

**Connecticut State Department of Education  
Academic Office**



**CONNECTICUT  
Education**

**Instructional Resources, Materials and Professional Learning Models  
to Support the Connecticut State Department of Education K-12 State  
Model Curriculum**

**Charlene M. Russell-Tucker  
Commissioner of Education**

**Request for Information  
RFI # 009**

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## Part I. Information

### Legal Background:

Connecticut General Statute Section 10-16b provides, in part:

- (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; personal financial management and financial literacy; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, civics and media literacy, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 10-16ss; Puerto Rican and Latino studies in accordance with the provisions of section 10-16ss; Native American studies, in accordance with the provisions of section 10-16vv; Asian American and Pacific Islander studies, in accordance with the provisions of section 10-66ww; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; vocational education; and the black and Latino studies course in accordance with the provisions of sections 10-16tt and 10-16uu. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the “arts” means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre; and “reading” means evidence-based instruction that focuses on competency in oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension

\* \* \*

- (d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available

appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American and black studies; (4) Puerto Rican and Latino studies; (5) Native American studies; (6) Asian American and Pacific Islander studies; (7) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (8) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (9) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (10) climate change consistent with the Next Generation Science Standards; (11) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (12) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

**Contact Information:**

Questions concerning this Request for Information (RFI) may be directed to the CSDE Academic Office, Paul Castiglione, Curriculum Coordinator at [paul.castiglione@ct.gov](mailto:paul.castiglione@ct.gov) or 860-713-6936

**Schedule:**

Task	Organization/Agent	Required Action	Date
Issue RFI	CSDE	Post the RFI on the Department of Administrative Services (DAS) State Contracting Portal <a href="https://portal.ct.gov/DAS/CTSource/BidBoard">https://portal.ct.gov/DAS/CTSource/BidBoard</a> and the CSDE RFP page: <a href="https://portal.ct.gov/sde/rfp/request-for-proposals/2026-rfps">https://portal.ct.gov/sde/rfp/request-for-proposals/2026-rfps</a>	May 20, 2026
Receive Questions from Prospective RFI Respondents	Prospective RFI Respondents	Review the RFI and submit questions via email to <a href="mailto:paul.castiglione@ct.gov">paul.castiglione@ct.gov</a>	May 21-28, 2026

Answer Submitted Questions and Amend the RFI	CSDE	Post addendum to the DAS page: <a href="https://portal.ct.gov/DAS/CTSource/BidBoard">https://portal.ct.gov/DAS/CTSource/BidBoard</a> and the CSDE RFP page: <a href="https://portal.ct.gov/sde/rfp/request-for-proposals/2026-rfps">https://portal.ct.gov/sde/rfp/request-for-proposals/2026-rfps</a>	May 30, 2026
Submit Information	RFI Respondents	Submit information to the CSDE by email to <a href="mailto:paul.castiglione@ct.gov">paul.castiglione@ct.gov</a>	June 17, 2026

**Freedom of Information:**

This RFI is being issued solely for informational planning purposes and does not constitute a solicitation. Pursuant to Connecticut General Statutes (C.G.S.). Sections 1-210 et seq. (FOIA), all questions and responses to this RFI are considered public records and every person shall have the right to (1) inspect such records promptly during regular office or business hours; (2) copy such records in accordance with C.G.S. Section 1-212(g); or (3) receive a copy of such records in accordance with C.G.S. Section 1-212.

**Part II. Request for Information**

**Purpose:**

The CSDE requests information from interested parties who may provide instructional resources, supplemental instructional materials, and professional learning opportunities for district leaders and educators. These resources must be aligned to Connecticut standards (available at [Educational Standards for Curricula Alignment](#)). They will support the implementation of kindergarten through grade eight CSDE Model Curricula and grades 9-12 courses located on [GoOpen CT](#) across multiple disciplines including Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages. This RFI is not an offer, and no contract will be awarded as a result.

**Scope:**

The purpose of this RFI project is to identify curriculum/instructional resources and professional learning opportunities that amplify the rich content across Connecticut's state standards in Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education and World Languages.

Increase access to quality instruction in the areas listed above. Improve student mastery of the knowledge, skills, and competencies outlined in Connecticut's state standards across all

identified content areas. Advance student outcomes in each of these disciplines, ensuring that all Connecticut students are equipped with the foundational and applied skills necessary for success in college, career, and civic life.

These resources should:

- enhance evidence-based, standards-aligned instruction across all subject areas;
- promote critical thinking, problem-solving, and deep content understanding;
- support disciplinary literacy and content-specific practices appropriate to each field;
- foster student inquiry, engagement, and application of knowledge;
- integrate culturally responsive and inclusive instructional approaches;
- address diverse learning needs and provide multiple pathways to learning; and
- support educators in delivering high-quality, rigorous curriculum that prepares students for college, career, and civic life.

