, NYSED expects that the video production partner will be the primary contractor throughout the entire duration of services required. NYSED will make only one award.

Description of Services to be Performed (cont.) (pg. 7)

VIDEO PRODUCTION SERVICES:

NYSED seeks a video production partner that will produce a groundbreaking video library that will serve as a professional development tool for educators and leaders across the state.

The video production company must be able to start the project immediately upon approval of the contract by the NYS Office of the State Comptroller (OSC).

The selected video production vendor will: (pg. 7)

1. Provide an executive producer to oversee production;
2. Provide a project coordinator who will coordinate all schedules and project logistics and serve as the NYSED point person throughout the project;
3. Provide a direct liaison for district and school personnel, which may or may not be the project coordinator;

The selected video production vendor will (cont.) (pg. 7)

4. Provide a minimum of five instructional coaches with demonstrated experience working in education settings and at least one coach with experience working with English language learners and one with experience working with students with disabilities. Coaching experience advising on best practices for creating video for professional development preferred but not required.

Coaches will:

- a. Fulfill the NYSED-supplied process (based on a state-approved rubric) for selecting potential teachers, principals and classrooms to film for this project and present selections to NYSED for final approval;

The selected video production vendor will (cont.): (pg. 8)

- b. Create Common Core-aligned lesson plans and accompanying assessments and provide to teachers selected for filming;
- Lesson plans must also integrate scaffolding resources for ELL students based on research-based pedagogical practices that develop their academic language, such as the integration of language and content knowledge and the use of native language where feasible.
 - Lesson plans supplied by selected teachers, if Common Core-aligned in the manner described throughout this RFP, may be used.

The selected video production vendor will (cont.) (pg. 8)

- c. Gather sample student work resulting from the Common Core aligned lesson for interview discussion as necessary;
- d. Prepare teachers to implement Common Core aligned lesson plans;
- e. Apply the rubric used at each school selected for the video (NYSED-approved rubrics used may vary based on school) to assess teachers and direct production toward key aspects of the teacher's practice to focus on during pre- and post-classroom observation interviews with the observed teacher;

The selected video production vendor will (cont.): (pg. 8)

- f. Apply the rubric used at each school selected for the video (NYSED-approved rubrics used may vary based on school) to assess principals and direct production toward key aspects of the principal's practice to focus on during pre- and post-school observation interviews with the observed principal;
- g. Provide content and instructional vision, including script assistance where necessary, for all videos based on and described in the Video Content section and tables included in this RFP; and
- h. Assist with prepping teachers and students for filming.

The selected video production vendor will (cont.): (pg. 8)

5. Upon being supplied a list of interested districts and schools from NYSED, follow up with them immediately to secure partnerships and coordinate all logistics for prep and filming;
6. Select classrooms and educators to film (subject to NYSED approval);
7. Manage all activities relating to, and enforce 100% compliance with, all participating adults and students completing appropriate media releases (the form of which are subject to NYSED prior review and approval), and submitting releases to NYSED prior to any scheduled video filming;

The selected video production vendor will (cont.): (pg. 8)

8. Prepare schools and classrooms for filming (including teachers and students) so shoots occur on schedule, and all staff and students have a chance to adequately prepare so they are relaxed when in front of the camera. Such preparations may include, but are not limited to: scout the location prior to the day of filming in order to establish the best filming location(s) and assess potential problems (e.g., loud equipment, lighting of rooms); advise on appropriate clothing and/or provide back-up options; alter the physical environment of the classroom (e.g., move desks, address lighting issues); conduct a dry-run and/or rehearse the lesson with the teacher and/or students;

9. Film educators and students in classrooms;

The selected video production vendor will (cont.): (pg. 8)

10. Provide NYSED with unedited raw footage and rough cuts of all filming sessions for NYSED to save, review and otherwise use without limitation at any point during and after fulfillment of the contract;
11. Provide scripts for film participants where applicable;
12. Provide transcripts/notes of capture footage;
13. Provide subtitles for any speaker who cannot be heard distinctly on audio;
14. Create video platform during production and editing that NYSED staff can access for review and approval of videos produced, with the expectation that NYSED will require up to 2 weeks to approve videos;

The selected video production vendor will (cont.): (pg. 9)

15. Create video with technical specifications that are compatible with common video formats used in publicly- available hosted sites such as YouTube and Vimeo. These formats would include, but not be limited to the following formats: .mp4, .mov, .wmv and the following resolutions: 1080p, 720p, 480p;
16. Edit to final production professional grade copy and upload to the video hosting site that NYSED specifies, including but not limited to the NYSED's accounts on Vimeo and YouTube;
17. Integrate closed-captioning into videos;

The selected video production vendor will (cont.): (pg. 9)

18. Apply metadata tags to all delivered video content. These tags will be aligned with the Common Core State Standards and are required to follow a convention to be determined by NYSED, including, but not limited to the standard adopted by the Learning Resource Metadata Initiative (www.lrmi.net);
19. Provide summary descriptions of videos; and
20. Upload clips to designated storage area.

