WELCOME!

Curriculum Modules and Professional Development for ELA-Literacy & Math RFP, Grades 6-12

Bidders' Conference

Today's webinar will begin at 1:30 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: 7652215570

Questions About the RFP

Questions regarding this RFP must be submitted by e-mail to:

nyscclsrfp2@mail.nysed.gov

Questions must be received by close of business Thursday, **April 12, 2012.**

Questions regarding this request should be identified as
Program, Fiscal or M/WBE. A Question and Answer Document will be posted
no later than **April 20, 2012** to:

http://usny.nysed.gov/rttt/rfp/home.html

Curriculum Modules and Professional Development for ELA-Literacy & Math, 6-12 [NYSED]

Webinar: Tuesday, April 10th, 1:30pm-3:00pm

Presenters:
Mary Cahill, Director of Curriculum (SED)
Anu Malipatil, Fellow, Common Core and Educator Engagement (RRF)

Purpose

Support teaching and learning in Grade 6 through Grade 12 classrooms across New York State and provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the New York State P-12 Common Core Learning Standards and align to the Board of Regents' strategic goals.

Improve student learning results.

Applicant Eligibility

The eligible applicants are: Local Education Agencies ("LEAs"); Boards of Cooperative Educational Services ("BOCES"); public or private Institutions of Higher Education ("IHEs"); systems of public IHE's, so long as the particular institutions participating in the project, and the services each institution will provide, are identified in the proposal; not for profit and for profit organizations, companies or agencies; or a consortium of any of the above. For the purposes of this RFP, an LEA is defined as a school district or a charter school.

The lead applicant for a consortium must be an eligible individual applicant as defined above, must act as the fiscal agent on behalf of the consortium and must provide a minimum of forty percent (40%) of the services as defined in this RFP.

Mandatory Requirements

1) Any proprietary material considered confidential by the bidder must specifically be so identified, and the basis for such confidentiality must be specifically set forth in the proposal.

2) 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 (See "Attachment 4: NYSED Subcontracting Form" for more information). Subcontracting is defined as, "Non-employee direct personal services and related incidental expenses, including travel." Subcontracting will be limited to forty percent (40%) of the annual contract budget for each respective Competitive Priority Area. NYSED reserves the right to approve all subcontractors. 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.

3) The bidder must include at least two references with the submission of the technical proposal 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.

4) All bidders must sign and return the Mandatory Requirements Certification (See "Section 2.4: Checklist of Documents for Submission" for more information on this form). Proposals that do not include the signed Mandatory Requirements Certification will be disqualified and removed from further consideration.

Competitive Subsections

Competitive Priority Area 1. Curriculum Modules and PD- 6-12 NYS CCLS for ELA & Literacy

Competitive Priority Area 2. Curriculum Modules and PD - 6-HS NYS CCLS for Mathematics

Competitive Priority Area 1.
Curriculum Modules and PD- 6-12 NYS CCLS for ELA & Literacy

Each Module Should Include:

1. Close readings of three to five short texts with instructional and assessment support (3–4 weeks of instruction).

2. In-depth study of an extended text such as a novel, play, or longer literary non-fiction or informational text (2–3 weeks of instruction).

3. One short research project that would require building knowledge, studying sources, and comparing texts (1–2 weeks of instruction).

Required Modules

COMPETITIVE PRIORITY AREA 1. Curriculum Modules and PD- 6-12 NYS CCLS for ELA & Literacy

Grade Band	Number of Modules*	Date by Which Modules Must be Complete**
6-12	6 per grade (42 total)	June 2013

* For ELA & Literacy, six modules are requested per grades 6-12. Because modules are expected to last for one quarter of an academic year, NYSED is thus requesting modules for 150% of the academic year so that teachers have a variety to choose from while meeting the instructional needs of their students. To show how each of these 6 modules should work together to support a teacher's instruction, see Section 1.3.7.

Competitive Priority Area 2.
Curriculum Modules and PD - NYS P-12 CCLS for Mathematics

Modules are marked by:

- Tight topic focus, rigorous classroom reasoning, extended classroom time devoted to practice and reflection, and high expectations for mastery.

