



**Solicitation Information
August 16, 2013**

Addendum #1

RFP # 7484382

**Title: INTEGRATION OF PRACTICES AND CONTENT IN MATHEMATICS &
SCIENCE**

Submission Deadline: August 26, 2013 at 11:00 AM (ET)

ATTACHED ARE VENDOR QUESTIONS WITH STATE RESPONSES.

NO FURTHER QUESTIONS WILL BE ANSWERED.

**Gail Walsh
Chief Buyer**

1. I am writing to inquire if there is a mandatory pre-bid conference for the REQUEST FOR PROPOSAL (RFP) – BID# 7484382 "INTEGRATION OF PRACTICES AND CONTENT IN MATHEMATICS & SCIENCE." If so, can you please inform us of when and where that will take place? **NO.**
2. Does the vendor need to be an institution of higher education or have an institution of higher education affiliation?

Yes, the vendor needs to be an institution of higher education.

3. If so, can the vendor (institution of higher education) partner with or sub-contract to a nonprofit on this proposal?

Yes, the vendor can partner with or sub-contract to a nonprofit on this proposal.

4. How can we gain access to the Rhode Island Model for Teacher Evaluation? Page 10

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx>

5. Considering that states are being advised to avoid crosswalks of the NGSS with current state standards, what is the intent of the parallel work with the GSEs? Page 15

RI does not intend to develop a crosswalk of the NGSS with the GSEs. This work is focused on the NGSS standards.

6. How does the Vendor gain access to the Linking Learning and Assessment course content? Is this course a requirement or suggestion? Are the student-developed models and classroom discourse strategies found in Linking Learning and Assessment part of the on-line course developed by RIDE? Page 11

RIDE can provide access to the Linking Learning and Assessment course to the selected vendor's appropriate staff. Some student developed models and classroom discourse strategies but the vendor can suggest additional approaches.

7. In the section for Intensive Science Professional Learning Experience, it states that the Vendor is expected to develop and conduct intensive professional development for approximately 50 educators in each science. Which sciences are being referenced here? How many total teachers are involved in this professional development series? What are the criteria for choosing these educators? What is the purpose of these sessions? Page 14.

The training should cover all domains of science in the NGSS standards. Approximately 50 teachers would be included in the sessions. The teachers are K-12 science educators identified by the districts to participate in the training. The purpose of the training is to deepen educators knowledge of the Science Practices and instructional strategies used to

integrate SEPs, crosscutting concepts, with disciplinary core ideas in the NGSS.

8. Who are the teachers who will participate in the 16 days of professional development? Considering that the RFP states that the teachers who will participate in the Understanding the NGSS session will be teachers who are unable to attend the Intensive Science Professional Learning Experience, will all of the teachers involved in these 16 days be totally new to the study of the NGSS? Page 14

The educators are K-12 educators from participating districts. Our goal for the Understanding the NGSS session is to enable educators beyond those who will participate in the 16 days to begin to build their knowledge of the standards. Those who participate in the 16 day can participate as well. The vendor should plan to either make it a planned extra, but required training for those participating in the 16 day intensive or include the content in the 16 days.

9. For the "collection of video artifacts" will districts/state provide equipment? Page 12 and 14.

No the vendor will have to provide the equipment to collect video artifacts and incorporate them into the online modules.

10. If we author in Articulate Storyline what is mechanism for delivery after grant is over? If we chose another authoring system, what is mechanism for delivery? How do you currently publish and track content authored in Articulate Storyline? Have you had proven results with Articulate Storyline? Would we need to purchase Articulate Storyline or would Rhode Island furnish a license? Page 16.

Articulate modules as well as any modules provided will be included on RIDEs online platform. Articulate modules are built with the ability to track user completion and RIDEs online platform will store the information. The vendor would need to acquire Articulate or another similar authoring tool.

11. The RFP talks about 50 educators going through the intensive professional learning experience. What is the expected grade level makeup of those 50 educators? Page 12

The educators would be comprised of a balance of representation of K-12 science educators.

12. Who are the partner LEA's.

Bristol Warren, Tiverton, Barrington, Portsmouth, Warwick, Woonsocket, and Pawtucket

13. Page 5 - Who is the audience? Question applies to both the one-day and ten-day sessions. If teachers only, what is their grade level? Will SPED teachers who are not classroom teachers be involved? Will paraprofessionals be involved?

K-12 science educators. This could include special educators as well if they are responsible for supporting K-12 science instruction.

14. If administrators, will they have the content background to fully participate in interactive components? How many attendees should one expect?

The trainings are primarily for classroom educators, but administrators will participate to ensure leadership has the necessary knowledge to support implementation.

15. Page 6 - In part d), to whom does “their” refer?

The Vendor will design the evaluation of the NGSS and/or Science professional development.

16. Page 7 - Need a copy of RIDE’s MSP submission to get the purposes/ goals statement identified by RIDE so that the evaluation objectives can be developed (desire alignment)

Purpose:

Increase student achievement in mathematics and science by improving teachers’ content knowledge and teaching skills.

Goals:

Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills.

Develop rigorous mathematics and science professional development modules aligned to the Common Core State Standards Mathematics Practices and the Next Generation Science Standards Practices.

Leverage modules to provide sustainable, asynchronous professional development for all math and science educators throughout Rhode Island.

17. Page 7 - RFP defines habits of mind as those of “math expert student.” Need to know the extent to which the habits exist for teachers, which requires some knowledge of teacher mathematics expertise.

The vendor should plan for a variety of teacher skill and expertise.

18. Page 11 - What does E.i. mean?

The professional development should incorporate and model best practices in formative assessment and engaging students with a variety of learning styles.

19. Page 12 - Elaboration on the plan for the one-day session for 250

Is the expectation for 250 people in one session or smaller groups, each with one day, over a period of 4-5 days?

The 250 people would be smaller groups of educators over several days. The vendor should propose the number of sessions needed to reach the 250 educators.