

**RFP 18-016: Assessment and Evaluation Workgroups to Explore Current
New York State Requirements and Best Practices for Teacher and
Principal Evaluation
Questions and Answers Summary**

Program Questions

Q1. How does the intent of this RFP interface with past revision efforts of the APPR?

Education Law §3012-d made a number of significant changes to the framework for annual professional performance reviews (APPR) that had been in place since the 2012-13 school year, including, but not limited to, new requirements for setting growth targets as part of Student Learning Objectives (SLOs), the process for review and approval by NYSED of all assessments used for APPR purposes, restrictions on the use of artifacts as part of the teacher observation/principal school visit component of the evaluation, and the use of a matrix instead of a 0-100 score to assign an overall rating to each teacher and principal. As a part of the Department's commitment to continue to strengthen the evaluation system and its implementation, and to explore whether the Department's current regulations related to teacher and principal evaluation are creating unintended barriers to implementation of an evaluation system that can be used when making decisions regarding support and development of the teacher and principal workforce, this RFP was created to provide feedback to the Department and to help formulate recommendations to the Board of Regents on assessments and evaluation in support of the implementation of Education Law §3012-d. For additional context, you may wish to review [the Teacher and Principal Evaluation Road Maps](#), [the APPR Training Modules](#), [the §3012-d SLO Guidance Document](#), and [the §3012-d APPR Guidance Document](#).

Q2. The Request for Proposal (RFP) indicates that bidders are to have documented expertise and experience in providing professional development and technical assistance in the field of K-12 teacher and principal evaluation and/or the development, implementation, and refinement of K-12 student assessments (page 7). However, the contract deliverables (page 9) suggest the bidder's role will be administrative in nature (provide national experts, provide pre-meeting materials, coordinate with QECPD, etc.). Please clarify the bidder's role, especially as it requires the bidder to use their expertise when conducting the meetings and webinars and developing the materials and toolkit.

The bidder's primary role for this RFP is to serve as the project leader in engaging a broad range of stakeholders on the respective workgroup topics. As per the RFP, the bidder should have the documented expertise and experience in providing professional development and technical assistance in the field of K-12 teacher and principal evaluation and/or the development, implementation, and refinement of K-12 student assessments in order to lead this work. Bidders are expected to provide clearly identified and accountable staff resources to ensure completion of all deliverables.

Q3. We have internal staff who has expertise in assessment, including the validity, reliability, and use for informing instruction and learning goals; performance assessment; test construction; and developing rubrics and other scoring methods. Please clarify the appropriateness of bidder staff to serve as a national expert on topics related to educator evaluation.

It is not necessary to contract with external national experts should the bidder have internal staff who satisfy the expertise required, as determined by each workgroup's area(s) of focus. This expertise should be clearly documented in the submitted materials. Please keep in mind, however, that the role of the national expert within the workgroups should be separate from the role that the bidder's staff plays in the management of the workgroups. As stated in [Q2](#), bidders are expected to provide clearly identified and accountable staff resources to ensure completion of all deliverables.

Q4. Can the two workgroups have the same timeline?

Yes, both the Assessment Workgroup and the Evaluation Workgroup can have the same timeline. Both workgroups are expected to begin in April 2018 and the work for both should be completed by the contract end date of March 31, 2019. For the in-person meetings and the webinars, the bidder will work with NYSED's Office of Educator Quality and Professional Development (OECPD) to determine these specific dates.

Q5. OEQPD staff will select state participants. What information will OEQPD provide regarding the selected participants? When will the contractor receive this information? What are the expectations for the contractor for communication with participants throughout the contract (compared to NYSED’s responsibilities)?

