



STATE OF OHIO
DEPARTMENT OF ADMINISTRATIVE SERVICES
GENERAL SERVICES DIVISION
OFFICE OF PROCUREMENT SERVICES
4200 SURFACE ROAD, COLUMBUS, OH 43228-1395

MANDATORY USE CONTRACT FOR: TRAINING AND TOOLS FOR IMPLEMENTING STUDENT GROWTH MEASURES
FOR TEACHER AND PRINCIPAL EVALUATION SYSTEMS

CONTRACT NUMBER: CSP902813

EFFECTIVE DATES: 10/19/12 TO 06/30/14
*Renewal through 06/30/16

The Department of Administrative Services has accepted Proposals submitted in response to Request for Proposal (RFP) No. CSP902813 that opened on September 28, 2012. The evaluation of the Proposal responses has been completed. The Offeror listed herein has been determined to be the highest ranking Offeror and has been awarded a Contract for the services listed. The respective Proposal response including, Contract Terms & Conditions, any Proposal amendment, special Contract Terms & Conditions, specifications, pricing schedules and any attachments incorporated by reference and accepted by DAS become a part of this Services Contract.

This Requirements Contract is effective beginning and ending on the dates noted above unless, prior to the expiration date, the Contract is renewed, terminated, or cancelled in accordance with the Contract Terms and Conditions.

This Requirements Contract is available to the Ohio Department of Education as applicable.

The agency is eligible to make purchases of the contracted services in any amount and at any time as determined by the agency. The State makes no representation or guarantee that department will purchase the volume of services as advertised in the Request for Proposal.

Questions regarding this and/or the Services Contract may be directed to:

Therese Gallego, CPPB
therese.gallego@das.state.oh.us

This Requirements Contract and any Amendments thereto are available from the DAS Web site at the following address:

www.ohio.gov/procure

*Indicates renewal effective 07/01/15.

MUTUALLY AGREED UPON CLARIFICATIONS

1. The Statewide System of Support (SSoS) will not be involved in this project.
2. Contractor shall offer some initial trainings by December 31, 2012 and continue these trainings into early 2013.
3. Trainings shall use real-life examples throughout and have an interactive format. There shall be very little lecture time.
4. Contractor shall respond to all participant e-mails directly related to the training though the number and frequency shall be monitored to align ODE staff where needed for extended inquiries.
5. Contractor shall provide sample meeting agendas as well as extensive training materials for all participating trainers.

OPTIONAL SERVICES AND ADDITIONAL TRAINING

1. ODE adds an additional eight (8) training sessions to the 2012-2013 school year to total thirty-three (33) sessions for that school year.
2. ODE exercises the option for additional on-line modules as follows:
 - A. On-line Module: Writing SLOs in Ohio. January or February 2013. Contractor shall provide online webinar session to assist teachers in writing SLOs. Trainers would be able to use this module in future trainings and it would also be available online for teachers' reference at any time.
 - B. On-line Module: Calibration Guidance to Promote Quality and Consistency. April or May 2013. As an optional technical assistance offering, the Contractor highly recommends calibration for participants exiting the training sequence. To promote a common understanding of SGMs among participants, Contractor shall develop resources and guidance to support district teams in hosting SLO calibration sessions in schools and districts. The success of a train-the-trainer model hinges on consistent training quality across schools. The calibration process will help ensure that school leaders review and approve SLOs consistently. Administrators charged with implementing SLOs in their schools will need to fully understand the SLO process and what makes an SLO strong. These resources will enable the Contractor to calibrate administrators' expectations for approving SLOs prior to implementation in their schools.
3. SLO Training Hotline. January–December 2013. Although many important questions are answered throughout the trainings, participants will think of additional questions as they apply their learning in practice. To support ODE with what may be a barrage of questions during the intensive training schedule, Contractor shall provide a 24-hour hotline of sorts, which would operate via e-mail. Similar to the Tennessee Education Accelerator Model, Contractor's staff would be available to answer questions within 24 hours of receipt. SLO content experts would be on call specifically during the training schedule (where multiple SLO experts may need to field e-mails) and for the duration of the contract if needed (where one person would be on call to address questions during a one-month period).