NYSED Role (pg. 9)

In support of this project NYSED will:

- Provide a NYSED project manager to oversee the project and serve as a liaison with the vendor;
- Generate a list of potential districts targeted for participation;
- Make initial contact to potential target districts to solicit participation;
- Supply the successful bidder with a list of districts who have indicated an interest in participation and satisfy varieties in school type (urban, suburban, rural, etc.) for the vendor to contact immediately once the contract is awarded (in order to facilitate an immediate start to this project);

NYSED Role (cont.) (pg. 9)

- Create and supply to vendor a process and set of criteria for selecting potential teachers, principals and classrooms to film for this project;
- Review and approve the vendor's selection of teachers, principals and classrooms to be filmed within 2 weeks of receipt from the vendor;
- Review and approve the Common Core aligned lesson plans created by the successful bidder within 2 weeks of receipt from the vendor;
- Review and approve intended film content and key items to capture within 2 weeks;
- Provide a secure server to upload all content;

NYSED Role (cont.) (pg. 9)

- Provide direction during the editing process through reviewing edited and partially edited materials;
- Provide a secure link and password log-in to the [EngageNY](#) online platform to educators and coaches where they will be able to find clips by browsing and using keyword searches; and
- Serve as the final decision maker and approve and/or require changes on all final products.

Deliverables (pg. 10)

This RFP will result in 5 video deliverables for NYSED, collectively referred to as the “Video Library”, to be explained in the tables and sections of the RFP. NYSED reserves the right to a 1 month review and approval period of all completed deliverables upon receipt from the vendor.

A total of 15-30 schools will be used for filming all deliverables, including filming in at least 3 schools (one each of elementary, middle, high school) in each of 5 regions throughout New York State identified in Attachment B of the RFP. NYSED reserves the right to change the relative priority of deliverables.

The following table is the basis for all vendor cost estimates.

Deliverable Overview Table (pg. 10)

Deliverable		Relative Priority of Deliverable	Required # of Videos	Minimum # Minutes per Completed Video	Maximum # Minutes per Completed Video
1	Common Core Videos	1	100	40	50
2	Teacher Practice Videos	2	227	4	15
3	Principal Practice Videos	3	135	4	15
4	Data Driven Instruction Videos	4	30	4	15
5	Common Core Studio Talk	5	24	11	20
VIDEO LIBRARY		TOTAL:	516	N/A	N/A

Deliverables (cont.) (pg. 10)

For the purposes of bidding for this RFP:

Deliverables 1 – 4:

Vendors should budget for filming in 15-30 schools to capture all footage required to make the 492 videos for Deliverables 1 – 4 (not including the Documentary episodes and Studio Talk videos).

For example, two days of filming at one school could provide a full-length Common Core model lesson video, as well as multiple long and short form clips of teacher and principal practice aligned to specific rubric standards and a focus on data driven instruction, all from one highly effective teacher and principal, or from a number of highly effective educators and principals.

For the purpose of the bid, all applicants should consider the filming of each video to be new footage and not edited version(s) from other videos; e.g., the same footage used in a Common Core video should not be used for a Teacher Practice video.

Deliverables (cont.) (pg. 11)

For the purposes of bidding for this RFP:

Deliverable 5:

Vendors will estimate 5 non-consecutive days of filming in an NYSED-approved professional studio setting over the course of 1 year to produce 24 studio talk videos.

The vendor will coordinate the identified, pre-selected “Studio Talk” participants’ shared studio time scheduling.

The vendor will organize and provide travel to and from the studio for each “Studio Talk” participant. Filming will occur between June 30, 2013 and September 30, 2013.

Probable “Studio Talk” participants include the Commissioner, NYSED staff, Common Core writers, relevant student group experts, and teachers.

Framing points and prompts will support discussing Common Core, differentiated instruction, and implications for specific student groups (with a particular focus on over-age under-credited students, students performing below grade level, African-American and Latino adolescent males, English language learners (ELLs), and students with disabilities).

The vendor will provide NYSED a detailed framing of each segment, including moderator prompts and discussion points for each video by April 30, 2013 for NYSED approval.

Deliverables (cont.) (pg. 11)

NYSED expects all videos will have professional-grade production features including, but not limited to, the following components where appropriate:

- Wide and tight shots, including focus on details such as what the teacher is writing on the board, work and items posted on the walls around the classroom, and specific student work in the classroom;
- Narration through an entire scene or sequence;
- Voice-over at key moments;
- Short interviews with teachers and students; and
- Screen cues.