Prior to participating in one of the workgroups, to determine participants, OEQPD staff will select through an application process, individuals who have assessment and/or evaluation expertise statewide including, but not limited to, individuals from the Teaching is the Core (TiTC) grant, and teacher and principal leaders who have been involved in assessment and evaluation work with their LEA through the Strengthening Teacher and Leader Effectiveness (STLE) grants. OEQPD will share these applications, once selections have been made, with the bidder. For each workgroup, OEQPD envisions three participants from each of the seven geographical regions and two representatives from each of the nine stakeholder groups¹. It is expected that the bidder will receive this information at least two weeks before the start of the workgroups. The bidder is expected to provide pre-meeting written and recorded materials to prepare and inform workgroup participants. OEQPD will serve as the liaison between the participants and the bidder, approving any communication that is sent out directly to workgroup participants.

Q6. Does NYSED plan to review and approve the five national experts recruited for each workgroup by the bidder, or will the selection of the experts be solely a bidder decision? If the former, what criteria will NYSED use to evaluate candidates? If the bidder will select the national experts, should the bidder propose specific national experts by name and provide bios within the proposal?

The bidder will select the national experts and is expected to include this information in their technical proposal, which clearly demonstrates their expertise and suitability to contribute to the workgroup(s). In the event that specific national experts have not been confirmed prior to the bidder’s submission, it is expected that a description of the type of expert named will be included along with a list of potential candidates. NYSED reserves the right to final approval of selected national experts.

¹ The nine stakeholder groups include: Council of School Supervisors & Administrators
Empire State School Administrators Association (ESSAA)
New York State Council of School Superintendents (NYSCOSS)
New York State Federation of School Administrators (NYSFSA)
New York State Parent Teacher Association (NYSPTA)
New York State School Boards Association (NYSSBA)
New York State United Teachers (NYSUT)
School Administrators Association of New York State (SAANYS)
United Federation of Teachers (UFT)

Q7. Is it accurate to say that the purpose of the toolboxes is to assist schools with selecting assessments after the program has ended? That is, schools should be able to access the toolboxes and use them independently to make decisions?

The purpose of the toolkits is a collection of resources/tools that are used during these workgroup sessions and/or have been developed as a result of the work completed in the workgroup sessions so that stakeholders statewide access to the same information and resources that can be used for ongoing training and support, which may include, but is not limited to, assessment selection tools, rubrics, guiding questions, and other resources that will help districts to make smart decisions about the measures and tools in their evaluation systems. Potential workgroup topics are included on pages 10-11 of the RFP, and the focus of the workgroups, as determined collectively by participants, the bidder, and NYSED, should be reflected in the resources/tools of the toolkit.

Q8. Is the primary focus of the work to support participating districts to select meaningful assessments or to provide the Board of Regents with recommendations? That is, are participating districts focusing on their own assessment needs or on preparing recommendations?

The purpose of the workgroups are multi-fold: participants in the workgroups will be able to examine their local processes and explore whether the Department's current regulations related to teacher and principal evaluation are creating unintended barriers to implementation of an evaluation system, utilize the findings from the workgroup sessions to inform decisions to prepare, recruit, develop, retain, and ensure equitable access to effective educators in order to address common talent management challenges that serve as barriers to student achievement and equal education opportunity, as well as provide feedback to the Department and to help formulate recommendations to the Board of Regents on assessments and evaluation in support of the implementation of Education Law §3012-d.

Q9. Page 10 of the RFP speaks to "focus on an exploration of next generation assessments" – what should be the outcome of this exploration for participants? How does that relate to the contents of the toolkit and the recommendations to the Board of Regents?

Participants in the Assessment Workgroup will focus on an exploration of next generation assessments, which includes performance-based tasks as well as the fundamentals of assessment review, including validity, and reliability, with the intention of using assessments to inform instruction and support learning goals. As such, the toolkit for this workgroup should be a collection of resources/tools that will enable other LEAs to engage in this work. Further, by examining LEAs' local processes with regard to assessments, next generation or otherwise, in tandem with exploring whether the Department's current regulations related to teacher and principal evaluation are creating unintended barriers to implementation of an evaluation system that can be used as a lever in making other decisions regarding support and development of the teacher and principal workforce, the bidder will be able to collect and

synthesize recommendations for the Board of Regents on potential changes to the evaluation system structure.