*SUPPLEMENTAL DELIVERABLES

1. Development of a training plan including plans and materials for evaluating the instruction in schools serving all students.

Support and Build Capacity for Using Vendor Assessments. To provide more transparency to the vendor assessment process, Contractor shall provide two (2) resources to support Local Education Agencies (LEAs) and build their capacity in using the vendor assessments and maximizing the utility of the vendor list:

 - A. A series of guiding questions for LEAs to consider and
 - B. A directory of the approved vendor contacts.
2. Provide tools, training, and technical assistance to school level personnel at regional sites and through online modules throughout Ohio on student growth measures and using student growth measures in the evaluation systems of Ohio in order to support school personnel as they implement the process of using the measures of student academic growth (value-added, vendor assessments, and student learning objectives) as required in House Bill 153. Emphasis will be given to Student Learning Objectives (SLO) process.
 - A. Provide Support for and Obtain Feedback From Educational Service Center Trainers. An additional four (4) Educational Service Center (ESC) training days shall continue the important work of the SGM training and further develop ESC capacity. The ESC training days would take place twice during 2013. The first meeting would occur in the summer, and the second would be in the fall. In an effort to engage as many participants as possible, each meeting will be held in two locations. Participation in the trainings will be capped at 50 each, and Contractor shall work with ODE to ensure that ESCs from a variety of geographical locations are represented at these trainings. The trainings shall serve two purposes:
 - 1) To gather information on key ESC challenges and identify where additional support is needed and
 - 2) To provide additional resources, training, and information to ESCs to support their work with LEAs.

*Indicates change 08/27/13.

SUPPLEMENTAL DELIVERABLES (CONTINUED)

- B. Review and Annotate Exemplar SLOs. Contractor shall develop a bank of additional SLO examples to serve as an extra resource for educators. ODE shall request exemplars from districts in the state. ODE will review SLOs received, determining those of highest quality based on the SLO Checklist. Contractor's staff will review SLOs and develop them to exemplar level SLOs as needed.
 - C. Provide LEAs Guidance on Communicating to Stakeholders. Contractor shall develop three (3) LEA communication toolkits to introduce LEAs to the idea and importance of developing a comprehensive communication plan. The toolkit shall provide key templates and documents that LEAs can modify for specific contexts. The Communication Toolkit will be comprised of resources that provide guidance, activities, examples, and tips and considerations on topics that have been identified as challenging to district SLO implementation. The Toolkit will be a part of four ODE focused newsletters
3. Provide module-based training materials in a format appropriate for electronic posting on the ODE website.

Provide segmented voice recordings for Modules 1 to 6. Training participants provided feedback that the trainings provided a lot of information in a short amount of time and that additional supports would be needed to ensure that SLOs are implemented with rigor and fidelity.

To address this feedback, Contractor shall create online, segmented voice recordings of Modules 1–6 from the SGM training. In an effort to make the recordings digestible for LEA staff, or for schools that would like to use the recordings during a professional development session, all modules will be broken down into smaller, more easily comprehensible segments. Modules will be narrated and recorded with high-quality voice-over technology. The recordings will be accompanied by links to all supporting documents and handouts so that participants can follow along and actively participate.

4. The Contractor will be responsive to changing needs and dynamics of the OTES and the evaluation plan shall be revisited and revised on a periodic basis in order to meet the OTES Train-the-Trainers Program Goals.

Integrate SLOs into the work of Institutes of Higher Education (IHEs). Embedding the SLO process into teacher preparation is a critical step in ensuring that all educators have the necessary knowledge and skills to implement SLOs with rigor and fidelity. To ingrain SLOs in preservice institutions, including institutions of higher education, resident educator programs, and alternative preparation institutions, Contractor shall create a training targeted toward preparation institutions focused on the integration of SLOs into their programs for novice teachers.

