

RESPONSE FORM

RFQ #17-21 Administrative and Instructional Educational Services

Reading and Language Arts

1. Describe how the resources are aligned to the TEKS.
2. Describe how the resources are aligned to the ELPS.
3. Describe how the resources support a connection between reading and writing.
4. Does your product include a component in Spanish for our dual language students? If so, please describe how your resources are aligned to the SLAR standards and whether they include authentic (not trans adapted) Spanish texts.
5. What process was used for selecting the texts and passages that are included in your resource?
6. Are you able to provide the guided reading or Lexile level for the texts included in your resource?
7. Describe how your product supports text-dependent reading, writing, and/or discussion.
8. Explain how your product supports differentiation.
9. If any research was used in developing your resources, please include the abstract of those studies and/or the names of the researchers.
10. What is the ideal amount of professional development time that would accompany the resources and/or tools before implementation can begin, and what is your plan for providing it?
11. How does your professional development differ for teachers, instructional coaches, and principals?
12. Will district leaders be able to review and suggest revisions to your professional development presentations before the sessions (for alignment purposes)? If so, describe this process.
13. Does your company provide web-based and/or virtual professional development? If so, please describe.
14. Is your company able/willing to assign a professional development person to HEB ISD full-time to take care of our school requests? If so, please include the price and how this person would be assigned.
15. Provide support for small group instruction (guided reading, phonemic awareness, phonics) (K-2)
16. Provide bilingual materials for students. (K-2)
17. What kinds of assessment materials are provided? (K-2)

Mathematics

1. Provide documentation that the materials/products/goods/services are aligned with, and support the teaching and learning of, the current adopted mathematics TEKS and ELPS.
2. How are hands-on activities and tasks incorporated in the

- materials/products/goods/services?
3. In what ways are manipulatives used to develop conceptual, abstract learning?
 4. Briefly describe how the materials/products/goods/services are supported by the use of technology, both by teachers.
 5. Briefly describe how the materials / products / goods / services support Dual Language Programs.
 6. Explain the connection(s) between the Personal Financial Literacy TEKS and the materials/products/goods/services.
 7. Briefly describe how the materials/products/goods/services support literacy, both reading and writing, in mathematics. (K-2)
 8. How does your professional development differ for teachers, instructional coaches, and principals?

Science

1. How are inquiry-based laboratory investigations incorporated in the materials/products/goods/services?
2. In what ways are the science equipment / manipulatives used to develop science process skills and concepts aligned to the Science TEKS?
3. Briefly describe how the materials / products / goods / services support the use of technology, both by teachers and students.
4. Briefly describe how the materials / products / goods / services support literacy in science.
5. Briefly describe how the materials / products / goods / services support the development of English language acquisition skills by English Language Learners.
6. How does your professional development differ for teachers, instructional coaches, and principals?

Social Studies

1. Excerpts from multi-cultural and diverse background.
2. Includes lesson exemplars that are differentiated based on student academic needs (Tiered system).
3. Rigorous content that addresses conceptual and abstract thought process.
4. Multi perspectives from a variety of sources.
5. Promote self-management of learning by engaging as social scientist.
6. Provide current and relative historical and geographical data for analyzes.
7. Literature from multicultural and diverse backgrounds. (K-2)
8. Multiple perspectives from a variety of primary sources. (K-2)
9. Briefly describe how the materials / products / goods / services support literacy, both reading and writing, in social studies. (K-2)
10. How does your professional development differ for teachers, instructional coaches, and principals?

Early Childhood (Pre-Kindergarten)

1. Explain how your product/services address at-risk students through tiered instruction.

2. Describe how your product supports the development of academic language.
3. How does your product connect across all content areas?
4. How does your product/service provide crosswalks to core content and interventions for special populations?
5. Provide specific examples of how your product/service infuses rigor, project based learning and technology, including online teacher and student resources.
6. Explain how your product is aligned to the Texas Prekindergarten Guidelines.
7. Describe the tools your product provides for progress monitoring.
8. How does your professional development differ for teachers, instructional coaches, and principals?

Health and Physical Education

1. Aligned to State standards.
2. Quality and durability of products.
3. Replacement / warranty policy.
4. Customer service / follow-up.
5. What type of professional development is available?
6. Shipping and delivery processes.
7. Updated/revised versions available at little or no additional cost.
8. How does your professional development differ for teachers and principals?