- The time required to complete a curriculum module will necessarily depend on the scope and difficulty of the mathematical content that is the focus of the module. May or may not have a sharp begin and end date.

- Each curriculum module will consist of a high-level outline for instruction and a set of curriculum materials following that outline – including daily lesson plans, curricular maps, handouts, extensive problem sets, guiding questions, examples of proficient student work, and other classroom artifacts.

Competitive Priority Area 2.
Curriculum Modules and PD - NYS P-12 CCLS for Mathematics

Teacher-Directed Components should reflect:

- Content Alignment
- Balance of Tasks and Activities
- Balance in How Time is Spent
- Common Sense in Achieving Balance

Materials for In-Classroom Activities should reflect:

- Problem Sets
- In-Class Assessments
- Support on Grading and Giving Feedback on Student Work
- Technology Components

Required Modules

Competitive Priority Area 2. Curriculum Modules and PD - 6-HS NYS CCLS for Mathematics

Grade Band	Number of Modules	Date by Which Modules Must be Complete*
6-HS	N/A (See Below)	June 2013

* Modules must be submitted to NYSED per the timelines indicated in "Section 1.8 – Timelines" of this RFP.

Professional Development

Curriculum-based professional development of each of the modules throughout the school year, in advance of teachers using it in classrooms. This includes training on the overview and approach of the upcoming module, analysis of the performance tasks and sample student work, walk through of central texts or key concepts in the module and modeling of key lessons in each module or unit in their entirety at each grade level to ensure that participants are able to walk away with understanding of the following principles:

o   A deep understanding of what **students are being asked to do at the end of a** given module through analysis of performance tasks and sample student work

o   A deep understanding of the **content that is being presented in a given module** or unit itself and the materials in the module that support the content (i.e. conceptual understanding of fractions)

o   A deep understanding of the **strategies the curriculum aims to ensure students** reach NYS 6-12 CCLS standards, along with the scaffolding necessary (i.e. close text reading, modeling in a mathematics classroom)

Professional Development

Facilitation of **Student Work Protocols to conduct data-driven instruction (DDI) - against the modular** performance task from the previous module, from which to take away key understandings and foster collaboration.

- o How their own student work samples compare with those of others in other districts around the state of New York; highlight the strongest samples across the state

- o Analyze their work samples for progress and gaps in student understanding and learning (through item level analysis and analysis of student performance tasks)

- o Identify effective strategies that lead to student learning within the content of a given module and identify best practices

- o Create individualized plans for implementing best practices and strategies from the current module that will improve their instruction in the upcoming module (as relevant)

