POUDRE SCHOOL DISTRICT R-1

RFP #22-630-005

MIDDLE SCHOOL CURRICULUM WITH INSTRUCTIONAL MATERIALS AND SERVICES

Addendum 3.0

ADDENDUM POSTING DATE: August 18, 2021

This Addendum shall replace section 5 of the original solicitation with the following:

5.0 REVIEW AND ASSESSMENT

5.1 Instructional Materials will be evaluated on the following rubric. Separate criteria maybe the basis for review of the written proposals and interview session.

5.1.1 The rating scale shall be from 0 to 3, with 0 – None, 1 – Inadequate,2 -Adequate 3- Extensive. Proposal will be evaluated on the body of evaluation evidence that includes, but is not limited to, the criteria referenced here.

Category I: NGSS 3D Design (units): *The unit is designed so students make sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions of the NGSS.*

Lesson *and* Unit Criteria Lessons and units designed for the NGSS include clear and compelling evidence of the following:
A. Explaining Phenomena/Designing Solutions: Making sense of phenomena and/or designing solutions to a problem drive student learning. i. Student questions and prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving. ii. The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems. iii. When engineering is a learning focus, it is integrated with developing disciplinary core ideas from physical, life, and/or earth and space sciences.
B. **Three Dimensions**: Builds understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions. 1. Provides opportunities to *develop and use* specific elements of the SEP(s). 2. Provides opportunities to *develop and use* specific elements of the DCI(s).

3. Provides opportunities to *develop and use* specific elements of the CCC(s). (Document evidence and reasoning, and evaluate whether or not there is sufficient evidence of quality for each dimension separately)
C. Integrating the Three Dimensions: Student sense-making of phenomena and/or designing of solutions requires student performances that integrate elements of the SEPs, CCCs, and DCIs.
D. **Unit Coherence**: Lessons fit together to target a set of performance expectations. 1. Each lesson builds on prior lessons by addressing questions raised in those lessons, cultivating new questions that build on what students figured out, or cultivating new questions from related phenomena, problems, and prior student experiences. 2. The lessons help students develop toward proficiency in a targeted set of performance expectations.
E. **Multiple Science Domains**: *When appropriate*, links are made across the science domains of life science, physical science and Earth and space science. 1. Content is banded as earth, life and physical science 2. Disciplinary core ideas from different disciplines are used together to explain phenomena. 3. The usefulness of crosscutting concepts to make sense of phenomena or design solutions to problems *across science domains* is highlighted.
F. Math and ELA: Provides grade-appropriate connection(s) to the Colorado State Academic Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, and Technical Subjects.

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Category II: NGSS Instructional Supports (lessons and units): *The unit supports three-dimensional teaching and learning for ALL students by placing the lesson in a sequence of learning for all three dimensions and providing support for teachers to engage all students.*

Lesson *and* Unit Criteria Lessons and units designed for the NGSS include clear and compelling evidence of the following:
A. **Relevance and Authenticity**: Engages students in authentic and meaningful scenarios that reflect the practice of science and engineering as experienced in the real world *[Going Deep – Math Equity Practice]*. i. Students experience phenomena or design problems as directly as possible (firsthand or through media representations). ii. Includes suggestions for how to connect instruction to the students' home, neighborhood, community and/or culture as appropriate (connections may include gender and race). iii. Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem to questions from their own experience. *[Drawing on Multiple Resources of Knowledge – Math Equity Practice]*
B. **Student Ideas:** Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and to respond to peer and teacher feedback orally and/or in written form as appropriate. *[Affirming Learners' Identities and Challenging Spaces of Marginality – Math Equity Practices]*
C. **Building Progressions**: Identifies and builds on students' prior learning <u>in all three dimensions</u>, including providing the following support to teachers: 1. Explicitly identifying prior student learning expected for all three dimensions 2. Clearly explaining how the prior learning will be built upon.
D. **Scientific Accuracy**: Uses scientifically accurate and grade-appropriate scientific information, phenomena, and representations to support students' three-dimensional learning.
E. **Differentiated Instruction**: Provides guidance for teachers to support differentiated instruction by including *[Challenging Spaces of Marginality - Equity]*: 1. Appropriate reading, writing, listening, and/or speaking alternatives (e.g., translations, picture support, graphic organizers, etc.) for students who are English language learners, have special needs, or read well below the grade level. 2. Extra support (e.g., phenomena, representations, tasks) for students who are struggling to meet the targeted expectations. 3. Extensions for students with high interest or who have already met the performance expectations to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.
F. **Teacher Support for Unit Coherence:** Supports teachers in facilitating coherent student learning experiences over time by: 1. Providing strategies for linking student engagement across lessons (e.g. cultivating new student questions at the end of a lesson in a way that leads to future lessons, helping students connect related problems and phenomena across lessons, etc.). 2. Providing strategies for ensuring student sense-making and/or problem-solving is linked to learning in all three dimensions.
G. **Scaffolded differentiation over time:** Provides supports to help students engage in the practices as needed and gradually adjusts supports over time so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.

