



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: LITERACY AND MATH DESIGN COLLABORATIVE WITH CTE

CONTRACT NUMBER: CSP905014

EFFECTIVE DATES: 10/04/13 TO *06/30/14

The Department of Administrative Services has accepted Proposals submitted in response to Request for Proposal (RFP) No. CSP905014 that opened on August 21, 2013. 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:

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

www.ohio.gov/procure

*Indicates change 01/17/14.

***MUTUALLY AGREED-UPON DELIVERABLES AND SCOPE OF WORK**

Cost Description	Deliverables Ending 6/30/14	Milestones	Estimated Invoice Schedule
Training LDC coaches and LDC teacher facilitators (1)	Battelle facilitated the LDC method training to LDC coaches-in-training and multi-discipline teacher teams.	1. Progress report meeting – on or before Jan 31, 2014. <i>(this will be after team selection process and design of LDC initial training)</i>	Feb 27, 2014
		2. Progress report meeting – on or before Feb 28, 2014 <i>(this will be after delivery of LDC initial training – teaching task).</i>	March 27 2014
		3. Progress report meeting – on or before May 2, 2014 <i>(this will be after delivery of LDC intermediate training –skills and instruction).</i>	May 29, 2014
		4. Progress report meeting – on or before June 30, 2014. <i>(this will be after advanced LDC training and certification of completion)</i>	August 14, 2014 – final invoice
Training MDC coaches and MDC teacher facilitators (2)	Battelle facilitated the MDC method training to coaches-in-training and to math teacher teams.	1. Progress report meeting – on or before Jan 31, 2014 <i>(this will be after team selection process and design of MDC overview training).</i>	Feb 27, 2014
		2. Progress report meeting – on or before Feb 28, 2014 <i>(this will be after delivery of MDC overview training).</i>	March 27, 2014
		3. Progress report meeting –on or before May 2, 2014 <i>(this will be after one round of job embedded PD).</i>	May 29, 2014
		4. Progress report meeting – on or before June 30, 2014. <i>(this will be after second round of job embedded PD; advanced MDC planning and certification of completion)</i>	August 14, 2014 – final invoice

Work Plan

Below is the updated work plan to meet the new project end date of June 30, 2014.

1.0 Training LDC coaches and LDC teacher facilitators

The selected eight (8) LDC coaches from the HSTW/MMGW networks will be trained using a coach-in-training model. LDC coaches-in-training, will work with OLSN coaches to support teacher facilitator teams from eight (8) HSTW/MMGW schools. To support the coaches-in-training, coaching sessions will be held the day before each LDC training just for the coaches-in-training. In addition to the outcomes for the regular training sessions, these additional coaching sessions will focus on:

- A. Defining roles during trainings
- B. Deepening understanding of LDC through exemplar task and module analysis
- C. Identifying areas for improvement
- D. Practicing giving effective feedback on LDC teaching tasks
- E. Practicing giving effective feedback on LDC modules

*Indicates change 01/17/13.

For the LDC training, teams of three (3) to five (5) teachers (S.S, Science, ELA, and career technical) from at least eight (8) HSTW/MMGW schools will be recruited to participate. Trainings will take place inside OSLN training centers or CTE centers throughout Ohio (each region will host the LDC training series) with a goal for each Ohio HSTW/MMGW region to have ten (10) to twenty (20) teachers participating (a total goal of forty (40) to eighty (80) teachers across Ohio). The LDC training series will continue to be divided into three (3) parts but each session will take place prior to June 30, 2014.

- 1.1 Part I OUTCOMES: Creating & implementing a LDC module (one (1) day for school LDC school teams; and one (1) day for HSTW/MMGW LDC coaches-in-training)
 - A. Basic understanding of LDC
 - B. Understanding of how LDC helps students
 - C. Understanding how template tasks work and navigating the template task collection
 - D. Identifying weaknesses in teaching tasks
 - E. Creating a “Good to Go” LDC task to implement (using Module Creator)
 - F. Learning some basic literacy skill builders to use with students
- 1.2 After Part I
 - A. Teachers deploy first LDC teaching task with one class of students
 - B. Teachers grade student work and bring papers from each level with them to part II training
- 1.3 PART II OUTCOMES: Refining knowledge, deepening skill base (one (1) day for school LDC school teams; and one (1) day for HSTW/MMGW LDC coaches-in-training)
 - A. Understanding the LDC student rubrics
 - B. Understanding of the LDC skills and instruction
 - C. Developing a bank of literacy strategies
 - D. Building an LDC instructional ladder (using Module Creator)
- 1.4 After Part II
 - A. Teachers deploy second LDC teaching task with their new instructional ladders with one class of students
 - B. Teachers grade student work and bring papers from each level with them to part III training
- 1.5 PART III OUTCOMES: Strategies for Collaboration, Quality Assurance Standards (Good to Great), Authentic Contexts (one (1) day for school LDC school teams; and one (1) day for HSTW/MMGW LDC coaches-in-training)
 - A. Jurying LDC Teaching Tasks and LDC Modules
 - B. Norming with student work against the LDC Rubric
 - C. Developing a site plan to improve literacy instruction across the school