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(1)	**Year-long Curriculum Map** Year-long curriculum map that <u>addresses all of the clusters</u> of the NYS P-12 Common Core Learning Standards for Mathematics at the designated grade level. For grades, 6-HS, the year-long curriculum map shows an emphasis on how and where the major clusters (70%) are sequenced meaningfully to ensure quality of learning progressions (increasing complexity of concepts/ideas and coherence for students. The year-long curriculum map should also indicate clearly how the supporting and additional clusters "layer" onto the major clusters. To show what students will be learning across the entire year, the curriculum map should show learning progressions and trajectories, at-a-glance, with descriptions of how they interconnect and build up on one another across the school year. To ensure vertical alignment for the entire p-12 spectrum, the year-long curriculum map should also demonstrate how each grade level builds on the previous grade level to result in seamlessness spiraling of content. In the case of grade 6, NYSED will provide all relevant materials for the build from grade 5.		X
(2)	**Module Overview/Framing** The module overview includes a calendared, curriculum map (with specific breaking points for units and unit lengths for ELA & Literacy) that outlines key standards being addressed, central texts that are included (for ELA & Literacy only) and the key coherent learning progressions and trajectories, with a description of how these interconnect and build upon one another. It also clearly states what students should be able to know and do by the end of a given module (aligned to the end of module performance task) and includes explicit instructional strategies for ELLs, Students with Disabilities and students above and below grade level. NOTE: For Mathematics, additionally, it should outline prior knowledge assumed, explain the use of models, explain the deductive reasoning, concrete models, and contextual situations relevant to the content, as well as a sequence of ideas and activities.	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(3)	**Module Map** The module map clearly states the standards and NYS P-12 CCLS aligned student outcomes being addressed (grouped logically with a title), central texts that will be used throughout the unit, with an articulation of what students should be able to know and do by the end of a given unit. Deep understanding and mastery of these components will lead to student success on the end of unit performance task. The module map also shows sequenced and spiraled NYS P-12 CCLS aligned coherent progressions of learning experiences and student outcomes that lead to mastery of end-of-module performance task, and a description of how these interconnect and build upon one another. It also shows a recommended learning cycle that is mapped to a five-day/week calendar. Includes recommended points during the calendar at which specific lessons and assessments should take place.	X	X
(4)	**Unit Overview/Framing** The unit overview/framing clearly states the standards and NYS P-12 CCLS aligned student outcomes being addressed (grouped logically with a title), central texts that will be used throughout the unit, with an articulation of what students should be able to know and do by the end of a given unit and includes explicit instructional strategies for ELLs, Students with Disabilities and students above and below grade level. Deep understanding and mastery of these components will lead to student success on the end of unit performance task.	X	
(5)	**Unit Maps** The unit map includes a calendared curriculum map that outlines the NYS P-12 CCLS standards-aligned student outcomes that are responsive to the text or concept at hand, with trajectories (spiraled and sequenced) and central texts, with a description of how these interconnect and build upon one another. The calendared unit-at-a-glance curriculum map also recommends points during the calendar at which specific learning progressions and assessments should take place. Student mastery of the material outlined in the curriculum map would ultimately lead to mastery of the end of unit performance task.	X	