Library Media Services

1. State-of-the-art 21st Century, authoritative project-based product which is web-based, cloud-based, e-book, or digital media resources.
2. Provides a filled need for resources in electronic, online, or web-based services at all levels, or multi-level differentiated, multi-lingual.
3. 24/7 accessibility, with school/home availability.
4. Authoritative resources at all levels, but especially high school which mirrors resources available at the
5. college-level to develop college ready capabilities.
6. IP authenticated, limited use of passwords unless site specific.
7. Ability to run through a portal, or discovery tool for ease of use, either district-provided or vendor provided.
8. Ability to run usage reports.
9. Product and information updates provided for terms of contract.
10. Includes digital citizenship skills including citation maker.
11. Web-site reliability.
12. Fills ADA learning needs of students.
13. How does your professional development differ for principals?

Education Technology

1. Is it based on Project Based Learning methods?
2. Does it include 21st Century Skills?

3. Does it include Digital Citizenship Skills?
4. Is it cloud based?
5. How does your professional development differ for teachers, instructional coaches, and principals?

Gifted and Talented

1. Support opportunities for creativity.
2. Incorporate Problem Based Learning strategies.
3. Support interdisciplinary learning.
4. Extend learning through student research.
5. Provide differentiated learning for advanced learners.
6. Incorporate rigorous content and acceleration through depth and complexity
7. Provide ways for students to explore areas of interests and passion.
8. Provide ways students can produce high quality products.
9. Enhance student communication and presentation skills.
10. How does your professional development differ for teachers, instructional coaches, and principals?

Advanced Placement

1. Contain current information necessary to make real-world connections.
2. Support College Board content standards.
3. Provide opportunities for independent learning and exploration.
4. Incorporate higher level thinking strategies.
5. Support AP Exam formats.
6. Provide differentiated resources for advanced learners.
7. Support and aligned with TEKS.
8. Support independent and cooperative learning.
9. How does your professional development differ for teachers, instructional coaches, and principals?

Dual Language

1. Are your products/services available in authentic (not direct translation) English and Spanish for PK-5? 6-8? 9-12 ELLs?
2. Does your product or service offer support for Spanish/English Texas TEKS?
3. Does your product or service embed, address the ELPS (English Language Proficiency Skills) for different language proficiency levels?
4. In which ways can your product or service support, embed or provide PBL? Extend learning through student research?
5. Is the professional development research based and available in English and Spanish? Please explain time frame and frequency.
6. Is the product web-based or available in an e-format? If so, what type of technical support is included? What type licensing structures?
7. Is the product available digitally? Web-based? Subscription based? Accessible out of school?
8. Does your product or service incorporate higher order thinking skills, learning modalities,

- socio-emotional intelligence and multiple intelligence? Is it culturally sensitive? Does it provide interventions for dully identified ELLs in English and Spanish?
9. Does your product or service incorporate differentiated instruction, include the depths of knowledge or provide opportunities for collaborative student experiences?
 10. How does your professional development differ for teachers, instructional coaches, and principals?

ESL

1. Are the English Language Proficiency Standards (ELPS) addressed and supported along with the TEKS?
2. How does your product address the language domains: reading, writing, listening and speaking?
3. Does your product provide specific strategies for cross-curricular support for ELLs?
4. Does the product differentiate for various proficiency levels in English? Or other languages, if so which
5. languages?
6. What type of professional development is available? Please explain time frame and frequency.
7. Is the product web-based or available in an e-format? If so, what type of technical support is included? What type licensing structures? Is the product available digitally? Web-based? Subscription based? Accessible out of school? What type of technical support is included?
8. Are upgrades included in the original purchase or are they an extra cost?
9. How does your professional development differ for teachers, instructional coaches, and principals?

World Languages

1. Is it aligned with the TEKS LOTE Standards?
2. Does it include the Standards for Foreign Language Education (i.e. 5Cs)?
3. What are the targeted proficiency levels?
4. What type of professional development is available?
5. Is it based on research-based strategies for language acquisition?
6. Is technical support included?
7. How much follow-up can we expect to ensure program fidelity?
8. How does your professional development differ for teachers, instructional coaches, and principals?

