

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: July 27, 2015

ISSUE: State System of Support

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

To move that the Wyoming Department of Education on behalf of the State Board of Education finalize interagency contract agreements with the University of Wyoming's Center for Educational Leadership for the delivery of activities for the statewide system of support as outlined in the Center for Educational Leadership's proposal.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute contract agreements with the Wyoming Association of School Administrators (WASA) for the purpose of the delivery of activities for the statewide system of support as outlined in the WASA proposal.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute RFP evaluations and the rewarding of a contract for the development of a strategic plan and implementation plan for the statewide system of support.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute RFP evaluations and the rewarding of a contract for the school improvement consultant who will support the activities of the state system of support.

SUPPORTING INFORMATION ATTACHED:

- Interagency contract outline with WyCEL on Building Leadership Capacity in Wyoming through Collaboration
- The Wyoming Association of School Administrators WDE Input for State Systems of Support
- Strategic Plan RFP

PREPARED BY: Brent Young, SBE Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State System of Support

Summary for July 27, State Board of Education

Statute Reference: 21-2-204 (f)

What continues in the current system of support?

As part of No Child Left Behind states will continue to identify schools that are eligible for Title I School Improvement Grants. Wyoming currently has various cohorts of schools participating and receiving this funding. These schools follow ED guidance for carrying out any approved activities. These schools are monitored through the WDE.

What will be new components of the system of support for the 2015-2016 school year?

- Comprehensive Plan

Each school in Wyoming will be required to create a comprehensive plan for their school. This plan addresses the requirements in Wyoming's Education and Accountability Act. The plan itself is made up of the following three domains:

1. Teaching and Learning
2. Leadership Capacity
3. Resource Utilization

Each of these domains in the plan will contain the following four components:

1. Needs Assessment
2. Statutory Assurances
3. Summary of Practices
4. Improvement Plans

The plans will be submitted to the WDE by November 1 and they will be required to be posted on the school's website

- Appointed Representative

A representative shall be appointed by the state superintendent, in consultation with the local board of trustees, for all schools designated as meeting expectations, partially meeting expectations, and not meeting expectations.

- Communication Plan

Schools designated as exceeding expectations are required to complete a communication plan addressing the practices identified as to why the school has achieved an exceeding expectations rating.

What do the proposed action items add to the system of Support?

- Project Echo

Details for this can be found in the packet and is referred to as the interagency agreement in the submitted motion. This is the Partnership with the University of Wyoming and the Center for Education Leadership. This motion allows for the Center to work with Superintendents across Wyoming through an online platform called ECHO. It is envisioned that this protocol can help with new and existing superintendent training and to support districts with low performing schools. The support comes through case studies that are presented at ECHO. Each ECHO session involves some professional learning opportunity to those in attendance. A nice component of this platform is that there is a requirement to measure its effectiveness so a major element of this protocol will be to identify how this will be done. Dr. Mark Stock will be available for any questions from board members.

The cost of this action item is figured at \$265,000. WDE will be using three identified funding sources to support this work.

- Statewide PLC

Details for this can be found in the packet and I would draw your attention to only the Year 1 PLC component as this is the only item from the proposal being addressed in the submitted motion. This is a partnership with the Wyoming School Administrators Association (WASA). This motion would allow for the selection of a statewide PLC director and assistance. It also allows for some funding associated with office supplies and professional development. This proposal goes on to provide detail on year 2 and beyond as well as newly received proposals on curriculum and assessment. Again, the submitted motion only pertains to the Year 1 PLC activities.

The cost of this action item is also figured at approximately \$265,000. The same funding sources are available for this work.

- RFP Strategic Plan Proposal

The RFP can be found in the packet. This component is what will put an entire strategic plan together and will culminate in a published document providing detail to a comprehensive system of support for Wyoming schools. This project is intended to look beyond year one activities and will address an evolving system of support, required legislative actions, and examine budgetary needs in moving forward.

The cost of this action will depend on the selected vendor. The same funding sources are available for this work.

These motions, if approved will begin the process of providing a level of support for all Wyoming schools. However, the majority of the system of support is yet to be developed. It is envisioned that the work will come from these components and the SBOE will have an opportunity to engage in the work at many levels. I hope this helps some with the motions and I will make myself available for any questions you may have.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*



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July 15, 2015

Pete Gosar
Chairman, Wyoming State Board of Education

Mr. Gosar,

I look forward to the SBOE meeting on July 17th. The state system of support has been placed on this agenda as an action item. I realize that typical protocol is for an item to have been introduced for discussion and then placed on the next month's agenda for possible approval. However, I'll provide some context as to why we are breaking from protocol on this particular item.