Q10. What data are available relative to the implementation of current assessments and performance metrics in teacher and principal evaluation in New York?

Bidders interested in the available public data should visit <https://data.nysed.gov>, which provides a first step in publicly reporting educational data so all interested parties can be better informed as they work to advance student achievement. Bidders interested in the information available on the implementation of current assessments should have a look at [RFQ #15-001: Teacher and Principal Evaluation: Qualifications for Supplemental Assessments and Corresponding Growth Models and/or Assessments for Use with SLOs to Be Used by New York State School Districts and Boards of Cooperative Educational Services \(BOCES\) in Teacher and Principal Evaluations](#) as well as the [Lists of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations under Education Law §3012-d](#).

Q11. Who do you see as the end users of the toolkit?

NYSED envisions that the toolkits will be a widely applicable and user-friendly collection of resources/tools for local educational agencies (LEAs) across the state so that they can capitalize on the collective expertise of the workgroup participants.

Q12. Does the sample workgroup project plan represent NYSED expected level of detail for a project plan?

Yes, the sample Workgroup Project Plan, included as Attachment 2 on page 49 of the RFP, represents the minimum expected level of detail to be included with the technical proposal.

Q13. Please provide additional details and/or parameters (e.g., time length, in-person or webinar) for the turn-key training deliverable.

The turn-key training, as mentioned on the Sample Workgroup Project Plan on page 49 of the RFP, is a possible trajectory for the Workgroup participants to share and disseminate the knowledge and expertise that they are further honing by participating in the Workgroups. Turn-key training as a focus/outcome, however, will be determined by consensus by the Workgroup participants, in conjunction with NYSED's OEQPD staff and the bidder. It is not the expectation of NYSED that the bidder will participate in the turn-key training, as it would most likely occur after the project period has come to a close.

Q14. What will the role of NYSED be in this project?

Bidders (including the bidders' presenters/panelists and technical experts) must agree to share materials with NYSED's OEQPD staff at least two weeks in advance. OEQPD staff will review these materials, including proposed talking points, and work with the bidder(s) (including the

bidders' presenters/panelists and technical experts), either in person or via conference call, to ensure that the content is appropriate and consistent with our goals. The bidder(s) (including the bidders' presenters/panelists and technical experts) will also arrange a post-workgroup session conference call with OEQPD staff to debrief. Please also see the answers to [Q5](#) and [Q15](#).

Q15. What are the expectations of how the selected bidder will interface with NYSED staff?

OEQPD will work in conjunction with the bidder to develop the meeting agenda and set the tone for the presentations and discussions. As per the RFP, the bidder (including the bidder's presenters/panelists and technical experts) must agree to share materials with OEQPD staff at least two weeks in advance of each meeting and webinar. OEQPD staff will review these materials, including proposed talking points, and work with the bidder (including the bidder's presenters/panelists and technical experts), either in person or via conference call, to ensure that the content is appropriate and consistent with our goals. The bidder (including the bidder's presenters/panelists and technical experts) will also arrange a post-workgroup session conference call with OEQPD staff to debrief.

Q16. To what extent will meeting room costs and any on-site technology (e.g., microphones, telecom, speakers) associated with hosting the working groups be assumed by SED? What meeting costs are the bidder's responsibility?

The in-person workgroup meetings will take place in meeting rooms at the New York State Education Department (NYSED) in Albany, NY. NYSED's meeting rooms have a variety of on-site technology including, but not limited to, projector screens, smartboards, video conferencing capabilities, microphones, and speakers. It is the bidder's responsibility to provide any additional technology costs beyond what is provided by NYSED, as well as any materials deemed necessary by the bidder for participants to use (e.g., chart paper, markers, etc.).

Q17. Is the contractor responsible for on-site logistics, or just meeting facilitation?