DELIVERABLE MILESTONE TABLES

Deliverables 1 – 4: Common Core, DDI, Teacher and Principal Practice Videos

Milestone Date	June 30, 2012	December 31, 2012	June 30, 2013	December 31, 2013	March 31, 2014
Work	<p>4 specific videos completed:</p> <p>Common Core: 2 videos total: <u>Video #1:</u> Topic – Common Core Shifts, Subtopic – Text Based Answers, Grade Band – High School <u>Video #2:</u> Topic – Common Core Shifts, Subtopic – Deep Understanding, Grade Band – Elementary</p> <p>DDI: 2 videos total: <u>Video #1:</u> Subject – ELA, Grade Band – Elementary <u>Video #2:</u> Subject – Math, Grade Band – Middle</p>	<p>Video count “batches” will be as follows:</p> <p>September 30, 2012: 3 total Common Core, 2 total DDI, 11 total Teacher Practice, and 7 total Principal Practice Videos completed.</p> <p>November 16, 2012: 5 total Common Core, 3 total DDI, 16 total Teacher Practice, and 9 total Principal Practice videos completed.</p> <p>December 31, 2012: Complete video counts as follows: 7 total Common Core, 6 total DDI, 45 total Teacher Practice, and 27 total Principal Practice videos completed.</p>	<p>Video count “batches” will be as follows:</p> <p>March 31, 2013: 9 total Common Core, 11 total DDI, 79 total Teacher Practice, and 47 total Principal Practice videos completed.</p> <p>June 30, 2013: Complete video counts as follows: 11 total Common Core, 15 total DDI, 114 total Teacher Practice, and 68 total Principal Practice videos completed.</p>	<p>Video count “batches” will be as follows:</p> <p>September 30, 2013: 17 total Common Core, 21 total DDI, 159 total Teacher Practice, and 95 total Principal Practice videos completed.</p> <p>November 16, 2013: 25 total Common Core, 24 total DDI, 182 total Teacher Practice, and 108 total Principal Practice videos completed.</p> <p>December 31, 2013: 45 total Common Core, AND 100% of DDI, Teacher and Principal Practice Videos completed.</p>	<p>Video count “batch” will be as follows:</p> <p>March 31, 2014: 100 total (100%) Common Core Videos completed.</p>
Payment	<p>Quarterly payments will be based on the corresponding bid price per video for Deliverables 1 - 4 and multiplied by the actual number of videos completed and accepted by NYSED by this date. Quarters, according to the NYSED fiscal year, are as follows: June 30th, September 30th, December 31st, March 31st. FOR ALL VIDEO DELIVERABLES, COMPLETION INCLUDES EDITING, PROVIDING IN DESIRED FORMAT(S), AND FINAL APPROVAL BY NYSED.</p>				

Deliverables (cont.) (pg. 12)

Deliverable 5: Common Core Studio Talk Videos

Milestone Date	August 30, 2013	December 31, 2013
Work	Completion of 12 total Common Core Studio Talk Videos.	Completion of 24 total Common Core Studio Talk Videos.
Payment	Quarterly payments will be based on the bid price per video for Deliverable 5 and multiplied by the actual number of videos completed and accepted by NYSED by this date. Quarters, according to the NYSED fiscal year, are as follows: June 30 th , September 30 th , December 31 st , March 31 st . FOR ALL VIDEO DELIVERABLES, COMPLETION INCLUDES EDITING, PROVIDING IN DESIRED FORMAT(S), AND FINAL APPROVAL BY NYSED.	

Other Milestone Tables: Quarterly Travel Reimbursement (pg. 13)

Other Milestone Tables: QUARTERLY TRAVEL REIMBURSEMENT

Quarterly Travel Reimbursement

Milestone Date	1 st Quarter June 30	2 nd Quarter September 30	3 rd Quarter December 31	4 th Quarter March 31
Work	Reimbursable travel	Reimbursable travel	Reimbursable travel	Reimbursable travel
Payment	100% of Reimbursable travel expenses upon approval from NYSED	100% of Reimbursable travel expenses upon approval from NYSED	100% of Reimbursable travel expenses upon approval from NYSED	100% of Reimbursable travel expenses upon approval from NYSED

Travel expenses should not be included in the cost per video deliverable but should be budgeted as a total travel cost for all days of filming, and any other pre- and post-filming travel necessary, to complete the work of this project. Payment will be made quarterly for actual and approved expenses incurred at NYS rates with appropriate documentation.

Video Content Tables (pg. 13)

Regardless of whether specified in the following tables, particular focus (but not exclusive focus) of video library will be on educators working in high-need schools, students seeking a General Educational Development (GED) credential, students performing below grade level, over-age under-credited students, African-American and Latino adolescent males, girls in science and math classrooms, English language learners, and students with disabilities.

Video Content Tables (cont.) (pg. 13)

1. Common Core Videos (100 total)

Common Core Videos (45 minute length):

Teachers and students in classrooms giving/receiving complete common core aligned model lessons.