Ideally trainings are spaced approximately one month apart with the third part occurring in the summer. The coaches-in-training will pair with the OSLN coaches to help coach each teacher participant towards Good to Go teaching tasks and LDC mini-tasks. With this new shortened training calendar, teacher participants will not be required to participate in virtual conferences between trainings.

At the end of the series of training, all participants will receive certificates of completion of the LDC training. Coaches-in-training will be eligible to receive certification for training others on LDC after co-facilitating a LDC training with certified Battelle coaches or with certified OSLN hub coaches.

To help sustain the work of LDC beyond June 30, 2014, Battelle’s LDC team will look to both build expertise and resources for teachers across Ohio. To build resources, Battelle will recruit some of the most effective teachers trained in the STEMx network to help compile and create exemplar mini-tasks to help teachers new to literacy as they build their first LDC modules. This resource will help teachers during the trainings in the spring as well as their colleagues as they share these resources across their schools and districts.

To build expertise, Battelle will send a team to learn and share LDC’s new online system for jurying modules. LDC is looking to expand their pool of national jurors and has invited Battelle to participate. By sending Battelle coaches to participate in the Stanford Center for Assessment, Learning, & Equity (SCALE) rigorous training, Ohio will be better prepared to meet the growing demands of the broader Ohio LDC community.

1.6 LDC Timeline: Eight (8) schools (two (2) each in all four (4) HSTW/MMGW regions)

- A. December – January 2013 - Recruitment/Selection: LDC virtual overview sessions for HSTW/MMGW administrators and teacher leaders– HSTW/MMGW will coordinate with schools to get them there. Schools will then receive an invitation to apply by teams and access to promotional materials to share with colleagues.
- B. January 30, 2014: SCALE training for Battelle and OSLN LDC coaches
- C. February 2014 - Part I LDC Training: One day overview for selected teacher facilitation teams from eight HSTW/MMGW schools (team of three to five teachers and an administrator from each school) led by OSLN coaches. The selected “coach-in-training” will attend two days – the first day is a pre-meeting day where the coach-in-training will both learn the material and how to help coach others. The second day the “coaches-in-training” will assist the larger team of teachers through the same material by leading table conversations, giving feedback on teaching tasks, and etcetera. During the part I training, all teacher participants will create a LDC teaching task to implement with one class prior to part II training – they should return to the second training with a sample of student work. *Four of these trainings will be held – one per HSTW/MMGW region with a minimum of two school teams per region.*
- D. March - April 2014 – Part II LDC Training: One day for all teacher facilitation teams from eight HSTW/MMGW schools (team of three to five teachers and an administrator from each school) led by OSLN coaches. The HSTW/MMGW selected “coaches-in-training” will attend two days – the first day is a pre-meeting day where the coach-in-training will meet with OSLN hub coaches for a deep dive into the LDC student work rubric and the skills and instruction components of a LDC module. The pre-meeting day also allows “coaches-in-training” to review example instructional ladders (LDC modules) and practice giving feedback. During the part II training, all teacher participants will create a new or updated LDC teaching task with an LDC instructional ladder to implement with one class prior to part III training – they should return to the third training with a sample of student work. *Four of these trainings will be held – one per HSTW/MMGW region with a minimum of two school teams per region.*
- E. June 2014 - Part III LDC Training: One day for all teacher facilitation teams from eight HSTW/MMGW schools (team of three to five teachers and an administrator from each school) led by OSLN coaches. The HSTW/MMGW selected “coaches-in-training” will attend two days – a pre-meeting day and the full group LDC training day. Participants will focus on improving their overall literacy instruction by evaluating student work through refining and deepening their understanding of LDC through the LDC jurying process. Additionally each school team begins developing a strategy for sharing information about what they have learned and how to bring LDC to their colleagues. *Four of these trainings will be held – one per HSTW/MMGW region with a minimum of two school teams per region.*
- F. June 2014: Data collected and reported on LDC implementation and participants who attended all three sessions receive an LDC completion certificate

2.0 Training MDC coaches and MDC teacher facilitators

In order to build capacity in each region of the state, math educators from HSTW/MMGW schools (2-3 teachers from 3-4 schools) from the NW, NE and Central/SE regions of Ohio will be selected to participate alongside teachers from OSLN training center schools. This will allow the Contractor to equip these regions of the state with MDC teacher facilitators. Currently OSLN has brought MDC to two STEM schools in the SW region of Ohio (Dayton Regional STEM school and Hughes STEM High School) and two stem schools/districts in Central Ohio (Metro STEM Early College, and Reynoldsburg Baldwin Road STEM school).