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(6)	**Recommended Texts, (ELA & Literacy ONLY)** A list of recommended texts per grade level that is widely inclusive of writers from diverse backgrounds, perspectives, and cultures that provides New York State students a broad and integrated knowledge of works of literature and informational texts at grade levels which prepare them to be college- and career-ready. The lists must include a full spectrum of voices so that the "canon" with which students interact is broad and fully representative of human experience. Additionally, texts for independent reading and intervention must be identified at four levels of proficiency for each grade level: two grade levels below, one grade level below, at grade level, and one grade level above. These variable levels of text should be selected with an eye to building / extending students' capacity to closely read the central text(s) of a particular module. Bidders must prove their ability to measure equivalent text complexity for selected texts. In the selection of the texts, diversity of authorship and content as well as accessibility for ELLs (in consultation with ELL experts) should be taken into account. The methodology for determining text complexity will be determined by NYSED and provided to the vendor.	X	
(7)	**Lesson Plans** Curriculum modules <u>will</u> include lesson plans that clearly articulate a NYS P-12 CCLS- aligned student outcome for key ideas/concepts and utilize the appropriate lesson structure for the material being instructed for students (conceptual based lesson vs. fluency based lesson vs. discussion based lesson) to master that outcome. The outcome can be, at times, accompanied by a few, small performance tasks that would show student mastery by the end of the lesson, or set of lessons (rubric and exemplar responses requested). NOTE: ELA & Literacy lessons must include text dependent questions to 1) guide conversations, 2) guide writing, 3) guide research questions. For lessons that require study of a central text, provide strategic academic vocabulary study (identify the difference between what students should ignore, teach explicitly, define and move on). NOTE: Math lessons should include extensive, rigorous problem sets that push students to apply their conceptual understanding in a variety of ways. They should also contain extensive problem sets to push students to increase their fluency in appropriate grade level.	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(8)	**Lesson Plan Scaffolds** When provided, lesson plans must take into account language proficiency of ELLs where needed, and for students with disabilities. Include scaffolding supports for ELLs based on research-based pedagogical practices that develop academic language for ELLs and Students with disabilities that include, but are not limited to: ▪ Built off principles of Universal Design for Learning (UDL) ▪ Teacher-led systematic and explicit instruction, with examples of use of teacher-led strategies such as modeling of proficient problem solving ▪ Verbalization of thought processes ▪ Use of mnemonics, visual imagery, word mapping, guided practice and corrective feedback ▪ explicit instruction of strategically selected vocabulary (focus on high frequency Tier II and III words) ▪ Building background knowledge ▪ Use of multiple media (e.g., carefully selected, rigorous pictures, videos, manipulatives that directly relate to the content)- ▪ Instruction in word-learning strategies and comprehension strategies ▪ Building on and supporting students' first language knowledge ▪ Using verbal cues to prompt student answers ▪ Teaching mnemonics ▪ Graphic organizers ▪ Teaching key vocabulary terms before reading ▪ Direct instruction of high frequency abstract vocabulary Native language resources for bilingual programs should be included as well. *	X	X
(9)	**Student Classwork** Student classwork <u>will</u> be included – it should be aligned to a NYS P-12 CCLS- aligned student outcome that clearly demonstrates and articulates what students will be doing during a daily lesson (in some cases, handouts with questions). NOTE: ELA & Literacy lessons must include text dependent questions to 1) guide conversations, 2) guide writing, and 3) guide research questions. For lessons that require study of a central text, provide strategic academic vocabulary study (identify the difference between what students should ignore, teach explicitly, define, and move on). NOTE: Math lessons may include extensive, rigorous problem sets that push students to apply their conceptual understanding in a variety of ways. They may also contain extensive problem sets to push students to increase their fluency in appropriate grade level.	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(10)	**Student Classwork Scaffolds** When provided, student classwork must take into account language proficiency of ELLs where needed, and for students with disabilities. Include scaffolding supports for English Language Learners based on research-based pedagogical practices that develop academic language for ELLs and Students with disabilities that include, but are not limited to: ▪ Built off principles of Universal Design for Learning (UDL) ▪ Teacher-led systematic and explicit instruction, with examples of use of teacher-led strategies such as modeling of proficient problem solving ▪ Verbalization of thought processes ▪ Use of mnemonics, visual imagery, word mapping, guided practice and corrective feedback ▪ explicit instruction of strategically selected vocabulary (focus on high frequency Tier II and III words) ▪ Building background knowledge ▪ Use of multiple media (e.g., carefully selected, rigorous pictures, videos, manipulatives that directly relate to the content)- ▪ Instruction in word-learning strategies and comprehension strategies ▪ Building on and supporting students' first language knowledge ▪ Using verbal cues to prompt student answers ▪ Teaching mnemonics ▪ Graphic organizers ▪ Teaching key vocabulary terms before reading ▪ Direct instruction of high frequency abstract vocabulary . Native language resources for bilingual programs should be included as well. *	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(11)	**Performance Tasks: Module Level (ELA Grades 6-12; Math Grades 6-HS)** The end of module performance task must be designed specifically to address the standards for which the module is designed (i.e. the performance tasks may not be generic or stand-alone) and should be accompanied with a performance rubric and annotated exemplar student response (multiple preferred). Rubrics should be included with the performance tasks that describe the trajectory of student learning towards proficient or exemplary work, NYSED, teachers, principals, Network Teams, and district administrators can use rubrics and student work samples to develop a common understanding of the common pre-conceptions or misconceptions of students for discrete pieces of knowledge or skill on their way to and beyond proficiency for each standard.	X	X

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(12)	**Performance Task: Module Level Scaffolds (ELA Grades 6-12; Math Grades 6-HS)** The end of module level performance tasks must take into account language proficiency of ELLs and provide accommodations, where needed, for students with disabilities. Embedded scaffolding resources for English Language Learners based on research-based pedagogical practices that develop academic language for ELLs. Additional explicit and direct instruction where appropriate (students with disabilities) which can include, but are not limited to: ■ Built off principles of Universal Design for Learning (UDL) ■ Teacher-led systematic and explicit instruction, with examples of use of teacher-led strategies such as modeling of proficient problem solving ■ Verbalization of thought processes ■ Use of mnemonics, visual imagery, word mapping, guided practice and corrective feedback ■ explicit instruction of strategically selected vocabulary (focus on high frequency Tier II and III words) ■ Building background knowledge ■ Use of multiple media (e.g., carefully selected, rigorous pictures, videos, manipulatives that directly relate to the content)- ■ Instruction in word-learning strategies and comprehension strategies ■ Building on and supporting students' first language knowledge ■ Using verbal cues to prompt student answers ■ Teaching mnemonics ■ Graphic organizers ■ Teaching key vocabulary terms before reading ■ Direct instruction of high frequency abstract vocabulary . Native language resources for bilingual programs should be included as well. *	X	X
(13)	**Performance Tasks: End of Unit** The end of unit performance task must be designed specifically to address the standards for which the unit is designed (i.e., the performance tasks may not be generic or stand-alone). Careful articulation (in rubrics) of the trajectory of student learning for each learning student outcome students are meant to reach through the modules so that the vendor, NYSED, teachers, principals, Network Teams, and district administrators have a common understanding of the common pre-conceptions or misconceptions of students for discrete nuggets of knowledge or skill on their way to and beyond proficiency for each standard. This performance task should be used as a summative assessment.	X	