Different from the SLO trainings offered to LEAs, these trainings will be refined and will support the broad-range thinking that program coordinators, mentors, and resident educators will require to support their teachers with the SLO process.

*AMENDMENT 4 SUPPLEMENTAL DELIVERABLES

1. Purpose
Through this addendum, AIR will provide continued support to ODE in integrating multiple reforms and supporting SLO implementation. ODE and the districts it supports can expect to achieve the following as a result of this contract:
 - A. Greater knowledge and capacity in making explicit connections between multiple reforms, including the Common Core State Standards, social-emotional learning, and educator evaluation reforms
 - B. Greater understanding of how to provide high-quality, useful feedback to educators
 - C. Knowledge of and tools to support the use of educator evaluation results to inform professional learning, instructional planning, and human capital management decisions
 - D. Decision-making guides to help districts improve their professional learning practices, approaches, and offerings and better define guidelines related to the SLO process
2. Scope of Work
To provide support to ODE in its implementation of evaluation reform, AIR proposes deliverables related to the following focal areas:
 - A. The development of SLOs for principals (resource tool)
 - B. The development SLOs for teachers of unique populations (resource tool)
 - C. An online SLO module that connects student growth data to other measures of teacher effectiveness to improve student learning and achievement
 - D. The development of SLOs for subjects without baseline or trend data (resource tool)

*Indicates change.

Within each focal area, AIR will provide a set of materials to support districts in improving their teacher evaluation systems, with a focus on SLOs. Through attendance at trainings and the materials, ODE will engage in learning about best practices related to implementing and integrating SLOs in various aspects of educator practice and in thoughtful planning about how to improve the implementation of various reforms. The proposed project would commence on April 1, 2014, and AIR would provide support through May 31, 2015. More details about each focal area follow.

A. The Development of Student Learning Objectives for Principals

Knowing that integrated tools, training, and infrastructure are necessary for sustainable systems, ODE has developed extensive guidance and tools to support the implementation of SLOs for teachers. However, to date, it has developed little to no guidance for principals related to the development of school-wide SLOs, which offer high-leverage opportunities to focus on patterns of performance and identify areas for leadership actions involving programs, procedures, staffing, cultural shifts, matriculation, and financing.

To support principals and their supervisors in better understanding how SLOs can be used for principal evaluation, AIR proposes the following series of five deliverables: Student Growth

- 1) SLO Guidance Document for Principals. AIR principal evaluation experts will review all teacher SLO guidance and student growth measure materials for principals and develop a streamlined approach for developing SLOs for principals, keeping in mind the unique aspects of the principal's role in influencing school outcomes and the alignment of SLOs to school improvement plans. During development of the guidance document, AIR will seek to be a critical thought partner with ODE staff, including student growth measure specialists, by working to determine critical decisions and asking for feedback on drafts of the guidance document. Anticipated completion date is August 2014.
- 2) SLO Guidance Document for Principal Supervisors. AIR principal evaluation experts will develop materials to aid principal supervisors in leading critical conversations with principals about the development of high-quality, school-wide SLOs and reflect on leadership actions to be taken to further address the results of school-wide SLOs. During development of the guidance document, AIR will seek to be a critical thought partner with ODE staff, including student growth measure specialists, by working to determine critical decisions and asking for feedback on drafts of the guidance document. Anticipated completion date is August 2014.
- 3) Example SLOs for Principals. The SLO guidance documents for principals and principal supervisors will intersect with a sample set of 10 SLOs for principals from elementary, middle, and high schools. This set will include two examples for each level of schooling and four examples from career and technological education (career pathway and career academic). There may be imperfect or annotated examples, which can be used as learning tools. Anticipated completion date is May 2015.
- 4) Modules for Writing an SLO for Principals. Consistent with the teacher SLO approach, AIR will develop an online professional learning module to support principals in SLO development. Based on the SLO guidebook for principals, this module will include a narrated PowerPoint presentation and other relevant resources, such as handouts as needed. Anticipated completion date is August 2014.
- 5) Quality Assurance Review Module for Principal Supervisors. Aligned with the guidance document for principal supervisors, this online module will focus on the review and approval process required of principal supervisors at the start of each academic year. Similar to the module for principals, this deliverable will be narrated and may include additional resources as determined through module development. Anticipated completion date is October 2014.