Information provided pursuant to this RFI may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and/or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information.

To be included in guidance documents developed by the CSDE for distribution, each respondent must address all elements of this RFI, delineated below.

### **Responses to the RFI:**

Clear and thorough responses should include, but are not limited, to explanations of the following range of descriptions, experience, and services.

The vendor's business practices and experience related to supporting educators to:

1. Utilize instructional resources that are aligned to the Educational Standards for Curricula Alignment across one or more of the following content areas include but not limited to Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages.
2. Implement kindergarten through grade eight CSDE Model Curricula, list courses, and 9-12 courses located on [GoOpen CT](#).
3. Understand and utilize culturally responsive and inclusive instructional materials that reflect diverse perspectives and experiences.
4. Implement content-specific pedagogical approaches appropriate to each discipline, which may include, but are not limited to:

- **Mathematics:** Standards for Mathematical Practice, problem-solving strategies, mathematical discourse, and conceptual understanding
- **English Language Arts & Literacy:** Balanced literacy approaches, close reading, evidence-based writing, text complexity, and disciplinary literacy across content areas
- **Science:** Three-dimensional learning (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas), phenomena-based instruction, and engineering design processes aligned to the Next Generation Science Standards.
- **Data Literacy:** Interpreting data, statistical reasoning, data visualization, and applying data analysis skills across disciplines
- **Computer Science:** Computational thinking, algorithm design, debugging strategies, and digital creation
- **Social Studies:** The inquiry arc outlined in the College, Career, and Civic Life (C3 Framework), thinking like historians, economists, geographers, and political scientists
- **Arts:** Studio habits of mind, arts integration, creative process, critique and reflection, and connections between the arts and other disciplines
- **Career and Technical Education:** Industry-aligned practices, technical skill development, work-based learning, and integration of academic content within career pathways
- **World Languages:** Proficiency-based instruction, use of the 5 C's (Communication, Cultures, Connections, Comparisons, Communities), and authentic language use in meaningful contexts

**The vendor's evidence-based products and resources that would enhance the ability of students to:**

1. Engage with high-quality instructional materials (texts, videos, digital platforms, manipulatives, interactive tools, and other content materials) that are grade-appropriate, standards-aligned, and support deep learning in one or more content areas.
2. Participate in inquiry-based, problem-based, and project-based learning activities that promote critical thinking, application of knowledge, and real-world connections.
3. Develop content-specific skills and practices, which may include, but are not limited to: refer to bulleted list in number 4 above
4. Engage with culturally relevant and responsive materials that reflect diverse perspectives, histories, and experiences across all content areas.

5. Explore and meaningfully engage with legislated topics through subject-appropriate content and activities.
6. Demonstrate understanding of content through varied assessment formats and modalities (e.g., performance tasks, portfolios, presentations, written responses, problem-solving scenarios, digital demonstrations, creative products).
7. Access materials and support differentiation for students with diverse learning needs, including students with disabilities, English learners, and advanced learners.

**Professional learning topics for administrators and teachers that include:**

1. The purpose, structure, and implementation of standards-aligned, high-quality curriculum in one or more content areas.
2. How culturally responsive, inclusive, and evidence-based instruction contributes to high-quality learning experiences and is essential for developing students for college, career, and civic life.
3. Instructional rigor, explicit instruction, student engagement, and flexibility of delivery for high-quality instruction across content areas.
4. Content-specific professional learning aligned to best practices in each discipline included on page 6 above.
5. Ongoing support structures such as coaching, modeling, co-planning, or follow-up sessions that promote sustained implementation.

**Product literature, specifications, and supporting documentation that adequately describe:**

1. The available instructional resources, materials, and services, including product specifications, sample materials, and visual documentation (photos, screenshots, videos).
2. Evidence of alignment to Connecticut state standards in the relevant content area(s).
3. Evidence of effectiveness, which may include research-based strategies, efficacy studies, pilot results, or student outcome data.
4. Implementation requirements, including technology needs, materials costs, teacher preparation time, and any prerequisites.
5. **Optional:** A list of Connecticut districts or schools currently using the resources, including grade levels and subject areas served.

In addition to the required information, respondents may include any additional information that will help to better assess the proposed services. Attach all supporting documentation as appendices that should be referenced in the body of the responses.