As referenced in § 21-2-204 (f), A progressive multi-tiered system of support, intervention and consequences shall be established by the state board.

It is being recommended for approval that year one of the system of support involves the following components:

1. Strengthening education leadership in Wyoming
2. Establishing a coherent approach to Professional Learning Communities throughout all Wyoming school districts
3. Utilization of a comprehensive school improvement planning and representative assistances
4. State system of support strategic planning for implementation

At previous state board meetings we have presented updates on these components. However, I have not always been able to provide the details to each of these components due to contract development, writing of request for proposals, and waiting upon partnering organizations to finalize and approve plans to be shared with the board.

In my email communication to the state board, partnering organizations, and to the Select Advisory Committee this evening, I will include this letter as well as supporting documents for each of these components. I as well as individuals from the proposed partnering organizations will be available at the July 27 meeting to address any board member questions.

If approved, activities to support our Wyoming schools will be able to begin immediately as opposed to waiting until the August meeting. Communication has already been shared with districts in regards to

component three. Once the first year plan is approved, communication will go out to Wyoming school districts in regards to the remaining components of the system of support.

Please contact me with any of your own questions in regards to this or other agenda items.

Sincerely,

Brent Young, Chief Policy Officer

WyCEL

Building Leadership Capacity in Wyoming through Collaboration

Phase I: Academic year 2015-2016

Background: The importance of bold, courageous and informed leadership cannot be overestimated when it comes to improving educational outcomes for Wyoming students. Without strong educational leadership from the classroom to the school board, Wyoming will never fully attain its dream of being a preeminent leader in education.

Wyoming statute 21-2-204 outlines several goals under accountability legislation. Four of those goals are:

1. Ensure all students leave Wyoming schools career or college ready.
2. Increase the rate of growth for all Wyoming students.
3. Recognize student achievement and minimize achievement gaps.
4. Increase credibility and support for Wyoming public schools.

Most legislative efforts to improve educational outcomes for students have centered on holding educators accountable. While accountability is absolutely necessary, it is not sufficient as the only strategy for improvement. It is also important to combine accountability with capacity building efforts in order to provide educators with the skills, knowledge and opportunity to improve.

This proposal focuses on the need for building leadership capacity at all levels of school organizations through collaborative efforts of various agencies who have responsibility and/or interest in education in Wyoming.

Strategy 1: *Build and maintain a statewide professional learning community of superintendents using the ECHO™ project model.*

Rationale: Seventy-five percent of Wyoming public school superintendents are new to their position in the last three years. Many of them are either new superintendents or new to Wyoming. The need for regular training and mentoring has never been higher in Wyoming due to the turnover rates and the new expectations and accountability legislation passed in Wyoming. In addition to turnover challenges, the rural nature of our state means that small school districts are likely to be geographically isolated reducing the opportunity for superintendents to have mentors or networking opportunities with other superintendents.

Model: The ECHO model™ links expert leadership teams at an academic ‘hub’ with leaders in local school districts throughout Wyoming. Together, they participate in weekly teleECHO™ clinics, combined with mentoring and individual case presentations.

The clinics are supported by basic, widely available teleconferencing technology. During teleECHO™ clinics, leaders from multiple sites present individual problems to the specialist teams and to each other, discuss new developments relating to their districts, and determine possible solutions.

Specialists serve as mentors and colleagues, sharing their leadership knowledge and expertise with other leaders. Essentially, ECHO™ creates ongoing learning communities where leaders receive support and develop the skills they need to improve their organizations. As a result, they can provide comprehensive, best-practice leadership skills to improve their organizations and student achievement. The core of the model is weekly development activities using technology and weekly participation of experts including WDE, UW, school district and state and national experts.