The MDC training will remain a three part series (a total of eight days) as described in the original proposal.

2.1 The outcomes for the MDC training include the following:

- A. Understanding the big picture of formative assessment
- B. Using the five strategies of formative assessment
- C. Learning the structure of the MDC formative assessment lessons (concept development and problem solving lessons)
- D. Using the Teacher Resources in the lessons
- E. Surfacing student misconceptions and common issues
- F. Finding links between MDC’s Formative Assessment Lessons and the Ohio Teacher Evaluation System
- G. Determining a lesson to implement during the first round of embedded professional development

The work plan recommends that selected MDC coaches-in-training are teachers and have classrooms to implement three or more MDC formative assessment lessons a semester. At the end of the series of training, all participants will receive certificates of completion of the MDC training. The eight MDC HSTW/MMGW coaches-in-training will be eligible to receive certification for training others on MDC after co-facilitating a MDC training with certified Battelle coaches or with certified OSLN hub coaches.

The MDC overview training will be held in a central location for all participants. The two rounds of job embedded professional development will take place in participants' schools.

To help meet the growing demand, the Contractor will pilot a virtual delivery of the job embedded PD in the Central /SE Ohio region. To test the virtual delivery model, the Contractor will use the Spring 2014 school semester to rapid prototype a delivery model. MDC coaches will first do a pilot with other network MDC coaches and then use what has been learned to pilot with new teacher participants from the Central Ohio and SE Ohio HSTW/MMGW regions. By requiring the schools to be within a short radius of Columbus, the Contractor will be able to offer technical support as this virtual training is developed. Determining how to offer the job embedded sessions virtually will equip the network to reach a greater number of teachers across Ohio. It will also help sustain MDC by finding ways to connect math teachers across the state without requiring them to miss a day of school or to leave their school building.

2.2 MDC timeline with HSTW/MMGW

- A. December – January 2013: Recruitment/Selection– MDC virtual overview sessions for HSTW/MMGW administrators and teacher leaders– HSTW/MMGW will coordinate with schools to get them there. Schools will then receive an invitation to apply by teams and access to promotional materials to share with colleagues.
- B. Jan - Feb 2014 – MDC Full Overview Training for first HSTW/MMGW cohort – Facilitated by OSLN MDC coaches. First cohort will include 8 HSTW/MMGW selected coaches (2-3 teachers from 3-4 schools) from the NW, NE and Central/SE regions of Ohio
- C. Feb - May 2014 – MDC Embedded Professional Development I and II - HSTW selected coaches-in-training will receive two rounds of job embedded PD sessions. On day one of the embedded professional development sessions, teachers will gather together after school to evaluate student work from pre-assessments and to look for common student misconceptions and issues. Rubrics vary based on the mathematical concepts being addressed. Participants will discuss how to group students based on pre-assessment data. During days two and three of the embedded professional development sessions, coaches will help facilitate and observe other teachers in their implementation of MDC formative assessment lessons. On the afternoon of day three, teachers and coaches will gather to discuss implementation, score post-assessments, and evaluate both sets of data to identify student growth.
- D. June 2014 – Data collected and reported on MDC implementation and participants who attended all three sessions receive a MDC completion certificate.

COST SUMMARY

Literacy and Math Design Collaborative with CTE
 CSP905014
 UNSPSC CATEGORY CODE: 86000000
 OAKS Item Number: 25244

Description	Year 1 Ending 6/30/14
*Training LDC Coaches and LDC teacher facilitators	\$ 160,897.00
*Training MDC Coaches and MDC teacher facilitators	\$ 139,057.00
Total	\$299,954.00

All costs must be in U.S. Dollars.

*Indicates change 01/17/14.

CONTRACTOR INDEX

CONTRACTOR AND TERMS:

BID CONTRACT NO.: CSP905014-1 (06/31/*14)



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*Indicates change 01/17/14.

SUMMARY OF AMENDMENTS

Amendment Number	Revision Date	Description
1	01/17/14	To change contract expiration date to 06/30/14, clarify Contractor's Work and Deliverables and adjust the Cost Summary.