### **Part III. Informational Documentation Requirements**

#### **Submission Information:**

**RFI Number:** # 009

**Deadline:** June 17, 2026, by 4:00 p.m. EDT

**Submission Method:** Email to [paul.castiglione@ct.gov](mailto:paul.castiglione@ct.gov)

**Required Content:** Submit a complete response in narrative form that includes:

- A description of the instructional resources, supplemental materials, and/or professional learning supports your organization provides
- The grade level(s) served (Kindergarten through Grade 12)
- The content area(s) addressed (Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages)
- How your resources align to Connecticut state standards and support implementation of CSDE Model Curricula and courses located on [GoOpen CT](#)
- Responses to all applicable elements specified in the "Responses to the RFI" section of this document
- Any supporting documentation (attach as appendices and reference in the body of your response)

#### **File Naming Convention:**

**Single Content Area:** RFI# 009\_ContentArea\_VendorName\_2026

**Multiple Content Area:** RFI # 009\_MultipleContentArea\_VendorName\_2026

#### **Email Subject Line:**

**Format:** RFI Response: RFI# 009- [Vendor Name] - Instructional Resources, Materials and Professional Learning Models

#### **Vendor Contact Information:**

Include the following information on the first page of your submission:

- Vendor/Business Name:
- Primary Contact Person:

- Title:
- Email Address:
- Phone Number:
- Organization Website Address:
- Physical Business Address:
- Content Area(s) addressed in this response (select all that apply: Mathematics, English Language Arts & Early Literacy, Science, Data Literacy, Computer Science, Social Studies, Arts, Career and Technical Education, and/or World Languages):
- Grade Level(s) Addressed in This Response:

#### **Part IV. Definitions**

**Arts Education:** Instruction in visual and performing arts disciplines—including dance, music, theatre, and visual art—that develops creative expression, aesthetic understanding, and artistic skills. Arts education encompasses both discipline-specific study and integration with other content areas to support creative thinking and cultural understanding.

**Career and Technical Education (CTE):** Programs of study that integrate rigorous academic content with industry-relevant knowledge and technical skills to prepare students for postsecondary education and careers. CTE encompasses pathways in areas such as agriculture, business, health sciences, information technology, and engineering, emphasizing real-world application and employability skills.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards:** A framework that guides the teaching and learning of social studies through four dimensions: developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action. Available at: <https://www.socialstudies.org/standards/c3>

**Content-Specific Practices:** The authentic ways of thinking, working, and engaging that are unique to each academic discipline, such as mathematical reasoning, scientific investigation, historical thinking, literary analysis, computational problem-solving, and communicative language use, artistic creation, and technical skill application.

**Culturally Responsive Instruction:** Teaching approaches that recognize, respect, and incorporate students' cultural backgrounds, experiences, and perspectives into the learning process to make instruction more relevant, inclusive, and effective for all learners.

**Data Literacy:** The ability to read, understand, create, and communicate data as information. Data literacy includes skills in collecting and organizing data, applying statistical reasoning, interpreting data visualizations, evaluating data sources for credibility, and using data to make informed decisions across disciplines.

**Disciplinary Literacy:** The specialized ways of reading, writing, thinking, and communicating that are unique to each content area, enabling students to access, interpret, and produce texts and knowledge as practitioners within that discipline.

**Evidence-Based Instruction:** Teaching practices and materials that are grounded in research, proven effective through rigorous studies, and supported by data demonstrating positive student outcomes.

**High-Quality Instructional Materials:** Resources and curricula that are standards-aligned, evidence-based, culturally responsive, academically rigorous, coherent across grades, and designed to support deep learning and student engagement.

**Inquiry-Based Learning:** A student-centered instructional approach that engages learners in asking questions, investigating problems, analyzing information, and constructing knowledge through active exploration and discovery. While methods vary by discipline, inquiry-based learning places students at the center of the learning process across all content areas.

**Next Generation Science Standards (NGSS):** Science education standards that integrate three dimensions of learning: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas, emphasizing hands-on, phenomena-based instruction.

<https://www.nextgenscience.org/>

**Professional Learning:** Ongoing, job-embedded opportunities for educators to deepen content knowledge, strengthen pedagogical practices, and improve student outcomes through structured training, coaching, collaboration, and reflection.

**Request for Information (RFI):** A document that an organization uses to request and obtain information about products, services, or solutions from potential suppliers. Through this structured process, an organization can learn about available options and best practices related to the scope of work indicated in the request. This RFI is not an offer, and no contract will be awarded as a result.

**RFI Respondent:** A supplier (e.g., publisher, organization, service provider) that provides a written response to a request for information, offering details about their products, services, and solutions as they relate to the scope of work indicated in the request.

**Standards-Aligned:** Instructional materials and practices that are designed to help students meet the specific learning goals and expectations outlined in state content standards across disciplines.

**Supplemental Instructional Materials:** Resources used to enhance, extend, or support core curriculum, including but not limited to workbooks, digital platforms, manipulatives, texts, videos, software, and assessment tools.