Process:

1. An annual calendar of professional development topics centered on district level leadership is created and marketed.
2. Weekly meetings are held using a formal, standard protocol as follows:
 - a. Introduction of participants and weekly topic
 - b. 20-30 minute didactic presentation on a leadership strategy or tool from an expert
 - c. Questions and answers with expert
 - d. Up to two case based presentations from superintendents in the field
 - e. Experts and participants offer suggestions and discussion
 - f. Sessions are taped and archived for asynchronous viewing by other leaders

Strategy 2: *Create and maintain a statewide mentoring process for superintendents in Wyoming.*

Rationale: Seventy-five percent of Wyoming public school superintendents are new to their position in the last three years. Many of them are either new superintendents or new to Wyoming. The need for regular training and mentoring has never been higher in Wyoming due to the turnover rates and the new expectations and accountability legislation passed in Wyoming. In addition to turnover challenges, the rural nature of our state means that small school districts are likely to be geographically isolated reducing the opportunity for superintendents to have mentors or other regular networking opportunities with other superintendents.

Model: A group of talented and vetted superintendent leaders will be trained in coaching strategies. They will attend regular ECHO™ project meetings, and be available for one-on-one coaching and mentoring opportunities with superintendents in Wyoming. This mentoring model will be a “needs-based” model as opposed to a regional model. Capitalizing on needs brought out in the weekly ECHO™ meetings, follow up conversations will be held with individual superintendents.

Process: A training program will be held in the fall of 2015 and a small group of vetted Superintendent Mentors will be chosen. These mentors will be assigned to various ECHO™ project meetings based on interest and expertise. In addition to attendance at ECHO™ meetings

they will be assigned to superintendents based on the needs of the school district and the superintendent and matched by skill set to the appropriate mentors.

Strategy 3: *Create and implement an annual Principal’s Academy for selected principals.*

Rationale: The unit of accountability in the Wyoming Accountability law resides at the school level. The principal as school leader plays a tremendous role in the success and improvement of the overall school. Building the capacity of school leadership must be a vital part of any capacity building efforts in Wyoming. Currently, no formal capacity building measures for principals exist at the state level.

Process: An outside consulting group with experience in principal level academies will be contracted by WyCEL to design, implement and maintain a Wyoming Principal Academy. Approximately 25% of the content and time in the academy will be reserved for Wyoming related issues. This will include presentations from WyCEL trainers, WDE presenters, and Wyoming administrators. Tuition for the academy will be set at level that will allow costs to be covered without outside funding.

Strategy 4: *Create and maintain a statewide mentoring process open to principals who have a school that “does not meet expectations” under Wyoming accountability law.*

Rationale: The unit of accountability in the Wyoming Accountability law resides at the school level. The principal as school leader plays a tremendous role in the success and improvement of the overall school. Building the capacity of school leadership must be a vital part of any capacity building efforts in Wyoming. Currently, no formal mentoring programs for principals exist at the state level.

Process: A training program will be held in the fall of 2015 and a small group of vetted Principal Mentors will be chosen and assigned to schools that “do not meet expectations” as requested by local school districts. These mentors will be assigned to principals, matching the skills of the mentors with the needs of the school.

Strategy 5: *Renew the annual Wyoming School Law Conference each July bringing together principals, superintendents and school board members to discuss legal issues in education.*

Rationale: In years past, the University of Wyoming hosted an annual gathering of administrators to discuss current legal topics in education. It was a networking opportunity that took place prior to the start of each school year. At one time, it was a key part of administrators professional development in Wyoming.

Model: Using a standard conference format, the University of Wyoming in collaboration with the Wyoming School Board's Association and other educational agencies, will sponsor a two day conference hosted at the Gateway Center in Laramie, Wyoming. This will show case the new alumni center and provide a professional development opportunity for attorneys and administrators and others interested in education law.

SUMMARY: These five strategies are to be implemented in 2015. The costs to WDE will be \$265,000 for funding the ECHO project. All other costs for 2015 will be covered by WyCel. WyCel funding comes from the UW College of Education, the Ellbogen foundation and school district participants.

TOTAL cost to WDE = \$265,000

WyCEL Phase 2: Academic Year 2015 – 2017

Strategy 1: Create a board of directors from WASA, WDE, UW, WAEMSP, WASSP, WSBA members and develop long term by-laws.

Strategy 2: See legislative approval and long term funding prospects for WyCEL.

Strategy 3: Hire a Director for WyCEL.

WyCEL Phase 3: Academic Year 2017 - 2018

Strategy 1: Develop leadership academies for higher education administration.

Strategy 2: Develop leadership academies for teacher leaders.