College and Career Readiness

1. Aligned to State standards.
2. What type of professional development is available?
3. Does it incorporate higher level thinking strategies?
4. Does it include 21st Century Skills and career cluster knowledge?
5. Does it promote acquisition of College and Career Exploration, Knowledge, Skills, and Competencies?

6. Supply scientifically-based research that the material/product/good/service provides support for increasing the number of students who are successful on each section of at least one of the following: AP, IB, PSAT, SAT, ACT, or TSIA.
7. How does your professional development differ for teachers, instructional coaches, and principals?

Before/After School Enrichment

The Hurst-Eules Bedford Independent School District is seeking enrichment educational professional services for OST programs within HEB ISD elementary, middle, and high schools. Educational professional services for enrichment OST programs that are before or after school, on weekends or during the summer should include the following:

- Academic programs beyond district-provided tutoring that provide additional opportunities to apply designated HEB ISD learning standards to real-world settings
 - Arts education and activities that foster student creativity
 - Programs that provide activities for limited English proficient (LEP) and include Special Education students that emphasize language skills and academic achievement
 - Health and recreational activities -Telecommunications and technology education programs
 - Programs that promote parental involvement and family literacy
 - Character education and mentoring programs
 - Social/Emotional program that support student development
 - Parent pay/Fee based After-School Child Care
1. Explain how your product/service is aligned to the TEKS.
 2. Does program provide student with opportunities for hands-on, project-based, experiential and collaborative work?
 3. Is your program aligned with the National After-school Association Standards for Quality School Age Care?
 4. What grade level and/or age group is your product/service intended to serve?
 5. Provide specific examples of how your product/service infuses rigor, project based learning, hands-on, experiential and collaborative work?
 6. How does your product/service meet the needs of all student groups (Ethnicity, Gender, Age, Special Needs, ELL)?

Summer Learning

The goal of Summer Learning is to provide qualifying students with intensive programming in a safe and orderly environment to improve student achievement. Programming is designed to build professional capacity while increasing student achievement. Services include academic intervention, enrichment activities, high school credit recovery, high school acceleration, Pre-K Program, professional development for teachers, principals, counselors, and support staff. Students are offered an additional opportunity to meet promotion criteria; those who failed criterion referenced assessments engage in test preparation and re-testing; high school students are able to recover credits. All students, including those who are not in danger of retention, are eligible for enrichment programs.

1. Explain how your product/service is aligned to the TEKS.
2. Explain how such alignment is based on intensive intervention for struggling learner.
3. What grade level and/or age group is your product/service intended to serve?
4. How does curriculum or instructional material address adaptations to content and process based on specific performance levels?
5. How does your product/service meet the needs of all student groups and multiple learning styles?
6. What initial professional development or added support training is available?
7. Is professional development innovative in its assurance to offer teachers a chance to test new models of teaching and gain valuable leadership experience?
8. How does your professional development differ for teachers, instructional coaches, and principals?

Arts

1. Aligned to the TEKS
2. Support opportunities for creativity
3. Support interdisciplinary learning
4. Support extended learning opportunities
5. Supports multicultural learning
6. What type of professional development or support is available?
7. How does your professional development differ for teachers, instructional coaches, and principals?

Special Education

1. Professional consultative services and training for IDEA-B specialized eligibility categories (i.e. autism and behavior).
2. Assistive technology designed to support students with disabilities.
3. Math and reading interventions for struggling learners.
4. Is evidenced-based research available for your product as it relates to improved outcomes for students with disabilities?
5. Is there a monitoring and reporting component to your product?
6. Related service contract providers including OT/PT, speech therapy, music therapy, and applied behavior analysis.
7. Legal publications/products specific to IDEA compliance.
8. How does your professional development differ for teachers, instructional coaches, and principals?

Career & Technology Education

1. Is it aligned with the recently adopted TEKS which will be implemented in 2017-18 and are correlations included?
2. Is it content rigorous and diverse and include 21st Century Skills?
3. Is online learning access available?
4. Is it based on Project Based Learning methods?

5. Is it cloud based?
6. Does product support interdisciplinary learning?
7. What type of professional development is available?
8. Does product aid in licensure or certification?
9. Does it include Special Population support?
10. How does your professional development differ for teachers, instructional coaches, and principals?