Subject	Target Student Groups/Topics	Subtopic	Grade Band	Number of Videos	
ELA	6 Common Core Shifts	<ul style="list-style-type: none"> Balancing Informational and Literacy Text (Pk-5) 	Grades K-5	3	
			<ul style="list-style-type: none"> Building Knowledge in the Disciplines (6-12) 	Grades 6-8	1
				Grades 9-12	1
		<ul style="list-style-type: none"> Staircase of Complexity <ul style="list-style-type: none"> Including examples of effectively using grade level text in combination with leveled text, and scaffolding 	Elementary	2	
			Middle	2	
			High	2	
		<ul style="list-style-type: none"> Text-Based Answers 	Elementary	2	
			Middle	2	
			High	2	

Video Content Tables (cont.) (pg. 14)

	•	• Writing From Sources	Elementary	2	
			Middle	2	
			High	2	
		• Academic Vocabulary	Elementary	2	
			Middle	2	
			High	2	
	ELLs ¹			A combination of K-12	2
	Students Performing Below Grade Level			A combination of K-12	2
	Students with Disabilities ²			A combination of K-12	2
	Students Performing Above Grade Level			A combination of K-12	2

¹ Vendor will produce ELL videos in a combination of ESL, bilingual and dual language programs in the state; NYSED intends to include schools with such programs in the list of interested schools.

² Vendor will produce videos focusing on students with disabilities in a combination of self-contained and integrated classes and NYSED will select schools with such classes.

Video Content Tables (cont.) (pg. 14)

Mathematics	<u>6 Common Core Shifts</u>	● Focus	Elementary	2
			Middle	2
			High	2
		● Coherence	Elementary	2
			Middle	2
			High	2
		● Fluency	Elementary	2
			Middle	2
			High	2
		● Deep Understanding	Elementary	2
			Middle	2
			High	2
		● Applications	Elementary	2
			Middle	2
			High	2
		● Dual Intensity	Elementary	2
			Middle	2
			High	2

Video Content Tables (cont.) (pg. 14)

Mathematics	<u>6 Common Core Shifts</u>	● Focus	Elementary	2
			Middle	2
			High	2
		● Coherence	Elementary	2
			Middle	2
			High	2
		● Fluency	Elementary	2
			Middle	2
			High	2
		● Deep Understanding	Elementary	2
			Middle	2
			High	2
		● Applications	Elementary	2
			Middle	2
			High	2
		● Dual Intensity	Elementary	2
			Middle	2
			High	2

Video Content Tables (cont.) (pg. 14)

	ELLs	A combination of K-12	2
	Students Performing Below Grade Level	A combination of K-12	2
	Students with Disabilities	A combination of K-12	2
	Student Performing Above Grade Level	A combination of K-12	2
Arts	All students	A combination of K-12	3
Science	All students	A combination of K-12	3
	ELLs	A combination of K-12	1
	Students Performing Below Grade Level	A combination of K-12	1
	Students with Disabilities	A combination of K-12	1
	Student Performing Above Grade Level	A combination of K-12	2
Social Studies	All students	A combination of K-12	3
	ELLs	A combination of K-12	1
	Students Performing Below Grade Level	A combination of K-12	1
	Students with Disabilities	A combination of K-12	1
	Student Performing Above Grade Level	A combination of K-12	2
Total			100

2. Teacher Practice Long and Short-form Clips (227 total) (pg. 15)

Short and Long Form Teacher Practice Videos (4 to 15 minute length):

Video of outstanding teachers in classrooms and preparing for lessons. Demonstrate and/or interview teachers about their practice and specific teaching techniques and strategies including setting student learning objectives and ongoing data-driven instruction, assessments, student work samples, classroom routines and norms, exemplars that demonstrate key aspects of the New York Teaching Standards and/or State approved rubrics, and exemplars of the implementation of Common Core lessons. NYSED reserves the right to further refine this list to highlight specific and granular practices within each standard that are the most important to the advancement of student learning (e.g., questioning techniques, specific classroom management practices, effective use of student grouping, scaffolding, setting student learning objectives).

Teaching Standards	Grades	Subjects & Target Groups	Number of Videos
Knowledge of Students and Student Learning	K-12	ELA	3
		Mathematics	3
		Science	3
		Social Studies	3
		Arts	3
		ELLs	2
		Students with Disabilities	2
Knowledge of Content and Instructional Planning	K-12	ELA	3
		Mathematics	3
		Science	3
		Social Studies	3
		Arts	3
		ELLs	2
		Students with Disabilities	2

2. Teacher Practice Long and Short-form Clips (227 total) (pg. 15)

Instructional Practice	K-12	ELA	10
		Mathematics	10
		Science	10
		Social Studies	10
		Arts	10
		ELLs	5
		Students with Disabilities	5
Learning Environment	K-12	ELA	10
		Mathematics	10
		Science	10
		Social Studies	10
		Arts	10
		ELLs	5
		Students with Disabilities	5
Assessment for Student Learning	K-12	ELA	5
		Mathematics	5
		Science	5
		Social Studies	5
		Arts	5
		ELLs	3