Budget – WyCEL Phase 1

Strategies	Budget Items	Costs	Notes
<i>Strategy 1:</i> Superintendent ECHO™ Project	Director		
	Administrative Assistant		
	Technology		
	Honorariums		
	Travel		
		TOTAL 265,000	Costs are 250,000 for ECHO and 15,000 for director oversight
<i>Strategy 2:</i> Superintendent Mentoring	Mentor Training Costs	5,000	
	Mentor Stipends	3,000 per mentee	As a result of ECHO™ project meetings, individual mentoring needs will be identified. Individuals wanting access to weekly mentoring calls and visits will pay WyCEL the 3,000 annual fee
	Travel	5,000	Site visits to mentee districts
<i>Strategy 3:</i> Principal Academy	Subcontract with T.I.E. for complete principal academy training for 25 participants for full year	46,000	Participating districts will pay 2,000 tuition to WyCEL
<i>Strategy 4:</i> Principal Mentoring	Mentor Training Costs	5,000	
		3,000 per mentee	Participating individuals wanting access to weekly mentoring calls and visits will pay WyCEL 3,000 annual fee
<i>Strategy 5:</i> School Law Conference	Gateway Center, catering, presenter lodging, etc.		Participants will pay 200 conference fee to cover expenses

Wyoming Association of School Administrators

WDE Input for State Systems of Support

8/11/15

Jay Curtis, President

Section 1—PLC Proposal as drafted by SCSD#2

Section 2—Curriculum proposal as drafted by JCSD#1

Section 3—Instruction Proposal as drafted by PCSD#1

Section 4—Assessment provided by UCSD#1

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Statewide Proposal for PLC Model Implementation and Support

Introduction

Educational researcher John Hattie conducted hundreds of meta-analyses to ascertain what instructional practices and strategies had the greatest impact on student learning. He determined that an effect size of 0.4 or higher indicated a practice that had significant influence on student achievement. An effect size of 0.4 meant that a student would gain about one year of learning growth in one year of time. For example, one high leverage practice, timely and specific feedback, had one of the higher effect sizes at .75 (Hattie, *Visible Learning for Teachers*, 2012). In comparison, Hattie reported that the impact of “collective teacher efficacy” on student learning was 1.57 (Hattie, *Festival of Education in New Zealand*, 2014).

One would be hard pressed to find any approach that is more effective in ensuring high levels of learning for all students than establishing and strengthening professional collaboration through Professional Learning Communities (PLCs). A statewide system of support for continuous school improvement that had as its cornerstone a focus on implementation and continuation of effectual PLCs in every school district would have a profound impact on learning in Wyoming.

Recently, niche.com, an educational rating service founded by Carnegie Mellon University, released a report ranking the top five elementary schools in each state. The top five in Wyoming have all adopted and implemented, with fidelity, the DuFour and Eaker model of professional collaboration.

While few in the educational arena argue with the powerful impacts that can be accrued through PLCs, many educators have an incomplete view of the concept. The definition of PLCs held by many is “any loose gathering of educators around any educational topic.” The model for which this proposal advocates, however, has been described by DuFour and Eaker in *Learning by Doing: a Handbook for Professional Learning Communities at Work* (2006). Legitimate PLCs maintain a relentless focus on three big ideas:

- Focus on Learning
- Build a Collaborative Culture
- Focus on Results

The focus on learning, in the DuFour/Eaker model seeks continuous reflection and action in response to four critical questions:

- 1) What do we want students to learn? What should each

- student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
 - 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
 - 4) What will we do if they already know it?

A statewide PLC initiative based on these principals should be an immediate priority for the state of Wyoming.

Rationale for Statewide Support of PLCs

WHEREAS, Statewide support for improvement of instruction and learning has been of varying quality depending on the administration and personnel in office at the Wyoming Department of Education at any given time; and

WHEREAS, Statewide support for continuous school improvement has not demonstrated sustainable efficacy; and

WHEREAS, Statewide student achievement results have fallen short of expectations, given the extent of per pupil spending allocated by the legislature; and

WHEREAS, Statewide endeavors to enhance individual and collective quality of life through college and career preparedness of all students is a notable priority; and

WHEREAS, Statewide efforts to use a carrot and stick approach for holding schools, administrators, and teachers accountable, fall far short of results that may be achieved by enlarging individual and collective capacity of school professionals through meaningful collaboration around student learning; and

WHEREAS, Statewide implementation of professional learning communities has been a hallmark of consistently high achieving states such as Massachusetts; and

WHEREAS, Statewide efforts to enhance student academic achievement have long had at their foundation an aspiration to be a model of educational excellence for the rest of the nation; therefore be it

RESOLVED, That the Wyoming Department of Education, in concert with a PLC Advisory Board serving under the auspices of the Wyoming Association of School Administrators, with authorization and funding from the legislature and office of the Governor, forthwith

establish a unit for the implementation, support, and supervision of Professional Learning Communities in all districts and schools within the state.