School Leadership Development

1. What strategies would increase leadership density?
2. What tools are provided to track and increase leadership skills?
3. Explain methods/strategies that would be utilized with our staff or campus principals.
4. Describe the professional development services provided in terms of time (number of required sessions, length of each session, length of project, etc.)
5. What are the costs per person and per session?
6. What specific curriculum or source documents are being used?
7. What, if any, monitoring system is built into the professional development?
8. Describe how technology is incorporated into the training, if applicable.
9. What type(s) of follow-up are provided?
10. What strategies would increase positive culture and climate?
11. What leadership strategies would increase student achievement?
12. What tools and/or strategies increase leadership capacity in the area of systems?
13. What strategies utilize data for decision making and planning?
14. If you were to present to the District, would there be a maximum size of your audience?
15. What do you consider your ideal size audience?
16. Outcome: Develop a strong community of practice that builds collective capacity within the group and across the system.
17. Outcome: Deepen the capacity of principal supervisors to help principals grow as instructional leaders.
18. Outcome: Effectively integrate multiple forms of data, at the school and system level, into their practice to inform coaching, evaluation, and principal pipeline development.
19. Outcome: Principal supervisors will be able to manage their time to ensure instructional leadership activities consume the majority of the day.
20. Outcome: Principal supervisors will be able to balance their roles as coach and evaluator to provide consistent feedback and support to school leaders.
21. Outcome: Principal supervisors will develop a common understanding of effective instructional leadership and actions school leaders can take to improve instruction.

Instructional Strategies/Professional Development for Professional Learning Communities, Campus Administrators, and Teachers

1. What specific instructional strategies or practices are included in the professional development?
2. Provide a sample agenda of a professional development session around a specific strategy

- or practice.
3. Explain all the different strategies or practices that are covered.
 4. Provide a copy of the curriculum and/or source documents.
 5. What follow-up is provided for implementation?
 6. Describe how technology is incorporated into the training, if applicable.
 7. How does your professional development differ for teachers, instructional coaches, and principals?
 8. If you were to present to the District, would there be a maximum size of your audience?
 9. What do you consider your ideal size audience?

Personalized Learning

Districtwide professional development needs in support of Personalized Learning include areas outlined below.

Please address one or more professional development need by answering the following questions:

1. What desired outcomes will you strive for in your support and training?
2. How will you structure your support and training to build capacity in teachers and campus administrators and meet the desired outcomes you listed in #1 above?
3. How will you differentiate training and support to meet a range of needs?
4. How will you assess the efficacy of your training and support?
5. What follow-up/on-going support opportunities can you offer?
6. What is your track record of success with other comparable districts?

Personalized Learning Professional Development Needs

- For **campus leadership teams**:
 - Leading change management for their staff who are transitioning from a traditional to a personalized model of instruction
 - Facilitating continuous improvement by progress monitoring against goals and adjusting course as necessary
 - Working together as a team by leveraging team member strengths and areas of interest Coaching campus staff to develop personalized learning teacher competencies in order to effectively serve their students in a personalized model
- For **campus leadership teams and/or campus staff**:
 - Developing solutions to campus instructional and operational challenges with human-centered design/design thinking
 - Planning for instruction that is driven by data, aligned to rigorous standards, personalized to reflect the needs of individual students, and relevant to 21st century learners
 - Fostering student agency (i.e., voice and choice) in the classroom so that students are empowered owners of their learning and effective self-advocates through goal-setting, reflection, and decision making
 - Facilitating social-emotional wellness in students; building and maintaining positive and productive student-student and teacher-student relationships
 - Personalizing and deepening student learning through blended learning,

project- or problem-based learning, experiential or expeditionary learning, competency-based learning, rigorous and authentic assessment, etc.

- Evaluating and purposefully integrating tech tools in the classroom that are standards-aligned, rigorous, and useful in furthering student learning
- Managing personalized classrooms to maximize instructional time
- Developing classroom and campus culture that enables personalized learning through staff and student accountability, collaboration, respect, and a collective growth mindset

If more than two areas were selected, please explain:

How long have you been providing these services?

Have you previously provided educational services in the HEB ISD? No Yes

If yes, describe the services:

RETURN THIS DOCUMENT IN QUALIFICATION PACKAGE