2. Teacher Practice Long and Short-form Clips (cont.) (227 total) (pg. 15-16)

Professional Responsibilities and Collaboration	K-12	Students with Disabilities	3
		ELA	3
		Mathematics	3
		Science	3
		Social Studies	3
		Arts	3
		ELLs	2
		Students with Disabilities	2
Professional Growth	K-12	ELA	3
		Mathematics	3
		Science	3
		Social Studies	3
		Arts	3
		ELLs	2
		Students with Disabilities	2
		Total	

3. Principal Practice Long and Short-form Clips (135 total) (pg. 16)

Short and Long Form Principal Practice Videos (4 to 15 minute length):

Video of principals in schools, classrooms, and preparing for their daily activities. Video of principals and teachers in one-on-one and grade/team meeting sessions. Video of principal and leadership cabinet. Video of principals observing, evaluating, and coaching teachers. Interviews with principals about their practice and strategies, with a focus on data driven instruction.

Leader Standards	Special Emphasis	School Configuration	Target Groups	Number of Videos
Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	<ul style="list-style-type: none"> Principal reflection on strategy, vision, and rationale for programs/ initiatives Setting, monitoring, and attaining ambitious and measurable goals Use of data to develop and communicate progress toward school goals and vision 	Elementary	All students	5
			ELLs	3
			Students with Disabilities	3
			High poverty	3
		Middle	All students	5
			ELLs	3
			Students with Disabilities	3
			High poverty	3
		High	All students	5
			ELLs	3
			Students with Disabilities	3
			High poverty	3

3. Principal Practice Long and Short-form Clips (cont.) (135 total) (pg. 17)

Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<ul style="list-style-type: none"> • Observation of teachers • Evaluation of teachers • Principal coaching and feedback sessions • Leading professional development sessions • Setting goals, planning, analyzing and using data, and monitoring 	Elementary	All students	9
			ELLs	3
			Students with Disabilities	3
			High poverty	5
		Middle	All students	9
			ELLs	3
			Students with Disabilities	3
			High poverty	5
		High	All students	9
			ELLs	3
			Students with Disabilities	3
			High poverty	5
Promotes the success of every student by ensuring management	<ul style="list-style-type: none"> • Team meetings (full faculty meetings, leadership team) 	Elementary	All students	3
			ELLs	1
			Students with Disabilities	1

3. Principal Practice Long and Short-form Clips (cont.) (135 total) (pg. 17)

of the organization, operations, and resources for a safe, efficient, and effective learning environment.	meetings, IEP meetings) • Group processes • Financial and human capital management decisions (particular focus on entrepreneurial principals who obtain private/public funds, build partnerships with high-performing non-profits, etc) • Disciplinary meetings (particular focus on positive behavior intervention and restorative justice)	Middle	High poverty	1
			All students	3
			ELLs	1
			Students with Disabilities	1
		High	High poverty	1
			All students	3
			ELLs	1
			Students with Disabilities	1
			High poverty	1
			All students	3
			ELLs	1
			Students with Disabilities	1

3. Principal Practice Long and Short-form Clips (cont.) (135 total) (pg. 18)

<p>Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<ul style="list-style-type: none"> • Structured meetings and planned interactions with parents and community members • Schools that have community services and programs integrated within them • Partnerships with local businesses, community groups, and institutions of higher education are successfully utilized to strengthen programs and support goals 	Elementary	All students	3
		Middle	All students	3
		High	All students	3

3. Principal Practice Long and Short-form Clips (cont.) (135 total) (pg. 18)

Promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<ul style="list-style-type: none"> • Supervisor/ external visits to the school • Reflections about personal and professional values, beliefs, and attitudes and one's impact on others as a leader 	Elementary	All students	1
		Middle	All students	1
		High	All students	1
Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	<ul style="list-style-type: none"> • Town hall meetings to focus on particular topics, such as contextual factors that hinder students post-secondary opportunities • Reflections about beliefs, values, and commitment to education as a key to opportunity and social mobility 	Elementary	All students	1
		Middle	All students	1
		High	All students	1
Total				135

4. Data Driven Instruction Videos (30 total) (pg. 19)

Data Driven Instruction Videos (4 to 15 minute length):

Video of teachers, inquiry teams and principals, in meetings and in classrooms, analyzing and using student data to inform and modify instruction, including data specific to ELLs and students with disabilities.

