



REQUEST FOR PROPOSALS

Learning Pathway for Implementing
the Common Core State Standards for Mathematics
"Toward Greater Focus and Coherence"

Requests for Proposals Issued: May 10, 2013
Deadline for Submittal of Proposals: June 10, 2013

Requests for Proposals ~

II. BACKGROUND

In the Sacramento City Unified School District (SCUSD), there is enormous potential to improve the lives of underserved children. SCUSD is the 12th largest school district in California and one of the 100 largest in the United States, serving 45,500 students on

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of expectations and discuss implications for effective instruction aligned to the CCSSM, beginning with lesson design and delivery.

Phase II - Aligning Assessments to the Core

To strengthen the instructional guidance teachers provide to students, formative assessments must be embedded into the teachers' instruction. As such, aligning the practice and process of assessments that integrate the mathematical practices and the rigor of the content standards is a key lever for building site leaders' capacity. To accomplish this end, a strong emphasis will be placed on the purpose of formative assessments, and how to design them so that student understanding of the standards is apparent and they provide information that can be used to identify the learner-centered problem and problem of practice. Accompanying the formative assessment purpose, will also be an in-depth study of effective formative assessment classroom strategies for both teachers and students. Additionally, using the Smarter Balanced Assessment Consortium (SBAC) item specifications, sample items, claims, and achievement level descriptors as guideposts, site leaders will examine their schools' assessment practices and determine warranted changes.

Phase III - Implementing Systemic Structures and Processes

The scale of the change that the CCSSM proposes requires developing and implementing systemic structures and processes including, but not limited to, ongoing professional learning, observing student learning, and examining student work. Consequently, site leaders will collectively design and/or modify site-based professional development plans so that they are aligned and support the demands of the CCSSM. Plans should include a focus of learning, methods for achieving that end, progress monitoring tools, as well as a dedicated time and structure for professional learning. Using a research-based framework with common tools (i.e. Phil Daro 5x8 Card, instructional rounds), leaders will observe classrooms, gather data and analyze findings, engage in calibration conversations, and determine appropriate support for teachers and students. In addition, using the data-inquiry methodology, leaders will engage in a deeper level of thinking by examining student work. They will use the data to identify students' misconceptions, address implications for instruction, discuss ways of engaging teachers in instructional dialogues, and establish strategies for instructional improvement to ensure that all students meet and/or exceed the expectations of the CCSSM.

The supports will include an August leadership institute and monthly district-level convenings.

IV. CONTENTS FOR PROPOSALS

In order for proposals to be considered, said proposal must be clear, concise, complete, well-organized and demonstrate both respondent's qualifications, and its ability to follow instructions.

A. Submittal Letter

Include the RFPB title and submittal due date, the name, address, fax number and telephone number of the responding firm. Include a contact person and corresponding e-mail address. The letter shall state that the proposal shall be valid for a 60-day period and that the staff proposed is available immediately to work on this project. The person authorized by the firm to negotiate a contract with the distri

V. SELECTION CRITERIA

Firms submitting proposals are advised that all proposals will be evaluated to determine the firm deemed most qualified to meet the needs of the district. The selection criteria will include, but not be limited to, the items listed below:

- A. Demonstrated understanding and responsiveness to the Request for Proposals.
- B. Proposals and experience of firm and personnel named in the proposal.
- C. Past experience in assisting California school districts in learning pathways for implementing the common core state standards for mathematics.
- D. Describe your company's commitment to provide academic excellence to students and staff at under-performing schools. Include historical impact data for similar demographics and student performance.
- E. Project understanding and approach including an understanding of the district.
- F. Satisfaction of previous clients. Provide three (3) references that reflect similar demographics and student performance, and are similar to the work contemplated in this RFP. Include the scope of work for each reference.
- G. Oral interview.
- H. Completeness and quality of the proposal.
- I. Cost proposal.

VI. PROCESS FOR SELECTING FIRM

A Selection Advisory Committee, chaired by Dr. Olivine Roberts, Chief Academic Officer, will select and rank in the order of their qualifications those companies deemed to be the most highly qualified to perform the required work.