B. Developing Student Learning Objectives for Teachers of Unique Populations

A frequent concern with SLO implementation is how teachers of unique populations write SLOs. Although the SLO process is generally the same for all teachers, a brief or a toolkit that addresses the specific circumstances and caveats for assessing student growth for teachers who work with high-need subgroups would be very useful. In collaboration with ODE experts, AIR will write step-by-step SLO development guides that are focused on teachers of students in special education, early childhood teachers, teachers for career and technical pathways, teachers for students who are gifted and talented, and teachers of English language learners. These tools will support the integrated implementation of SLOs. ODE experts will review and provide feedback on the final draft versions. Each guidance document will be developed for support professionals and instructional coaches and specialists and will include the following:

- 1) Considerations. This section will describe some of the contextual factors affecting teachers of these unique populations and will identify some of the challenges associated with measuring student growth in these contexts. Anticipated completion date is August 2014.
- 2) Guiding Questions. A list of guiding questions will help districts determine rules and guidance for ensuring that the SLO process is fair yet rigorous for teachers of unique populations. Anticipated completion date is August 2014.
- 3) Strategies. Recognizing the variations in schedules among teachers of unique populations (e.g., push-in or pull-out resource teachers), AIR will provide strategies to help districts and teachers determine for which class and which students to write SLOs. Anticipated completion date is August 2014.

- 4) Annotated SLOs. In an effort to build authentic examples of SLOs, AIR will work with participating districts to provide feedback on SLOs written by teachers of unique populations and share them across Ohio districts. Anticipated completion date is May 2015.
- C. Connecting Student Growth Data to Other Measures of Teacher Effectiveness
A potential benefit of new evaluation systems is the richness of professional dialogue that occurs, but recent findings from some states suggest that teachers are not always receiving specific, useful feedback from evaluators. To better support Ohio districts and, in turn, their evaluators in producing a culture shift that achieves results, AIR will develop an online module that supports teacher and evaluator understanding of how student growth measures are combined with other measures of teacher effectiveness. This module will include a narrated PowerPoint presentation along with a resource that will support teachers and principals as they connect measures of teacher effectiveness and discuss how the results can help improve instruction and lead to greater gains in student learning and achievement.
 - D. Developing SLOs for Subjects Without Baseline or Trend Data
Teachers in certain grades and subjects are challenged to write SLO growth targets because students are entering their classrooms with little or no content knowledge or skills. World languages, home economics, health, and most career and technical education courses are examples of such subjects. In these circumstances, teachers often have little guidance on how to set growth targets. This online resource will provide teachers with strategies and examples that will support them in developing growth targets for these subjects. Anticipated completion date is December 2014.

ATTACHMENT TEN
COST SUMMARY FORM

Training and Tools for Implementing Student Growth Measures for Teacher and Principal Evaluation Systems
 CSP902813

UNSPSC CATEGORY CODE: 86000000

OAKS Item Number: 23361

Description	FY	Cost
Development of the training plan	10/15/12-06/30/13 07/01/13-06/30/14	\$ 20,534.00 \$ 4,282.00
Design and development of learning materials and resources	10/15/12-06/30/13 07/01/13-06/30/14	\$ 18,904.00 \$ 3,468.00
*Provide regional training	*10/15/12-06/30/13 07/01/13-06/30/14	\$ 138,012.00 \$ 60,082.00
Provide module-based training materials	10/15/12-06/30/13 07/01/13-06/30/14	\$ 3,718.00 \$ 0.00
Fiscal Year Total	10/15/12-06/30/13 07/01/13-06/30/14	\$ 177,168.00 \$ 67,832.00
*Total Not to Exceed Cost		\$ 249,000.00

OPTIONAL SERVICES ADDED

Additional On-Line Modules Writing SLOs Calibration Guidance to Promote Quality and Consistency	01/01/13-02/28/13 04/01/13-05/31/13	\$ 20,000.00 \$ 35,000.00
SLO Training Hotline	01/01/13-06/30/13 07/01/13-06/30/14	\$ 35,000.00 \$ 35,000.00

*Indicates change.

