Bidder’s Conference

CT Core Standards in K-3 Reading: A System of Professional Learning Request for Proposals (RFP)

August 13, 2015
RFP Bidder’s Conference Agenda

- Request for Proposals - Schedule
- Project Background
- Scope of Services and Service Specifications
- Selection Criteria
- Questions and Answers
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Project Background

- In service of comprehension of literature and informational texts, provide professional learning on:
  - The reading survey subareas and objectives;
  - The Connecticut Core Standards (CCS) in ELA: Foundational Skills; and
  - Effective teaching practices.
Reading Survey Subareas and Objectives

Provide professional learning on:

1. Foundations of Reading Development
   - Phonological and phonemic awareness
   - Concepts of print and the alphabetic principle
   - The role of phonics in promoting reading development
   - Word analysis skills and strategies
Reading Survey Subareas and Objectives

Provide professional learning on:

II. Development of Reading Comprehension
   - Vocabulary development
   - Reading comprehension skills and strategies for literary texts
   - Reading comprehension skills and strategies for informational texts

III. Reading Assessment and Instruction
   - Formal and informal methods for assessing reading development
   - Multiple approaches to reading instruction
CCS in ELA: Foundational Skills

- Provide professional learning on:
  - Print Concepts
  - Phonological Awareness
  - Phonics and Word Recognition
  - Fluency
CCS in ELA: Foundational Skills

- Provide professional learning on:
  - The sub-skills, or prerequisites students need to achieve each of the Foundational Skills in the CCS in ELA;
  - The progression of a concept across grade levels (sophistication in understanding and skills);
  - The connections among the learning progressions (e.g., phonemic awareness, phonics knowledge, and the alphabetic principle); and
  - Important patterns in early literacy and what they mean to a student’s development.
Effective Reading Practice

Provide professional learning on:

- Using assessment item analysis and general outcomes for flexible grouping;
- Developing and using explicit instructional routines;
- Understanding reading errors of students in order to provide corrective feedback;
Effective Reading Practice

Provide professional learning on:

- Developing and implementing specific intervention strategies (i.e., Tier I instructional program supports)
- Understanding and using systematic and cumulative instruction; and
- Planning and delivering scientifically research-based interventions with successive tiers that involve increasingly intensive levels of intervention.
Overview of Scope of Services and Service Specifications

- Face-to-face and Virtual Reading Intensives:
  - On-site professional learning for K-3 teachers
  - On-site Reading Coaches Academy
  - Live webinars for district and school administrators
  - Modules for on-demand learning
Overview of Scope of Services and Service Specifications

Multimedia Production:

- Professional videos
- System of online self-paced learning modules
- 24/7 virtual library and resources organized by topic and media type for education professionals
- Online interactive glossary of concepts and terms on K-3 reading development presented in professional learning sessions
- 24/7 virtual networking community for education professionals
Selection Criteria

- Qualifications and experience
- Demonstrated ability to provide services: dedicated staff working on project
- Methodology
- Proposed resources of providing services
- Pricing
- Additional savings and/or sustainability plan
Selection Criteria

- Organizational information
  - Financial stability
- References
- Quality assurance
  - Provide a narrative that describes what your organization does to maintain a high quality to its products and services.
- Appropriate insurance
When does the CSDE expect the first series of professional learning sessions to begin?

- The CSDE intends to begin offering professional learning sessions July 2016, continuing throughout the 2016-17 school year.

- Subsequently, professional learning will be offered July 1 through June 30 of the following year, up to a total of five years, pending available funding.

- However, the CSDE invites prospective vendors to include an approach within their proposal.
Contacting State Employees

During the period from your organization’s receipt of this RFP, and until a contract is awarded, your organization shall not contact any employees of the State of Connecticut for additional information.
Additional Questions for Clarifying the RFP

> Questions must be submitted in writing and must be received by 4:00 p.m. on August 17, 2015, in the State of Connecticut.

> Answers to questions received will be posted as an Addendum on August 19, 2015 on the CSDE web site at http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=320346.

> Questions must be e-mailed to joanne.white@ct.gov.