Grade Band	Subject	Target Populations	Total # of Videos
Elementary	ELA	All students	5
	Math	All students	5
Middle	ELA	All students	5
	Math	All students	5
High	ELA	All students	5
	Math	All students	5
Total			30

5. Common Core “Studio Talk” Videos (24 total) (pg. 19)

Common Core “Studio Talk” Differentiated Instruction Videos (11 to 20 minute length): Commissioner, NYSED staff, Common Core writers, relevant student group experts, and teachers, discussing Common Core differentiated instruction and implications for specific student groups with a particular focus on over-age under-credited students, students performing below grade level, African-American and Latino adolescent males, students performing below grade level, English language learners (ELLs), and students with disabilities. The vendor will provide NYSED detailed framing and discussion points for each video segment by April 30, 2013 for approval.

Subject Area	Student Group	Number of Videos
ELA/Literacy	<ul style="list-style-type: none">• Over-age under credited students• African-American and Latino adolescent males• Students performing below grade level• ELLs• Students with disabilities• Early Childhood (P-2)	6
Mathematics	<ul style="list-style-type: none">• Over-age under credited students• African-American and Latino adolescent males• Students performing below grade level• ELLs• Students with disabilities• Early Childhood (P-2)	6

5. Common Core “Studio Talk” Videos (24 total) (cont.) (pg. 19)

Social Studies	<ul style="list-style-type: none">• Over-age under credited students• African-American and Latino adolescent males• Students performing below grade level• ELLs• Students with disabilities• Early Childhood (P-2)	6
Science	<ul style="list-style-type: none">• Over-age under credited students• African-American and Latino adolescent males• Students performing below grade level• ELLs• Students with disabilities• Early Childhood (P-2)	6
Total		24

Project Timeline and Contract Period

Timetable:

Activity	Date
Release of RFP	12/14/2011
Final Date for Registration to Bidder's Conference	1/5/2012
Bidder's Conference	1/12/2012
Final Date for Receipt of Questions	1/14/2012
Official Responses to Questions	1/21/2012
Proposal Received Date / RFP Close	1/28/2012
Projected Contract Start Date	3/30/2012
Projected Contract End Date	3/31/2014

CONTRACT PERIOD:

NYSED will award one contract pursuant to this RFP. The contract resulting from this RFP will be for a term beginning March 30, 2012 and ending March 31, 2014.

Project Timeline and Contract Period (cont.)

Questions regarding the RFP must be submitted by Email to **videorfp@mail.nysed.gov** no later than the close of business **1/14/12**. Questions regarding this request should be identified as Program, Fiscal or M/WBE. A Questions and Answers Summary will be posted to <http://usny.nysed.gov/rttt/rfp> no later than the close of business on **1/21/12**.

<u>Program Matters</u>	<u>Fiscal Matters</u>	<u>M/WBE Matters</u>
John Brock	Lynn Caruso	Joan Ramsey
Email address videorfp@mail.nysed.gov	Email Address videorfp@mail.nysed.gov	Email Address videorfp@mail.nysed.gov

Application Review and Scoring (pg. 31)

TECHNICAL CRITERIA

(70 POINTS)

All complete proposals received by the deadline will be reviewed using the following criteria and ratings. Applicants must ensure that all components of this application request have been addressed, the required number of copies has been provided, all forms and assurances have been completed, and the original signatures in blue are included as required. Applicants who failed to submit three samples of relevant video production work will not be scored.

Technical Proposals for the video production service and the instructional coaching component are rated on a combined maximum total of **70 points**. Applicants that fail to include the required sample materials and/or complete required performance tasks will not be scored.

Application Review and Scoring (cont.) (pg. 31)

An evaluation committee will complete a review of all proposals submitted. The committee will review each proposal to determine compliance with the requirements described in the RFP. The committee retains the right to determine whether any deviation from the requirements of this RFP is substantial in nature and may reject in whole or in part any and all proposals, waive minor irregularities and conduct discussions with all responsible bidders.

Proposals receiving seventy percent (70%) or more of the points available for the original Technical Score (a total of 49 out of 70 points) will move on to the Financial Review step of the process. When the Financial Review process is complete, the Technical Proposal and Financial Review scores will be summed to create a total score.

Oral Presentations of Finalists (pg. 31)

The highest top three scores on the total score will participate in an Oral Presentation. In the event that multiple vendors have the same score (e.g., a “tie” score) in the “top three” category, then the number of vendors to advance to Oral Presentations will be expanded as necessary. During Oral Presentations, applicants will be expected to clarify language in their proposals, describe in detail how the capacity of their organization is appropriate for this RFP’s scope of work, how prior experience has provided the appropriate technical background to complete this work, and answer other questions as appropriate for the review panel.

Also, applicants will be asked to watch a video of a teacher implementing a lesson plan, and provide evaluations aligned to categories of teacher practice in the state approved list of rubrics. Invited applicants will then debrief the video, articulating their top five coaching moves to improve the teacher’s practice in a way that is aligned to the Common Core standards and the state approved rubrics. Coaching must be supported with student and teacher evidence from the video and rationale.

