

STATE OF NORTH CAROLINA NC Department of Public Instruction	REQUEST FOR INFORMATION NO.40-PerformanceManagement
	Due Date: March 5, 2008
	Contract Type: Open Market
Refer <u>ALL</u> Inquiries to: Chuck Clements Telephone No. 919-807-3661 FAX: 919-807-3660	Issue Date: February 20, 2008 Commodity: 924-00
Email: cclement@dpi.state.nc.us	Using Agency Name: Department of Public Instruction

MAILING INSTRUCTIONS: Mail only one Request for Information (RFI) per envelope. Address envelope and clearly note RFI number as shown below. It is the responsibility of the vendor to have the RFI in this office by the specified time and date of opening.

<u>DELIVERED BY US POSTAL SERVICE</u>	<u>DELIVERED BY ANY OTHER MEANS</u>
RFI NO. 40-PerformanceManagement Chuck Clements NC Dept of Public Instruction 6308 Mail Service Center RALEIGH NC 27699-6308	RFI NO. 40-PerformanceManagement Chuck Clements NC Dept of Public Instruction 301 N. Wilmington Street RALEIGH NC 27601

NOTICE TO VENDOR

Request for Information (RFI) will be received at this office at **301 North Wilmington Street, Raleigh, NC** until **3:00 p.m.** on the day of opening and then opened.

QUESTIONS

Submit written questions by **3:00 p.m., on Thursday, February 28, 2008.**
Questions may be submitted by e-mail or fax to Chuck Clements at the e-mail address or fax number listed above.

EXECUTION

VENDOR:		FEDERAL ID OR SOCIAL SECURITY NO.	
STREET ADDRESS:		P.O. BOX:	ZIP:
CITY & STATE & ZIP:		TELEPHONE NUMBER:	TOLL FREE TEL. NO (800)
TYPE OR PRINT NAME & TITLE OF PERSON SIGNING:		FAX NUMBER:	
AUTHORIZED SIGNATURE:	DATE:	E-MAIL:	

I. Background

The North Carolina State Board of Education and the North Carolina Department of Public Instruction (DPI) have increased the emphasis on providing comprehensive support to K-12 schools and school districts in the state. Primary emphasis is placed on low-performing schools and districts that are in school improvement according to federal and state criteria. The DPI seeks to build the school and districts staffs' capacity, knowledge, skills and dispositions to ensure teaching for learning for all is routine practice in NC. A variety of school districts'/schools' needs will be identified through a comprehensive needs assessment. Some services will be provided directly by DPI staff while others will need to be available through outside vendors.

II. Purpose

The purpose of this RFI is to seek a company/companies with which a school or district could contract to provide professional development and technical assistance in implementing performance management systems. Vendors selected to provide this service would be highly recommended to schools/districts that, in turn, would develop their own contracts directly with their selected vendor.

For purposes of this RFI, the DPI has adopted the following definition: Performance management systems are the practices of actively using performance data to improve the knowledge, skills and dispositions of employees. These practices involve the strategic use of performance measures and standards to establish performance targets and goals, to prioritize and allocate resources and to inform staff about adjustments or changes to meet goals.

Specific focus will be on providing professional development and technical assistance that addresses the following research-based best practices:

- Leadership among the staff and the administration is shared in order to bring consensus and shared ownership.
- Teacher to make the content engaging, relevant, and meaningful to students' lives.
- Teachers, along with the students, uncover solutions to critical problems.
- Teachers demonstrate leadership in the classroom and school by taking responsibility of all students' learning.
- Teachers advocate and embrace change in policies and practices affecting student learning.
- Teachers demonstrate knowledge of diverse cultures and ethnicities.
- Teachers teach and know links between grades/subject in the *North Carolina Standard Course of Study*.
- Teachers know when and how to use technology to maximize student learning in the 21st century.

- Teachers communicate in ways that are clearly understood by students.
- Teachers participate in continued, high quality professional development that reflects a global view of educational practices, includes 21st century skills and knowledge, aligns with the State Board of Education priorities and meets the needs of students and their own professional growth needs.

III. Specifications

The following specifications are necessary for vendors to be recommended to schools/districts. Each bullet should be addressed in narrative form and in the order listed below.

- What level of depth is this professional development/technical assistance designed to address? Choose from the following and explain.
 - Awareness: Participants realize the importance of new information and begin to focus on it.
 - Concepts and organized knowledge: Concepts are understood and organized.
 - Principles and Skills: Principles and tools for action are understood and participants can think effectively about them and have the skills needed to act to apply them.
 - Application and Problem Solving: Participants transfer new information in problem-solving fashion to real-life professional situations.
- How does this professional development/technical assistance impact student achievement? Attach appropriate evidence.
- Is there sufficient data to clearly demonstrate success of prior training contracts?
- Is your research base for this service available? Attach appropriate excerpts and cite the source.
- What evaluative data available for the quality of your work in North Carolina schools? Attach data as appropriate.
- How are service providers chosen? What are their qualifications to provide this service? What school-based experiences have they had?
- How is the cost of services calculated?
- How much time is required for the professional development and technical assistance to the school?
- What technology is required to deliver the training?
- What technology is required for schools/districts to implement this?
- How does this professional development/technical assistance advance professional learning communities?
- How is this service aligned with the North Carolina Professional Development Standards?
- How will follow-up to professional development be provided?
- How many schools/school systems that can be provided this service at a given time? Are there any geographical boundaries on your work?

IV. RFI Procedures

A. Schedule

Responses must be received by the date and time and the location specified on the cover sheet of this RFI. Respondents may also be required to come to DPI to present and discuss their submissions. Respondents will be notified of the specific date and time at least two weeks in advance of their presentation.

B. Clarification Questions

Clarification questions will be accepted until 3:00 p.m., February 28, 2008 as specified on the cover sheet of this RFI. All questions must be submitted in writing. An addendum containing any general clarification questions and their answers will be issued as an addendum to this RFI.

C. Response

The state recognizes that considerable effort will be required in preparing a response to this RFI. **Please note, however that this is a request for information only and not a request for services.** The vendor must bear all costs for preparing this RFI.

D. Content and Format

The state expects concise, detailed, point-by-point responses to each of the RFI response items. The state is not interested in brochures, videos or "boilerplates". Instead, the response should clearly define how the vendor's proposed service(s) would meet the department's requirements. Any issues or exceptions to the department's requirements should also be identified and explained.

E. Multiple Responses

Multiple responses will be accepted from a single vendor provided that each response is comprehensive, meets all of the department's requirements and is truly unique. Please clearly mark responses as "Response #1, Response #2, etc.