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(14)	**Performance Task: End of Unit Level Scaffolds** The end of unit level performance tasks must take into account language proficiency of ELLs and provide accommodations, where needed, for students with disabilities. Embedded scaffolding resources for English Language Learners based on research-based pedagogical practices that develop academic language for ELLs. Additional explicit and direct instruction where appropriate (students with disabilities) which can include, but are not limited to: • Built off principles of Universal Design for Learning (UDL) • Teacher-led systematic and explicit instruction, with examples of use of teacher-led strategies such as modeling of proficient problem solving • Verbalization of thought processes • Use of mnemonics, visual imagery, word mapping, guided practice and corrective feedback • explicit instruction of strategically selected vocabulary (focus on high frequency Tier II and III words) • Building background knowledge • Use of multiple media (e.g., carefully selected, rigorous pictures, videos, manipulatives that directly relate to the content)- • Instruction in word-learning strategies and comprehension strategies • Building on and supporting students' first language knowledge • Using verbal cues to prompt student answers • Teaching mnemonics • Graphic organizers • Teaching key vocabulary terms before reading • Direct instruction of high frequency abstract vocabulary Native language resources for bilingual programs should be included as well.	X	
(15)	**Short Performance Task at the Daily Level** Lessons provided may be accompanied with an end of lesson performance task must be designed specifically to address the standard for which the lesson is designed (i.e. the performance tasks may not be generic or stand-alone).	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(16)	**Short Performance Task at the Daily Level Scaffolds** When provided, daily lesson performance tasks must take into account language proficiency of ELLs and provide accommodations, where needed, for students with disabilities.* Embedded scaffolding resources for English Language Learners based on research-based pedagogical practices that develop academic language for ELLs which can include, but are not limited to: ■ Built off principles of Universal Design for Learning (UDL) ■ Teacher-led systematic and explicit instruction, with examples of use of teacher-led strategies such as modeling of proficient problem solving ■ Verbalization of thought processes ■ Use of mnemonics, visual imagery, word mapping, guided practice and corrective feedback ■ explicit instruction of strategically selected vocabulary (focus on high frequency Tier II and III words) ■ Building background knowledge ■ Use of multiple media (e.g., carefully selected, rigorous pictures, videos, manipulatives that directly relate to the content)- ■ Instruction in word-learning strategies and comprehension strategies ■ Building on and supporting students' first language knowledge ■ Using verbal cues to prompt student answers ■ Teaching mnemonics ■ Graphic organizers ■ Teaching key vocabulary terms before reading ■ Direct instruction of high frequency abstract vocabulary Native language resources for bilingual programs should be included as well.	X	X

Additional requirements, which must be specifically addressed in the vendors' Annual Project Plan, include the following:

