



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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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



Proposal Schedule

Release of RFP	8/7/2015
Bidder's Conference	8/13/ 2015
Receipt Of Questions From Prospective Vendors	8/17/2015
Answers to Questions Posted As An Addendum	8/19/ 2015
Proposal Due Date	9/9/2015



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:**
 - I. 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.





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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.

