

Addendum #1

Mathematics Professional Development Series: Eureka Math K-5 & Teacher Coaching Partner(s) – One Year Contract (FY22) with Two One-Year Options

Issue Date: Friday, August 27, 2021

Bids Due: Wednesday, September 8, 2021 at 1:00PM

1. For the purposes of this RFP, what is meant by "acceleration"? Is it catching up for unfinished learning while completing grade level instruction, or is it completing more than a grade level in a year for the purpose of covering material that is above grade level?
 - “Acceleration” means addressing gaps in the context of new learning. Acceleration strategically prepares students for success in the present—*this* week, on *this* content. Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning. Although the acceleration model does revisit basic skills, these skills are laser-selected, applied right away with the new content, and never taught in isolation.
2. What are the "broader tools and resources in place" that the training for coaches is supposed to connect to?
 - “Broader tools and resources” refer to our district’s scope and sequence, all open-source resources available for Eureka/EngageNY, and our resources in place that support Multilingual Learners.
3. Are the session lengths for Training and Coaching for School Leaders and Intensive Training for Coaches on Eureka Math (pg. 8) flexible?
 - There is some flexibility
4. Should vendors include a full response to the SOW in Tab 2?
 - The response should include whether the vendor has the capability to meet those minimum session length requirements and content requirements, as well as if the vendor

has the capacity to partner closely with PPSD district team to develop the content of those sessions.

5. In order to build working relationships/ rapport and understand learning gaps, will the Learning & Coaching Partner be able to work with math teachers, outside of the in-person sessions?
 - No, potential for coaching would be limited to site administrators and site-based math coaches in order to develop the capacity of the leadership team.
6. Will the Learning & Coaching Partner be able to shadow a few teachers for a day? This process will better assist the teacher in observing different teaching strategies and styles that will be able to be utilized in the L&C Partner's curriculum.
 - It would be possible for the Learning and Coaching Partner to observe a few teachers during their math instructional block alongside a member of that school's leadership team; pending approval by site administrator and district leaders.
7. In order to ensure the L&C Partner has a balance of conceptual development, strategies, and computational fluency, will the school system provide any types of teaching aids/technology tools to the L&C Partner?
 - They could be provided the same technological tools that our district employees have access to- Greatmind InSync and Affirm platforms. (InSync provides digital version of student and teacher editions; Affirm is the online assessment platform.) Manipulatives would also be available.
8. Will the Eureka system be housed on a separate platform? Integrated system?
 - Schools use both the printed and digital materials from Greatminds, Inc
9. Within the Eureka K-5 curriculum, what type of engagement strategy should the L&C Partner primarily focus on with the students/leaders, for eg, visual, auditory, hands-on activities?
 - It will be important to have a combination of engagement strategies that model what best practices in the classroom should look like.
10. In order to gauge success for the L&C Partner, will the school leaders provide weekly/monitor criteria for the L&C Partner, which will be utilized as a key metric?
 - District leaders will work in partnership with the L&C Partner to develop success criteria and metrics for measuring that criteria. A consistent meeting schedule will be developed with the L&C Partner to monitor progress.