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(17)	**Feedback on Development** A process that engages New York State practitioners (teachers, principals, Network Teams, professional organizations, S/CDN, and other NYSED-funded networks and organizations) in the development of curriculum modules and all appropriate aspects thereof. These materials will be built upon the experience and creativity of New York educators. The end products, as well, should be the result of a robust feedback cycle from these constituencies.	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(18)	**Material Preparation and Delivery** Vendor shall provide all materials to NYSED in a format identified by NYSED. All products are to be placed on the EngageNY Web site and shall be provided in both PDF as well as the following corresponding dynamic file formats: Word/Excel/PowerPoint. Provision of materials as Word, Excel, or PowerPoint is required to ensure teachers can modify; however, NYSED will entertain materials in PDF-only format on a case-by-case basis (e.g., with complex images or texts with strong permissions requirements). All materials should be tagged in the following way: • Apply metadata tags to all delivered curriculum 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); For purposes of this RFP, each module will be delivered to SED in the specified file format with file layout as follows: • A bundled (hierarchical) file with the title of the module: o Within each module folder, there will be subfolders with each of the following items as listed in Section 1.5 within this RFP (corresponding to module title) As part of material preparation, vendor shall digitally tag and/or curate (e.g., like that on the EngageNY Web site) all generated materials for online statewide use. Vendor shall provide a plan and budget for the submitting and securing of permissions from publishers to use particular (recent or contemporary) texts across New York State when referenced or embedded in modules/materials. The plan and budget must include a process to initially seek permission (and costs including perpetual licenses)) for materials to be posted online as well as the permission and cost for 500 users across New York State. Vendors must explicitly indicate if any materials (i.e., texts) referenced in modules are not in the public domain.	X	X

Key Deliverables

Req (#)	Description of the REQUIRED Products for 6-12 ELA & Literacy and 6-HS Mathematics Curriculum Modules	ELA	Math
(19)	**Technology Use** The use of the latest instructional technologies as tools that will ensure New York State students graduate college- and career-ready. Vendors are invited to propose technology components that they believe would enhance the curriculum modules in valuable ways. Expected uses of technology include, but are not limited to: ■ Making content more engaging; ■ Giving students extra time and support to build skill and fluency; ■ Helping teachers give students more effective and timely feedback on their work; ■ Providing differentiated instructed for Students with disabilities, s, ELLs, and students performing above and below grade level; ■ Providing diagnostic information about students' prerequisite knowledge and skills; ■ Enhance modules in other valuable ways as provided by vendors.		X
(20)	**Use Pre-Produced Video Content** Content-related textual and video materials (including videos currently posted in a repository such as the VITAL on Teacher's Domain from Public Television, related websites, cultural institutions, and exemplary videos of teachers executing samples or series of lesson plans from the modules), associated measures of proficient student performance, and samples of student work and an annotated bibliography webography.	X	X
(21)	**Mandatory Quarterly Vendor Meetings** Because an applicant may bid on one or more Competitive Priority Areas and applicants may submit separate proposals for each Competitive Priority Area, NYSED will facilitate at least four mandatory face-to-face meetings per year with vendors of all Competitive Priority Areas to ensure a degree of common planning that leads to broad common core alignment across grade bands. These meetings will take place in New York State (most likely Albany or New York City) and will be expected to take at least one business day. At a minimum, vendors should plan to bring appropriate leadership and at least one curriculum specialist, but no more than four total staff members. The vendor will also provide a detailed, written quarterly update (to include progress, next quarter project plan, trouble shooting, and risk assessment) due one week prior to the scheduled quarterly meeting. These meetings will be in addition to, bi-weekly coordination conference calls led by NYSED and bi-weekly written progress reports (format provided by NYSED) regarding progress on contractual obligations.	X	X