Oral Presentations of Finalist (cont.) (pg. 31)

The Oral Presentations will be scheduled by NYSED, and will consist of a 60-75 minute videoconference or in-person meeting with a review panel. Details of the logistics and appropriate content to include in the Oral Presentation will be provided by NYSED.

All vendors who participate in the Oral Presentation phase will be asked the same questions (except in instances where clarification of language used in individual proposals is requested), and these questions will be provided in advance. Reviewers will use the same scoring rubric used in the Technical Proposal to validate or modify the original Technical Scores of Criteria items 2 – 4 below as a result of Oral Presentations.

Proposals will be evaluated using the following rating guidelines: (pg. 32)

Quality Indicator	Description
Very Good	The response is specific and comprehensive. There is complete, detailed, and clearly articulated information as to how the criteria are met. The ideas presented are innovative, well-conceived and thoroughly developed.
Good	The response is reasonably comprehensive and includes sufficient detail. It contains many of the characteristics of a response that is very good even though it may lack some specificity, support or elaboration in places.
Fair	The response is non-specific and lacks focus and detail. The response addresses some of the selection criteria, but not all. Some ideas presented are sound, but others are not responsive to the purpose of the RFP/performance task. Additional information would be needed in order to be reasonably comprehensive and meet the criteria of a response that is good.
Poor	The response does not meet many criteria; provides inaccurate information or provides information that would require substantial clarification as to how the criteria are met; lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Proposals will be judged on the following criteria: (pg. 32)

1. Video Production Experience (18 points)

- a. The applicant must include with their proposal a minimum of three sample videos.
- b. Experience creating high quality films of various lengths. The proposal must describe the vendor's experience and detail the years of experience with video production, including size, scope, and nature of video projects completed and duration of prior contracts.
- c. Experience producing professional development videos.

Proposals will be judged on the following criteria (cont.): (pg. 32 - 33)

2. Instructional Coaching Experience (11 points)

- a. Demonstrated experience of a minimum of five highly effective coaching staff, in ELA, Math, Science and Social Studies, and the Arts, and previous experience as an outstanding educator. Please include resumes and evidence of improved outcomes in the schools with which they have previously worked or are currently working.
- b. Experience working with English language learners and students with disabilities.
- c. Experience working in New York State schools.
- d. Experience advising on best practices for creating video for professional development (preferred but not required).

Proposals will be judged on the following criteria (cont.): (pg. 33)

3. Organizational Capacity (6 points)

- a. Experience of Executive Producer, Project Coordinator, District Liaison, and Instructional Coaches. For each key staff member, the applicant must include with their proposal: a resume and a detailed description of responsibilities and qualifications.
- b. The proposal should include a description of any limitations on the types of work the vendor is willing to do. The proposal must describe how the vendor will ensure that the work of the contract has the necessary priority within the organization to be completed with the highest quality and on schedule.
- c. The vendor must provide a list of previous clients. Also, the vendor must supply references relevant within the past three years, including reference name, title, organization, address, telephone number, email address, the dates of service and a brief summary of services provided. The vendor should ensure that contact information is current and accurate. NYSED staff may not be used as references.

Proposals will be judged on the following criteria (cont.): (pg. 33)

4. Project Plan and Vision (11 points)

- a. Demonstrates clear understanding of the vision and scope of project.
- b. Demonstrates creativity and imagination.
- c. Demonstrates an organized scope of work and a project plan/schedule to implement the scope of project in a timely manner.
- d. The proposal must describe how staff members will work with NYSED staff, including planning and coordinating status meetings and conference calls, providing summaries and minutes of meetings, developing status reports and project plans, notifying NYSED of any potential problems or changes to dates or deliverables, and submitting all deliverables according to the agreed upon schedule with appropriate time for NYSED review and approval.

Proposals will be judged on the following criteria (cont.): (pg. 33)

5. Performance Task #1: Common Core Instruction and Planning (14 points)

Each applicant must submit a sequence of three lesson plans (within ELA or Math) developed by staff or sub-contractors who would work on the proposed project. The lesson plans must show mastery of a given concept aligned with the Common Core standards in Math or ELA and demonstrate strategic thought by including the appropriate Common Core ELA or Math shifts, described in the appendix, based on the content in the lesson. Teacher action should show, through the appropriate shifts, specific instruction that will lead to student success.

Note: In developing the lesson plans, refer to the common core exemplars as a guide, available here:

<http://engageny.org/resource/curriculum-exemplars/>

Proposals will be judged on the following criteria (cont.): (pg. 33 - 34)

Each lesson plan (whether for ELA or Math) must include and address all of the following components:

- CCSS aligned student outcome (learning objective) (must include the CCSS standard the lesson plan is aligned to);
- Lesson structure and outline (components of lesson align to the student outcome, appropriate timing for each part of the lesson, key points are clear and engaging, mastery of the lesson would lead to mastery of the proposed student outcome);
- Scaffolded teacher questions throughout lesson that lead to mastery of outcome by end of lesson – (questions about the most important ideas, questions that discern whether or not students understand the key points, questions that increase in complexity over the course of the lesson);
- Scaffolding for students with disabilities and English Language Learners;
- Student handouts that serve as class work (what students should be doing, thinking and writing during the lesson; central text or extensive problem sets); and
- Sample, aligned homework assignment that extends or reinforces learning from the day.

