

QUESTIONS AND ANSWERS
RFP-220502: Instructional Leadership and Coaching Training Services

The following questions have been submitted regarding RFP-220502. The questions below are provided verbatim from what was received from inquiring Responders.

1. **Page 19, #8**

“Responder shall submit resumes, not to exceed two (2) pages, for employees who will be providing the requested services.”

QUESTION: Is the two page max PER RESUME or TOTAL for all resumes requested?

Each individual resume shall not exceed two (2) total pages.

2. **Technology Survey**

QUESTION: TCM is submitting professional development services only, not software. Please confirm that we DO NOT need to submit Exhibits A, B and D.

If software is not included in your services, please note “Not Applicable” on Exhibits A, B, and D and return them with your proposal.

3. **Page 15, Section V**

“The itemized Program Cost Proposal on a Microsoft EXCEL spreadsheet must be submitted in a separate, sealed envelope clearly labeled: COST PROPOSAL, RFP #220502 - INSTRUCTIONAL LEADERSHIP AND COACHING TRAINING SERVICES.”

QUESTION: Does the cost proposal need to be mailed separately from the larger proposal in a sealed and labeled envelope (2 separate mailings) OR is it included in the larger proposal package, but in its own sealed and labeled envelope (1 mailing but cost proposal is separate from the rest)?

The Responder may do one (1) mailing. The Program Cost Proposal must be in a separate, sealed and labeled envelope.

(QUESTIONS #4 – 8 ARE RELATED TO SCOPE DESIGN AND STRUCTURE)

4. **QUESTION:** Does the district envision that instructional coaching learning walks happen monthly at each of the 51 schools? Or a structure that allows each leader to participate in a learning walk monthly?

Learning walks are to take place monthly at each of the fifty-one (51) school sites. Additional walks will take place that are structured in clusters where multiple administrators will gather at a school and conduct learning walks and receive feedback to help calibrate the administrator's learning walk feedback.

5. **QUESTION:** Does the district envision that one professional development session will be held monthly for all participants, with breakout groupings as necessary? If so, does the district have any anticipated dates planned for the professional development sessions or a recurring block during which it would occur? If not, how does the district envision structuring the professional development for participants across the district?

The District is seeking a monthly professional development session for principals during the monthly principal meeting as well as a monthly professional development session during the monthly assistant principal meetings. Currently, the monthly principal meetings take place during the second Tuesday of each month. The monthly assistant principal meeting takes place on the third Tuesday of each month. The District would like two (2), two-days professional development sessions during the month of June 2022 and July 2022 each for a total of four (4) professional development days that would take place prior to the start of the 2021-2022 school year.

6. **QUESTION:** Can the district confirm this support will be inclusive of all grade levels and subject areas? Are there grade levels or subject areas of focus, based on district priorities and/or achievement data?

The support will be for English Language Arts, Math, Science, and Social Studies content areas and subject courses in grades K-12.

7. **QUESTION:** Does the district already have a learning walk tool that will be used as part of this support?

If so, who has the tool been used by and for how long, and what are the components?

If not, does the district envision the vendor designing or selecting a learning walk tool aligned to priorities outlined in the scope?

The District does not have a standard Learning Walk rubric used in all schools. The District is seeking to develop or make use of an existing Learning Walk rubric as a result of this Request For Proposal (RFP) process.

8. **QUESTION:** Does the district envision that instructional coaching learning walks happen monthly at each of the 51 schools? Or a structure that allows each leader to participate in a learning walk monthly alongside other leaders?

Learning walks are to take place monthly at each of the fifty-one (51) school sites. Additional walks will take place that are structured in clusters where multiple administrators will gather at a school and conduct learning walks and receive feedback to help calibrate the administrator's learning walk feedback.

(QUESTIONS #9 – 17 ARE RELATED TO DISTRICT CONTEXT)

9. **QUESTION:** Can the district provide more detail on any of the following (or share when in the process the vendor can expect more detail on):

The district's vision for excellent instruction, including in math and ELA

The standard of instructional excellence for ELA and Math are described in Florida's "Florida Standards" and "BEST Standards". The State measures the quality of instruction over the course of the school year for the Florida Standards via the FSA (Florida Standard Assessment) given during the Spring Semester. The State is looking to change how it assesses students for the BEST Standards. Details are limited. It appears that the State will be moving towards a progress monitoring assessment that is conducted three times a year. State Accountability School Grades is another measure of excellence and District graduation rate is another measure of excellence.

10. **QUESTION:** The district's existing coaching model or philosophy

We primarily make use of Jim Knight's Instructional Coaching Model or some variation of it. We are seeking to standardize the model and rubric as a result of this Request For Proposal (RFP) process.

11. **QUESTION:** Any district goals related to this work

To Increase the academic achievement for all students in all content areas and at the same time close the achievement gap for underperforming students.

12. **QUESTION:** Additional tools or processes that are in place to collect evidence around quality teaching or learning

School principals and assistant principals make use of the 2007 Danielson Frameworks for our formal employee appraisal system. Our District currently has contracted PowerSchool for use of its product, TalentED to serve as our Evaluation and PD management system. Throughout the years, we have incorporated various formative classroom walk type rubrics. Various schools still make use of some of these formative classroom walk rubrics, while other schools have created their own classroom walk rubrics. We are seeking to standardize the formative classroom walks "Learning Walks" conducted in our District through this Request for Proposal (RFP) process.

13. **QUESTION:** Can the district provide more detail on any of the following (or share when in the process the vendor can expect more detail on):

Do all schools have coaches? How are coaches staffed to schools? (By subject, grade band, etc.)

Most schools do not have instructional coaches. Some schools have coaches that are subject content specific other schools have a single instructional coach that serves all subject content areas.

14. **QUESTION:** Are there district-wide established roles of the principal and AP in each school?
Are there district-wide established roles for coaches in each school?

The District has a set of job expectations and qualifications for Principal and Assistant Principal posted for each grade level (elementary, middle, and high school) on the District's Human Resource Website. Instructional Coaches make use of the "Teacher" job description and do not have a job-specific Board-approved job description.

15. **QUESTION:** Do schools implement coaching cycles? What structure or framework is used?

Some coaching cycles are in place at various schools. Most schools are using some form of Jim Knight's Instructional Coaching model. We are seeking to standardize the coaching model and hence the coaching cycle provided in our District through this Request For Proposal (RFP) process.

16. **QUESTION:** Do principals/APs currently use an observation tool for regular classroom observations?

School principals and assistant principals make use of the 2007 Danielson Frameworks for our formal employee appraisal system. Our District currently has contracted PowerSchool for use of its product, TalentED to serve as our Evaluation and PD management system. Throughout the years, we have incorporated various formative classroom walk type rubrics. Various schools still make use of some of these formative classroom walk rubrics, while other schools have created their own classroom walk rubrics. We are seeking to standardize the formative classroom walks "Learning Walks" conducted in our District through this Request for Proposal (RFP) process.

17. **QUESTION:** Do coaches use a framework or tool during their regular interactions with teachers and for classroom observations?

As stated in the previous set of questions listed above, a wide variety of coaching models and classroom walk/Learning Walk rubrics are in use throughout the schools in our District.