SUPPLEMENTAL DELIVERABLES

Description	FY	Cost
Support and Build Capacity for Using Vendor Assessments	08/05/13-06/30/14	\$ 15,000.00
Provide Support and Obtain Feedback from ESC Trainers	08/05/13-06/30/14	\$ 45,000.00
Review and Annotate Exemplar SLOs	08/05/13-06/30/14	\$ 85,000.00
Provide LEAs Guidance on Communicating to Stakeholders	08/05/13-06/30/14	\$ 36,000.00
Provide Segmented Voice Recordings for Modules 1-6	08/05/13-06/30/14	\$ 20,000.00
Integrate SLOs into the Work of IHE	08/05/13-06/30/14	\$ 53,000.00
Total		\$ 254,000.00

*AMENDMENT 4 SUPPLEMENTAL DELIVERABLES

Description	FY	Cost
SLOs for Principals	05/01/14-06/30/15	\$ 221,000.00
SLOs for Teachers of Unique Populations	05/01/14-06/30/15	\$ 133,000.00
Online Module to Connect Student Growth Data to Other Measures of Teacher Effectiveness	05/01/14-06/30/15	\$ 75,000.00
SLOs for Subjects without baseline and Trend Data	05/01/14-06/30/15	\$ 71,000.00
Total		\$ 500,000.00

All costs must be in U.S. Dollars.
 The State will not be responsible for any costs not identified.
 There will be no additional reimbursement for travel or other related expenses.

*Indicates change.

OPTIONAL SERVICES

The following services may be added by the State at their option.

Description	FY	Cost
Optional On-Line Certification Exam	10/15/12-06/30/13 07/01/13-06/30/14	\$ 80,000.00 \$ 45,000.00
SLO Baseline/Assessments Module & Guidance	10/15/12-06/30/13 07/01/13-06/30/14	\$ 30,000.00 \$ 0.00
Turning SLOs into Actionable Instruction	10/15/12-06/30/13 07/01/13-06/30/14	\$ 25,000.00 \$ 0.00
*Fiscal Year Total	10/15/12-06/30/13 07/01/13-06/30/14	\$ 135,000.00 \$ 45,000.00
*Total Not to Exceed Cost		\$ 180,000.00

CONTRACTOR INDEX

CONTRACTOR AND TERMS:

BID CONTRACT NO.: CSP902813-1

182065
 American Institutes for Research in the Behavioral Sciences
 1000 Thomas Jefferson Street, NW
 Washington, DC 20007

TERMS: Net 30

CONTRACTOR'S CONTACT:

Project Manager
 Lisa Lachlan-Hache

Office: (202) 403-6214
 Fax: (202) 403-5001
 E-Mail: llachlan@air.org

Contract Administration Contact
 Nilva da Silva

Office: (202) 403-5086
 Fax: (202) 403-5020
 E-Mail: ndasilva@air.org

*Indicates change.

SUMMARY OF AMENDMENTS

Amendment Number	Effective Date	Description
6	07/01/16	To notify of contract expiration on June 30, 2016.
5	07/01/15	To renew the contract an additional twelve (12) months, effective July 1, 2015 through June 30, 2016, at no additional cost to the State.
4	06/01/14	To extend the contract an additional twelve (12) months, add supplemental deliverables and re-paginate the document.
3	08/27/13	To add supplemental deliverables and repaginate the document.
2	01/18/13	Add one additional training for the 2012-2013 school year.
1	12/10/12	Add an additional seven (7) training sessions and exercise option to add Additional On-Line Modules and SLO Training Hotline. Contract was also re-paginated.