NYSED will work directly with the bidder to handle the on-site logistics, and discuss bidder requests and requirements for putting on the in-person workgroup meetings at least two weeks in advance of each workgroup session.

Q18. Is the contractor responsible for participant travel, per diem, etc.? If yes, please share any relevant travel policies.

Participants will not receive a stipend or other payment for their participation, but will be reimbursed by NYSED for travel expenses to attend in-person meetings in Albany. Travel expenses for the bidder's staff and/or national experts, as applicable, must be in accordance with the approved NYS rates, available on the [GSA website](#), and included on the Cost Proposal Form (pages 67-68 of the RFP).

Q19. We understand this specific RFP has minor changes, but is essentially a re-release of RFP #17-033 issued earlier this year. Why did the New York State Education Department cancel the previous RFP?

NYSED chose to cancel RFP #17-033 and reissue the RFP as RFP #18-016 with minor changes to allow bidders and participants a longer timeline to engage in and accomplish the work.

Q20. Is there a page limit for the proposal? If yes, does the page limit include appendices for materials such as resumes and corporate capacity?

There is not a page limit for this RFP.

Q21. A CD-ROM is required containing all submission materials. Is a thumb/flash drive acceptable in place of a CD-ROM?

Yes, a thumb or flash drive is acceptable in place of a CD-ROM.

Q22. Should Appendices R, S, and S-1 be completed for this RFP?

For this RFP, bidders **do not** need to complete Appendix R – Data Security and Privacy Plan; Appendix S – Parents’ Bill of Rights for Data Privacy and Security; or Appendix S-1 - Attachment to Parents’ Bill of Rights.

Fiscal Questions

Q23. Does the New York State Education Department have an estimated budget for completing this work?

NYSED is not providing an expected budget amount for this project. Bidders should develop budgets based on the expenses associated with carrying out the deliverables outlined in the RFP. Please keep in mind that this is a “best value competitive procurement” with 30 percent of the total points awarded based on cost, with lowest cost proposals receiving the highest score. (See “Criteria for Evaluating Bids” section of the RFP for additional information.) Bidders are encouraged to submit budgets that are cost effective.

Q24. Can NYSED provide any guidelines or restrictions for how much the national experts can be paid for their participation in a workgroup?

NYSED is not providing any guidelines or restricts on the costs of the national experts that the bidder chooses to partner with for participation. As a reminder, that this RFP is a “best value competitive procurement” with 30 percent of the total points awarded based on cost, with lowest cost proposals receiving the highest score. (See “Criteria for Evaluating Bids” section of

the RFP for additional information.) Bidders are encouraged to submit budgets that are cost effective.

Q25. How should potential efficiencies, in the event that both contracts are awarded to the same contractor, be represented in the two separate bids?

Bidders submitting proposals for both workgroups may submit pricing showing the potential efficiencies in the event that the bidder is awarded both workgroups. However, each bid must also include the costs for completing the work in the event the bidder is awarded one, but not both, workgroups. The cost for completing the deliverables for a single workgroup, without factoring in potential efficiencies, will be used for cost scoring purposes.

Q26. For budgeting purposes, how many in-person information-sharing presentations should the contractor plan on giving to groups like the Board of Regents?

As part of the ongoing implementation of this project, the bidder may be called on to provide information about the project to OEQPD and its stakeholders, including possibly presenting to the Board of Regents. In the event such engagement requires an in-person presentation, OEQPD will provide bidder with adequate notice and bidder will provide key project staff. We estimate that, at most, one in-person presentation beyond the workgroup meetings and webinars may be required in addition to the preparation of materials and summations of work completed in the event that OEQPD presents to stakeholders.

Below are questions from the previous RFP (RFP #17-033) that may be helpful and continue to be accurate:

Program Questions

Q27. Given the wide range of organizations eligible to submit a proposal (e.g., BOCES, not-for-profits, IHEs) are there any organizations that would be excluded based on a prior relationship with SED?