Proposals will be judged on the following criteria (cont.): (pg. 34)

- 6. Performance Task #2: Qualities of Effective Principal Practice (10 points)**
- a. **Each applicant must submit a 3 page, double-spaced, description of the qualities of effective school leadership that are aligned with the following two ISLLC standards developed by staff who would work on the proposed project:**
1. Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
 2. Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Applicants must also address the following questions in their description:

1. What key qualities does an effective school leader have to put these standards into action?
2. What strategies and structures do they implement to achieve these standards?

Scoring: Financial Criteria - (30 Points) (pg. 34-35)

The Financial Criteria portion of this RFP will be scored based upon the grand total for the Budget Summary.

The financial portion of the proposal represents 30 points of the overall score and will be awarded up to 30 points pursuant to a formula. This calculation will be computed by the Contract Administration Unit upon completion of the technical scoring by the technical review panel.

The submitted budget will be awarded points pursuant to a formula which awards the highest score of 30 points to the budget that reflects the lowest overall cost. The remaining budgets will be awarded points based on a calculation that computes the relative difference of each proposal against the lowest budget submitted. The resulting percentage is then applied to the maximum point value of 30 points.

NYSED reserves the right to request best and final offers. In the event NYSED exercises this right, all bidders that meet the minimum technical score will be asked to provide a best and final offer. The Contract Administration Unit will recalculate the financial score.

Budget

Applicants must provide a budget based on total costs per video per deliverable and total costs per deliverable.

Total costs for travel are required as well.

Refer to the Bid Form Cost Proposal.

Minority and Women-Owned Business Enterprise (M/WBE) Compliance Requirements (pg. 21)

Article 15-A identifies the State's procurement goals for Minority Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation as 17% and 12%, respectively, of the annual contract budget or as specifically outlined in the RFP.

NYSED's intent is to comply with Article 15-A and all bidders must demonstrate a good faith effort to comply with these goals. Bidders are required to comply with NYSED's Minority and Women-Owned Business Enterprise goals by completing and submitting **M/WBE 100**, Utilization Plan, **M/WBE 102**, Notice of Intent to Participate and **EEO 100**, Staffing Plan. These forms can be found at www.oms.nysed.gov/fiscal/MWBE/forms.html.

All firms utilized must be certified with the NYS Division of Minority and Women Business Development before beginning any work on this contract. For additional information and a listing of currently certified M/WBEs, see www.esd.ny.gov/MWBE.html.

Submission Requirements (pg. 3)

*The following documents must be submitted in separately sealed envelopes, as detailed in the Submission section of the RFP, and be received at NYSED no later than **January 28, 2012 by 3:00 PM:***

1. Technical Proposal: Six (6) hard copies, one bearing an original signature in blue ink. Label envelope Technical Proposal: RFP #GT-15 Do Not Open.
2. Cost Proposal—Three (3) copies (one bearing an original signature in blue ink) submitted in a separate sealed envelope labeled Cost Proposal - RFP #GT-15 Do Not Open.
3. M/WBE Documents—Three (3) copies (one bearing an original signature in blue ink) in a separate sealed envelope labeled M/WBE Documents - RFP #GT-15 Do Not Open.
4. Submission Documents CD-ROM: One (1) copy of the technical, cost, and M/WBE proposals must also be submitted in a ".doc" format (Microsoft Word) on a single CD-ROM . Please include it in a separate envelope labeled Submission Documents CD-ROM: RFP #GT-15 Do Not Open.
5. Sample Videos CD-ROM: Six (6) CD-ROM's, each featuring three (3) sample videos in ".mp4" format. Please include all 6 CD-ROMs in a separate envelope labeled Sample Videos CD-ROMs: RFP #GT-15 Do Not Open.

Submission Requirements (cont.) (pg. 3)

The mailing address for all documentation is:

NYS Education Department

Bureau of Fiscal Management

Attn: Lynn Caruso, RFP#GT-15

Contract Administration Unit

89 Washington Avenue, Room 505W EB

Albany, NY 12234

(Facsimile copies of the proposals are **NOT** acceptable)

Thank you for Your Participation in the...

**EFFECTIVE TEACHER AND PRINCIPAL PRACTICE VIDEO
PRODUCTION**

Webinar: Thursday, January 12, 2012

Presenter:

**Julia Rafal, PhD Fellow
Regents Research Fund, Teacher and Leader Effectiveness**