

RFP - Questions and Answers

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PROFESSIONAL DEVELOPMENT TO TEACHERS AND DISTRICTS ON IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS

Deadline: 08/28/2013

Effective Distribution Tool

Section number: II. Scope of Services Paragraph number: B. Overview of Services Requested bullet #9 Page Number: 4 Text of passage being questioned: Ability to develop and promote an effective distribution tool to impact student learning Question: What is meant by "effective distribution tool to impact student learning?"

Posted On: 8/16/2013

Answer

The proposal should include a tool that will ensure that the professional development is distributed to additional teachers throughout the state (refer to page 3, Section B: Overview of services requested). "One goal is to create mechanisms by which these teachers can train additional teachers on the use of formative assessment and data to drive student achievement."

Answered On: 8/20/2013

Last Updated On: 8/20/2013

Answered By: |

Vision of PD Model

What is the vision for the professional development model being delivered to the cadre of teachers: face-to-face, virtual, a blended model, or other (please describe)?

Posted On: 8/16/2013

Answer

DDOE will review and consider all proposals, but we feel that face to face is important.

Answered On: 8/20/2013

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Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Anticipated Budget

What is your anticipated budget for year 1 of the project, including development and delivery?

Posted On: 8/16/2013

Posted By: Margot Plotz | McREL

Answer

This will be based on the specific proposal requirements, but we anticipate this to be less than 150k.

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Selection of Teachers

Who will be selecting the cadre of teachers from the three counties in the state of Delaware?

Posted On: 8/16/2013

Posted By: Margot Plotz | McREL

Answer

The vendor, in consultation/collaboration with DDOE.

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Professional Development Model

Is the professional development model intended to be repeated in year 2, 3, and 4 or intended to be an ongoing professional development that builds across years?

Posted On: 8/16/2013

Answer

The intent is that the ongoing professional development would build on the previous year's work and would be based on "program progress, status, LEA feedback and adherence to the principles laid out in the RFP".

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Application Development

What is meant by "application development" as described on page 3 of the RFP?

Posted On: 8/16/2013

Answer

This refers to professional development plans for the development and production of formative assessments that are aligned with the Common Core State Standards.

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Professional Learning Communities Model

Section number: II. Scope of Services Paragraph number: B. Overview of Services Requested #3
Page Number: 3 Text of passage being questioned: This will be achieved working through the Professional Learning Communities Model. Question: Do your schools/districts already understand

and have in operation PLCs, or does the state require training or assistance in developing effective PLCs for the current project.

Posted On: 8/16/2013

Answer

Part of our RTTT plans stipulated that all schools will have 90 minutes of PLC time each week. Schools have been coached on the PLC model.

Answered On: 8/20/2013
Last Updated On: 8/20/2013

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Cost-Effectiveness and Revenue Model

Section number: B4 Paragraph number: 9 Page number: 5 Text of passage being questioned: Each proposal submission must contain the following information: Budget Narrative, Cost-Effectiveness, and Revenue Model. Question: Please define the information you wish to receive in the Cost-Effectiveness and Revenue Model sections.

Posted On: 8/16/2013

Answer

Budget narrative should include cost effectiveness indicators (per teacher/costs, per PD session costs) and breakdown of services provided.

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Anticipated participation at PD

How many teachers does DDOE anticipate bringing together to participate in professional development on the formative assessments?

Posted On: 8/16/2013

Answer

DDOE is open to proposals including number of teachers, but we see this limited in scope to approximately 40-50 teachers.

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Training location

Does DDOE anticipate that the cadre of teachers for the training would come together in one central location for the professional development?

Posted On: 8/16/2013

Answer

DDOE is open to proposals including the format (time/location) of the professional development. Refer to II B., paragraph 3, "A cadre of teachers with expertise in this area should span all three counties in the state..."

Answered On: 8/20/2013
Last Updated On: 8/20/2013

Answered By: |

Ongoing Coaching

Does DDOE anticipate ongoing coaching of the cadre of teachers as they work with peers in PLCs to implement formative assessments during the year as part of lesson study?

Posted On: 8/16/2013

Answer

Yes. Refer to Section IIB, paragraph 3, "one goal is to create mechanisms by which these teachers can train additional teachers on the use of formative assessment and data to drive student achievement."

Answered On: 8/20/2013
Last Updated On: 8/20/2013

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Assessment Efficacy

Does DDOE anticipate that the contractor will collect and report data to establish the efficacy of formative assessments in providing information for teachers to adjust instruction to meet student needs and yielding information on students' likely proficiency on interim assessments and the SBAC annual summative assessment? If so, would this occur in the first year, or in continuation funding?

Posted On: 8/16/2013

Answer

Yes.

Answered On: 8/20/2013
Last Updated On: 8/20/2013