The eligible bidders may include Boards of Cooperative Educational Services (BOCES), public or private Institutions of Higher Education (IHEs), not-for-profit and for-profit organizations or agencies. No organizations that fall under the aforementioned categories will be excluded based on prior relationships with NYSED.

Q28. Would you prefer to have one contractor for both working groups? Or a different contractor for each group?

NYSED does not have a preference for whether a bidder does one or both of the workgroups. Please note that bidders choosing to bid on both workgroups must submit a separate bid for each workgroup.

Q29. Is there a preferred city/location for the workgroup meetings to take place?

The in-person workgroup meetings will take place in meeting rooms at the New York State Education Department (NYSED) in Albany, NY.

Q30. What is the expectation for the length of each of the three in-person workgroup meetings, in hours and, if applicable, number of days. Also, is there an expectation of length for each of the three webinars?

Each of the three in-person meetings for both the Evaluation and Assessment workgroups are expected to last approximately 6 hours. For example, from 9am – 3pm, with an hour given for lunch. Each of the three webinars for both the Evaluation and Assessment workgroups are expected to last approximately 2-3 hours. Please keep in mind that the time allotments are rough estimates, as the length of the meetings will be determined primarily by the focus and amount of work to accomplish jointly decided by the bidder and the workgroup participants, with input from OEQPD.

Q31. What role will the Office of Educator Quality and Professional Develop (OEQPD) play in developing the meeting agenda and setting the tone for the presentations and discussions?

OEQPD will work in conjunction with the bidder to develop the meeting agenda and set the tone for the presentations and discussions. As per the RFP, the bidder (including the bidder's presenters/panelists and technical experts) must agree to share materials with OEQPD staff at least two weeks in advance of each meeting and webinar. OEQPD staff will review these materials, including proposed talking points, and work with the bidder (including the bidder's presenters/panelists and technical experts), either in person or via conference call, to ensure that the content is appropriate and consistent with our goals. The bidder (including the bidder's presenters/panelists and technical experts) will also arrange a post-workgroup session conference call with OEQPD staff to debrief.

Q32. What are some examples of confusion in the field caused by changes to the evaluation law in 2015 that you hope to address through the workgroups?

Education Law §3012-d made a number of significant changes to the framework for annual professional performance reviews (APPR) that had been in place since the 2012-13 school year, including, but not limited to, new requirements for setting growth targets as part of Student Learning Objectives (SLOs), the process for review and approval by NYSED of all assessments used for APPR purposes, restrictions on the use of artifacts as part of the teacher observation/principal school visit component of the evaluation, and the use of a matrix instead of a 0-100 score to assign an overall rating to each teacher and principal. For additional context,

you may wish to review [the Teacher and Principal Evaluation Road Maps](#), [the APPR Training Modules](#), [the §3012-d SLO Guidance Document](#), and [the §3012-d APPR Guidance Document](#).

Fiscal Questions

Q33. Will DOE provide a space for the workgroup meetings, or should the contractor budget for this?

The in-person workgroup meetings will take place in meeting rooms at the New York State Education Department (NYSED) in Albany, NY. As such, the bidder need not budget for meeting room space.

Q34. Will SED cover the travel cost (e.g., airfare, lodging, per diem) of the expert presenters?

The travel costs for the bidder-selected experts should be included in the bidder's proposed budget.

M/WBE Questions

Q35. I am planning to submit a proposal for the Assessment/Evaluation workgroup RFP. I am a woman owned business; however, I have not been in operation for three years and cannot be certified in NYS due to that fact. For a business like mine, should I submit a partial or complete waiver? Since I can't even submit anything to be considered for certification, it seems as though I need a complete waiver even though I am a woman owned business. Can you help me sort this out?

Unless you are a currently certified M/WBE firm, you must utilize NYS certified M/WBE firms to meet the participation goals of 30%. M/WBE firms can be utilized for services, materials and/or supplies. NYS Certified Directory may be found at <https://ny.newnycontracts.com/>