

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
CONCORD, NEW HAMPSHIRE 03301

DATE OF CHANGE: 12/20/24

ADDENDUM #1 – RFP 2025- English Language Development
Across Content Areas-01

DATE OF BID CLOSING: 1/6/25

TIME OF BID CLOSING: 4:00 PM

FOR: Language Assistance Development Services

CLARIFICATIONS:

Question 1: Priority 1: Formative Assessment Development, *Quantity of Tasks:* **A)** How many sample formative assessment tasks are expected for writing and speaking across the K-12 grade levels? **B)** Similarly, how many sample tasks are needed for listening and reading assessments?

Answer: A) At least one formative assessment task per grade level for speaking (13) and writing (13), **B)** and at least (6) in listening and (6) in reading with strategies for alignment with core content curriculum.

Question 2: Guidance Documents: **A)** Is there an anticipated length or structure for the guidance on data-based instruction specific to ESOL (e.g., 5–10 pages, detailed step-by-step guide)?

B) Should this document include templates, visuals, or solely written instructions? **C)** For aligning with WIDA rubrics, do you envision detailed instructions for each proficiency level, or would general guidelines suffice?

Answer: A) There is not an anticipated structure for the data-based instruction but should speak to orienting classroom instruction to formative assessments, as well as reflecting on classroom trends in ACCESS results and state assessment results compared to district and state data. **B)** It should include written instruction and basic templates for classroom goal-setting for the year and basic templates for analyzing data from year to year. The templates can be publicly sourced and not developed. **C)** General guidance for alignment to WIDA rubrics will suffice, though ideally provided with a couple of exemplars across age ranges and proficiency levels.

Question 3: Priority 2: Content Area Repository Development, *Lesson Templates and Sample Lessons:*

A) How many lesson templates are expected for each content area (math, ELA, science, and social studies) across K-12? **B)** How many sample lessons with scaffolding strategies should be included for elementary, middle, and high school levels?

Answer: A) At minimum a lesson template for elementary, middle, and high school (3) for each content area (math, English Language Arts, social studies, and science). **B)** A sample lesson with scaffolding strategies for K-12 (13) for each content area (math, English Language Arts, social studies, and science). Ideally, the content group from each area works with you and provides a sample lesson across grade levels, and the scaffolds can be very similar in approach, but across a range of proficiencies.

Question 4: Priority 2: Content Area Repository Development, Co-Teaching and Co-Planning Exemplars: **A)** How many co-teaching exemplars are required for each content area and grade band? **B)** How many co-planning exemplars are expected, and should they align directly with the sample lessons created?

Answer: A) One exemplar for elementary, middle, and high school for each content area math, English Language Arts, Social Studies, and Science, so 12 exemplars total. **B)** One exemplar for elementary, middle, and high school for each content area math, English Language Arts, Social Studies, and Science, so 12 exemplars total. They do not have to align, but it would likely be easier for the vendor for them to align.

Question 5: *Priorities 3 and 4: Train-the-Trainer Models* **A)** For the Professional Learning Community (PLC) guides, could you clarify how detailed these should be? Should they be grade-level specific, or more of a customizable template that PLCs can adapt to their needs? **B)** Are there specific guidelines for the in-person and virtual training formats, such as time allocated per session and number of attendees?

Answer: A) PLC Guides should be created for each content area with some explicit guidance on differences in approach for elementary, middle, and high school content area teachers on how to use the repository. It should be high-level, but with some suggested pacing guides and activities for districts looking to learn how to use the tools provided over the span of a year. A separate PLC guide for elementary, middle, and high schools for how to collaborate with ESOL teachers should provide suggested school-wide activities and exploration of tools provided with an anticipated pacing guide of a year. It is more of a customizable template across school levels but with clear examples. **B)** Specifics regarding training sessions will be negotiated as part of the contract process; no set expectations have been determined.

Question 6: Is the agency open to partial bids (e.g., focusing on content development only, without training), or must the proposal address all deliverables in the RFP?

Answer: Partial bids will be accepted but are not likely to be selected given the full rubric will be used.

Question 7: Are there any minimum or preferred page lengths for each guide or document deliverable?

Answer: There is no minimum or preferred page lengths for each guide or document deliverable.

Question 8: Do you have a specific format in mind for the repositories mentioned in Absolute Priority #2 and would the Canvas platform be a priority or preferred format?

Answer: Canvas will be the platform used as the content will belong to NHED and will be maintained by NHED.

Question 9: Is there a vendor currently conducting this work at the NHED?

Answer: No vendor is currently working on any portion of any of the listed deliverables.

Question 10: Is the State open to modifying the existing backwards design tools, including making them electronically interactive and adding/changing components?

Answer: Adding additional accessibility options will be considered. Components should stay the same, though appendices or additional supports could be added.

Question 11: Does the State view, for the purposes of this project, the primary role of ESOL in a pull-out context as supporting specific content learning or as establishing the foundation of language that should be reinforced across content classrooms?

Answer: For the purposes of this project, ESOL should promote English Language Development (ELD) first and foremost, but this set of tools helps both the ESOL teacher and general education teacher observe and promote ELD in ways that support the WIDA ELD standards across content areas and reinforces academic vocabulary acquisition. The purpose of this project is to help ESOL and content area instruction work in awareness and support of each other.