PD Key Deliverables

Req#:	Description of the Requirement	ELA	Math
(1)	**Comprehensive Scope and Sequence (Total of 24 days of PD delivery in accordance with the calendar below)** The creation of a comprehensive scope and sequence for a minimum of 20 days professional learning per academic year for Network Team / Network Team Equivalent, Charter Schools, and State-funded networks which ensures the achievement of all Common Core related learning outcomes, as aligned with the Publishers' Criteria, Achieve Tri-State Rubric, and Thomas Guskey's Evaluating Professional Development (1999). Included in this scope and sequence is the requirement that single or grouped learning outcomes will be turned into discreet modules for professional learning. As the curriculum modules become available, the Professional Development vendor will embed these materials into training as directed by NYSED.	X	X
(2)	**Turnkey Materials** Necessary materials for all professional development sessions so that they can be turnkeyed at the school level including: sample facilitator's guide for turnkey training on one of the learning outcomes and sample PowerPoint and "lesson plan" for professional development session learning outcomes. These materials should be developed in consultation with special education and ELL experts, approved by NYSED, including, but not limited to, NYS Regional Special Education Technical Assistance Support Centers and NYS Regional Bilingual Education Resource Networks.	X	X
(3)	**Field Testing of Learning Experiences** The engagement of New York State practitioners (teachers, principals, network teams, professional organizations, S/CDN and NYSED funded networks, and Network Team members) in the development and field testing of the professional learning experiences. This professional development system and all accompanying materials will be built upon the learning needs and readiness of NYS educators and must therefore reflect their feedback and input.	X	X
(4)	**Delivery through Workshops** Effective delivery of high-quality professional development in accordance with an approved scope and sequence. Vendors shall budget for and provide: Results-oriented facilitation that ensures all learning outcomes are met by participants, turnkey materials, and travel as stipulated above. All "lesson plans" for workshops and professional development presentations must be submitted to NYSED at least one month prior to delivery for approval and must be revised per feedback. NYSED reserves the right to approve or deny individual facilitators.	X	X

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Project Management for all Competitive Priority Areas

Staffing and Management: Leadership Staff

Staffing and Management: Consultant and Staff Changes

Project Director Responsibilities

Project Timeline

ELA & Literacy

	July 13th 2012	August 31st 2012	October 15th 2012	December 14th 2012	March 15th 2013	April 29th 2013	June 3rd 2013
Grade 6-12	NYSED-approved Year-long curriculum map for all grade levels 6-12	1 of the 6 curriculum modules completed, for each grade 6-8	2 of the 6 curriculum modules completed, for each grade 6-8 1 of the 6 curriculum modules completed, for all HS grades	4 of the 6 curriculum modules completed, for each grade 6-8 2 of 6 modules completed, for all HS grades	5 of the 6 curriculum modules completed, for each grade 6-8 3 of 6 modules completed, for all HS grades	4 of 6 modules completed, for all HS grades	6 of the 6 curriculum modules completed, for each grade 6-8 6 of 6 modules completed, for all HS grades

Mathematics

	July 13th 2012	August 31st 2012	October 15th 2012	December14th 2012	March 15th 2013	April 29th 2013
Grades 6-12	NYSED-approved Year-long curriculum map for all grade levels 6-12	25 percent of the curriculum modules completed, as outlined in the year-long curriculum map, for each grade 6-8	50 percent of the curriculum modules completed, as outlined in the year-long curriculum map, for each grade 6-8 25 percent of curriculum modules completed, for HS grades, as outlined in the year long curriculum map	75 percent of the curriculum modules completed for grades 6-8, as outlined in the year-long curriculum map, for each grade 50 percent of curriculum modules completed, for HS grades, as outlined in the year long curriculum map	100 percent of the curriculum modules completed for grades 6-8, as outlined in the year-long curriculum map, for each grade 75 percent of curriculum modules completed, for HS grades, as outlined in the year long curriculum map	100 percent of curriculum modules completed, for HS grades, as outlined in the year long curriculum map

Project Timeline

- **Summer 2013**: 5 days of intensive in-person PD in Albany to train on the ELA & Literacy and Math modules for teacher leaders, principals and network team members (all modules available at this time)
- **Fall 2013**: 4 days of in-person PD between September and November and 2 days of webinar in December and January for teacher leaders only
- **Winter/Spring 2013/14**: 6 days of in person PD from February through April for teacher leaders only
- **Summer 2014:** 5 days of intensive in-person PD in Albany to train on the ELA & Literacy and Math modules for teacher leaders, principals and network team members
- **Fall 2014**: 2 days of in person PD in September (before September 20th)

Submission Elements

Technical Proposal Section I: Project Description Narrative

(30 points)

- **(Annual Work Plan, Specified Scaffolding and Expertise, Additional Resources, Professional Development Materials Project Plans)**

Technical Proposal Section II: Organizational Capacity

(20 points)