Category III: Monitoring NGSS Student Progress (lessons and units) *The lesson/unit supports monitoring student progress in all three dimensions of the NGSS as students make sense of phenomena and/or design solutions to problems.*

Lesson and Unit Criteria Lessons and units designed for the NGSS include clear and compelling evidence of the following:
A. **Monitoring 3D student performances**: Elicits direct, observable evidence of three-dimensional learning; students are using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions. Multiple opportunities for students are provided to demonstrate performance of 3D practices connected with their understanding of disciplinary core ideas and crosscutting concepts and receive feedback.
B. **Formative:** Embeds formative assessment processes throughout the learning experiences that evaluate student learning to inform instruction.
C. **Scoring guidance**: Includes aligned rubrics and scoring guidelines that provide guidance for interpreting student performance along the three dimensions to support teachers in (**a**) planning instruction, (**b**) providing ongoing feedback to students, (**c**) and providing an opportunity for student self-assessment.
D. **Unbiased tasks/items**: Assesses student proficiency using methods, vocabulary, representations, and examples that are accessible and unbiased for all students.
E. **Coherent Assessment system:** Includes pre-, formative, summative, peer and self-assessment measures that assess three-dimensional learning.
F. **Opportunity to learn**: Provides multiple opportunities for students to demonstrate performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts and receive feedback.

Category IV: Electronic and Online Instructional Materials (full curriculum) *The curriculum authentically incorporates electronic and online learning opportunities for learners.*

Full Curriculum Curricula designed for the NGSS include clear and compelling evidence of the following:
A. Instructional materials integrate technology in ways that engage students.
B. Simulations are included to allow students to practice with scientific concepts.
C. Instructional materials include teacher guidance for the mindful use of embedded technology to support and enhance student learning.

D. Digital materials support differentiation for individual student needs, strengths, and interests.
E. Digital Instructional materials are user-friendly, interactive, and have an easy-to-operate interface.
F. Access to online instructional materials in ongoing throughout the duration of the adoption.
G. Digital materials are LTI (Learning Tool Interoperability) compatible.
H. Updates to the curriculum are reflected within a short time period in the online materials.
I. Sync to Synergy gradebook

Category V: Professional Learning (full curriculum) *The curriculum developers have a strategic plan to provide necessary learning to teachers and leaders in PSD.*

Full Curriculum Curricula designed for the NGSS include clear and compelling evidence of the following:
A. Proposal includes a professional learning plan with suggested pacing guides and scope/sequence outlines for each grade level with support for culturally and socio-economically diverse learners, including English language learners, introduction to curriculum instructional materials, and digital instructional materials.
B. Proposal includes a professional learning plan designed to address the instructional shifts necessary for 3-dimensional learning aligned to the *Framework* and the NGSS.
C. Provides ongoing professional learning, including web-based versions of professional learning sessions and differentiated learning opportunities and opportunities for scaffolding between science content areas.
D. All professional learning documentation provided will include full duplication rights to use and distribute internally as needed

Category VI: Assessing Bias

Full Curriculum Curricula designed for the NGSS include clear and compelling evidence of the following:
A. Includes visibility and inclusion of diverse narratives & practices i.Curricular materials include illustrations and depictions of people from diverse backgrounds i.Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds

B. Avoids widely held but fixed and oversimplified image or idea of a person, behavior at the cost of individual attributes and differences. i.Multiple roles and identities are highlighted in the content through text and illustration. i.People with dis/ abilities are depicted in terms of their careers, contributions to society, and active members of communities. i.Curricular materials avoid making broad-sweeping generalizations about groups of people.
C. Avoids simplifying complex issues by omitting different perspectives. i.Curricular materials present content from the perspective of multiple groups of people, inclusive in the general formatting of the text. i.Curricular materials present the idea that many groups of people from all over the world are responsible for contributing to society i.Materials reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.
D. Avoids physically or visually isolating a group of people in the text. i. Materials include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.

5.2 District staff shall review the written Supplier proposals, profiles, sample instructionalmaterials, online resources, software, training, and professional learning materials and services submitted in response to this RFP during the proposal consideration period commencing August 2021 and continuing through and January 2022. During the proposal consideration period, questions may be asked of and additional information may be requested from individual Suppliers by the Procurement Agent ordesignee and select Suppliers may be asked to give presentations to District staff regarding their RFP responses.

5.3 Sample materials will be returned to Supplier after the conclusion of the proposal consideration period, at Supplier's request, upon Supplier's arrangements acceptableto the District for payment of shipping and all other return fees and costs, with no expense to the District. Include a comprehensive list of all the materials submitted forevaluation in your proposal. An electronic copy or hard copy of the sample materialsmust be furnished to the District for our permanent records at no expense. Requests must be made in writing to: Jon Babcock, jbabcock@psdschools.org and copy Dave Lawrence dlawrence@psdschools.org

5.4 After January 2022, the District may select one (1) or more Suppliers with which it wishes to contract for the curriculum with instructional materials and services. The selected Supplier's provision of such curriculum, instructional materials and servicesis subject to and conditioned on: (a) Agreement by the

District and Supplier regarding the terms of a written Agreement between the parties, including but not limited to the terms specified in Exhibit A of this RFP; (b) negotiation of Agreement; and (c) execution of the written Agreement by authorized representatives of the District and Supplier.

5.5 This RFP does not commit the District to select or contract with any Supplier that provides a response, or to pay any costs incurred by Suppliers in responding to the RFP or negotiating an Agreement. The District reserves the right to reject any and allresponses to this RFP at any point in the process, to waive any irregularities and/or informalities with respect to the RFP procedures and deadlines, and to select the Supplier whose response it deems in its sole discretion to be in the best interest of the District.

5.6 The District may at its discretion, elect to interview one (1) or more Suppliers thatsubmit a proposal, but is not required to do so.

5.7 The determination of whether to conduct interviews with the finalists shall be madeby the District based solely on its determination of whether interviews would be helpful in evaluating the proposals.

5.8 Any Supplier selected for an interview will be expected to make an introductory presentation followed by a question and answer period at a Poudre School District location in Fort Collins, CO 80521. The exact location will be determined and announced to selected Supplier(s). The District will not reimburse any travel relatedor other expenses related to an interview.