

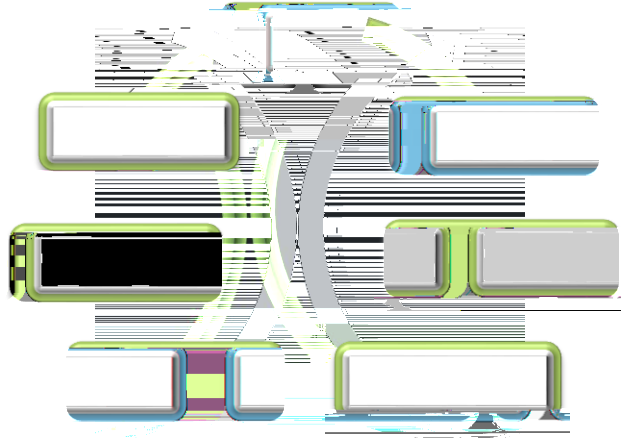


Requests for Proposals ~ Learning Pathway for Implementing the Common Core State  
Standards for Mathematics

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The CCSSM provide a conceptual framework that necessitates a change in content understanding, pedagogy, and assessment. To that end, the district will continue to utilize the following collaborative inquiry-based design methodology as its primary means for transforming teaching and learning.



To effectively change instructional practice and ensure quality implementation, the district's infrastructure of support will include: on-going professional learning opportunities for both teachers and principals utilizing the design methodology; job-embedded coaching; and teacher collaboration.

- Building on the foundation that is being laid now, the professional learning must center on the three key components of the CCSSM, which are the practices, shifts, and content as outlined in the table.

2013-14	<ul style="list-style-type: none"> <li>• 2 - Reason abstractly and quantitatively</li> <li>• 3 - Construct viable arguments and critique the reasoning of others</li> <li>• 7 - Look for and make use of structure</li> </ul>	<ul style="list-style-type: none"> <li>• Deep Understanding</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• K-2: Counting &amp; Cardinality; Operations &amp; Algebraic Thinking; and Number &amp; Operations in Base Ten</li> <li>• Gr. 3-5: Number &amp; Operations – Fractions; Operations &amp; Algebraic Thinking; and Number &amp; Operations in Base Ten</li> <li>• Gr.6-7: Ratios &amp; Proportional Relationships and The Number System</li> <li>• Gr. 8: Expressions &amp; Equations and Functions</li> </ul>
2014-15	<ul style="list-style-type: none"> <li>• 5 - Use appropriate tools strategically</li> <li>• 8 - Look for and express regularity in repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Deep Understanding</li> <li>• Application</li> <li>• Dual Intensity</li> </ul>	<ul style="list-style-type: none"> <li>• K-2: Operations &amp; Algebraic Thinking; Number &amp; Operations in Base Ten; and Measurement &amp; Data</li> <li>• Gr. 3-5: Number &amp; Operations – Fractions;</li> </ul>

			<p>Operations &amp; Algebraic Thinking; and Number &amp; Operations in Base Ten;</p> <ul style="list-style-type: none"> <li>• Gr.6-7: Ratios &amp; Proportional Relationships; The Number System; and Expressions &amp; Equations</li> <li>• Gr. 8: Expressions &amp; Equations; Functions; and Geometry</li> </ul>
2015-16	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• K-2: Operations &amp; Algebraic Thinking; Number &amp; Operations in Base Ten; Measurement &amp; Data; and Geometry</li> <li>• Gr. 3-5: Number &amp; Operations – Fractions; Operations &amp; Algebraic Thinking; Number &amp; Operations in Base Ten; and Measurement &amp; Data</li> <li>• Gr.6-7: Ratios &amp; Proportional Relationships; The Number System; Expressions &amp; Equations; Geometry</li> <li>• Gr. 8: Expressions &amp; Equations; Functions; Geometry; and Statistics &amp; Probability</li> </ul>
2016-17	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• K-2: Operations &amp; Algebraic Thinking; Number &amp; Operations in Base Ten; Measurement &amp; Data; and Geometry</li> <li>• Gr. 3-5: Number &amp; Operations – Fractions; Operations &amp; Algebraic Thinking; Number &amp; Operations in Base Ten; and Measurement &amp; Data</li> <li>• Gr.6-7: Ratios &amp; Proportional Relationships; The Number System; Expressions &amp; Equations; Geometry; and Statistics &amp; Probability</li> <li>• Gr. 8: Expressions &amp; Equations; Functions; Geometry; and Statistics &amp; Probability</li> </ul>

- Emphasis must be placed on understanding the depth rather than the breadth of the standards, practices, and instructional shifts plus connecting the content standards to the essential understandings (topic-

and determine powerful next steps. As the implementation progresses, site leaders will

information or deviation from the required format may result in disqualification. Restate each item prior to addressing said item.

Include the RFP 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 district shall sign the cover letter.

This section should provide information regarding the size, location, nature of work performed, years in business and the approach that will be used in meeting the needs of the district.

Describe your firm's organizational structure. Supply the names of the professionals who will be responsible for this project. Please provide brief resumes for these individuals.

This section should identify similar projects that the firm has completed as outlined in the RFP. Use this section to indicate the areas of expertise of your firm and how the firm's expertise will enable the district to benefit from that expertise. Include the size of at least three (3) school districts with similar demographics and student performance, along with the names of individuals familiar with your work that can be contacted by district staff.

This section should clearly convey the consultant's understanding of the nature of the work related to implementing the common core state standards for mathematics and the general approach the consultant will use to complete the project. This section should include, but not be limited to, a discussion of the organization of the project and a summary of the proposed approach.

This section of the RFP should include a full description of each step your firm would follow in completing the project. The work description should be in sufficient detail to show a clear understanding of the work and proposed approach.

This section should also include a description of the format, content and level of detail that can be expected for each deliverable.

A schedule showing the important milestones should also be included.

This section must provide a full description of the expected expenditures for the work described in this RFP. The cost proposal must include all consultant fees, preparation of deliverables, travel expenses per trip to Sacramento, printing, etc.



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:

Demonstrated understanding and responsiveness to the Request for Proposals.

Proposals and experience of firm and personnel named in the proposal.

Past experience in assisting California school districts in learning pathways for implementing the