- **(Organization Narrative and Staffing Plan, Statement of Expertise in Creating Curriculum/Statewide PD with Supporting Evidence, Vendor Knowledge Management, Alignment with Publisher's Criteria, Alignment with the Achieve Tri-State Quality Rubric and Review Process, Coordination with NYSED and Other Vendors)**

Technical Proposal Section III: Demonstrated Effectiveness

(60 points)

Submission Elements

Technical Proposal Section III: Demonstrated Effectiveness

Proposal Element	Required Submission Element	Competitive Priority Area 1	Competitive Priority Area 2
2.5.3(A)	Vendor must provide a description that describes a narrative of a product, service, or program in which they exhibited the capacity for excellence and innovation and the ability to ultimately deliver high-quality products that ensure student proficiency against standards.	x	x
2.5.3 (B)	ELA & Literacy 6-12: An analysis of the Gettysburg Address example included in the RFP that will illustrate the vendor's deep knowledge of the NYS P-12 CCLS for ELA & Literacy.	x	
2.5.3(C)*	FOR ELA & Literacy 6-12: An outline of a complete module of instruction covering a quarter of a school year (along with specific texts) for one grade in the grade band on which they bid. This outline would include a high-level scope and sequence for concepts and texts taught to demonstrate alignment with the Publishers' Criteria. It should also demonstrate alignment with word study demands of CCSS, incorporate research-based word study approaches, incorporate accountable independent reading for students that aligns with the knowledge building and vocabulary demands of the CCSS. Module should also include scaffolds for ELLs and Students with Disabilities as described in Section 1.3.1.	x	

Submission Elements

Proposal Element	Required Submission Element	Competitive Priority Area 1	Competitive Priority Area 2
2.5.3 (D)*	MATH 6-HS: (a) High level, draft scope and sequence to outline the total number of modules for each grade level, indicating the standards to be covered in each module, as well as the rationale substantiating the scope and process /procedure . This scope and sequence should be of the quality and rigor to transition the document into the Year-long Curriculum Map. (b) An outline of a complete module of instruction covering a major cluster area with supporting and additional clusters layered in (see PARCC Frameworks for priority clusters). (c) A sample of materials that would be included in a module, with practical applications and use of modeling, to include at least one lesson plan/classroom activity and at least one problem set. (d) Module should also include scaffolds for ELLs and Students with Disabilities as described in Section 1.4.1. (e) Description of thinking and practicing that students will need to do through the curriculum module in order to meet the learning outcomes. (f) Details of teacher behaviors and practices required in order for students to meet the learning outcomes identified.		x

Application Review and Scoring

- Applications must receive final average score of **75 or above** on the Technical Scoring to move on to the Cost Scoring

- Proposals in each region will be ranked in order of average score, and awards will be made to the top proposals by region until all funds are awarded

- In case of a tie, applicant with higher score in *additional extra credit program component criteria* will be awarded the grant

Correspondence

Questions About the RFP:

Questions regarding this RFP must be submitted by e-mail to nyscclsrfp2@mail.nysed.gov by close of business Thursday, **April 12, 2012.** **Questions regarding this** request should be identified as Program, Fiscal or M/WBE. A Question and Answer Document will be posted to http://usny.nysed.gov/rttt/rfp/home.html no later than **April 20, 2012.**

Program Matters	Fiscal Matters	M/WBE Matters
Mary Cahill	Lynn Caruso	Joan Ramsey
Email Address:	Email Address:	Email Address:
nyscclsrfp2@mail.nysed.gov	nyscclsrfp2@mail.nysed.gov	nyscclsrfp2@mail.nysed.gov

Submission Requirements

Acceptable Submission Method:

Address or Hand-Deliver an Application Package Containing:

1. **one (1) original paper version** containing all submission documents and original signatures where required
2. **four (4) paper copies** of the original submission
3. **one (1) CD** containing electronic versions of all submission documents specified below in Section 2.3; all submitted in the format of Microsoft Word and/or PDF documents.

To the following address:
New York State Education Department
Bureau of Fiscal Management
Contract Administration Unit
89 Washington Avenue, Room 505W
Albany, NY 12234
ATTN: Lynn Caruso, RFP#SA-06