Proposed Model for Continuous School Improvement through PLCs

1. The Wyoming Department of Education, in collaboration with a PLC Advisory Board under the auspices of the Wyoming Association of School Administrators, will establish a unit that is charged with the task of establishing, supporting, and monitoring PLC programs in every district and school in the state.
 - 1.1. The initiative that is developed will be based on the model established by DuFour and Eaker.
 - 1.2. The Professional Learning Communities (PLC) Unit will be comprised of a state director and seven regional directors (coinciding with the states seven community colleges).
 - 1.3. The state and regional directors will be provided with necessary support staff, technology, resources, and supplies to assist with scheduling, training, reporting, and record keeping.
 - 1.4. The PLC Unit will develop virtual PLCs for rural and small schools and for individuals who currently teach singleton courses/classes.
 - 1.5. The budget for the PLC Unit will include adequate funding for ongoing “in-house” capacity building to do the work of PLCs (e.g., Professional Learning Communities at Work Institute, RTI at Work Workshop, Common Core NOW Conference, Assessment NOW Conference).
 - 1.6. The state PLC director will report to the Superintendent of Public Instruction and the PLC Advisory Board, and regional PLC directors will report to the state PLC director.
2. State law and Department of Education policies will accommodate and support a minimum of 60-90 minutes per week of collaboration time for instructional staff in each school.
3. The PLC Unit will create and regularly update (based on established research) a PLC support framework that will include but not be limited to:
 - 3.1. Provision of onsite evaluations and training,
 - 3.2. Models/examples that will inform the work of district leadership, school leadership, and instructional staff,
 - 3.3. Training resources (e.g., implementation frameworks, videos, process handbooks, digital materials),
 - 3.4. Monitoring resources (e.g., data collection templates, rubrics, checklists)
 - 3.5. Periodic regional conferences and workshops with recognized leaders in the field,
 - 3.6. District-to-district and school-to-school expertise exchanges.

4. The PLC Unit will be a critical component in a statewide system of continuous school improvement.

Accountability and Evaluation

Any new initiative should begin with a clear and limited mission, accompanied by reasonable expectations for benchmarks to be achieved and benefits to be accrued. That is to say, we should know where we are going and when we expect to arrive before embarking. The good news is that fifteen other states have begun efforts to build a statewide system of support for professional collaboration, so we have models from which to learn. The bad news is that fifteen states are ahead of us in this capacity-building journey. Yet few states have provided support to districts on the scale of this proposal. Wyoming can still be a national leader in educational advancement.

While Wyoming has supported districts through professional development efforts, technology innovations, and activities to support improved instruction, none of these rather scattered efforts has measured success in terms of demonstrable academic results. It is possible that many prior initiatives have somewhat improved communication, collaboration, and instruction; however, they have not given clear and consistent evidence of moving the academic needle. The only metric that matters is this: whether more students are proficient than before—period.

That being said, Wyoming needs an accountability system that sets forth indicators of professionals' commitment to their students' academic success and continuous school improvement. Such measurements are difficult to obtain, unless accountability happens at ground level through east-west pressure that challenges, encourages, holds accountable, and celebrates learning. A matter of equity is at stake—every student in every district deserves an excellent education. PLCs, practiced with fidelity, are the state's best hope for ongoing system improvement and enhanced student achievement. Some districts fly the PLC banner, but few implement systems of collaboration that meet the rigorous standards of the DuFour/Eaker model of PLC implementation. It is time for Wyoming to build a superior network of professional learning communities, building on the implementation and accountability frameworks under development in a few other states.

Effective implementation of a statewide system of support for PLCs requires an evaluation model that establishes benchmarks for success in terms of academic performance of the state (comparisons of gains relative to other states), regions, districts, and schools. It would be of little benefit to see some districts improve only to see others stagnate. Likewise, it would hardly do if Wyoming improves while other states progress at faster rates. For example, Massachusetts is among a group of states that already have statewide PLC initiatives underway (Massachusetts Department of Elementary and Secondary Education).

Massachusetts remains the top performing state in the nation by out-innovating Wyoming. The proposal advocated in this paper could be implemented more effectively in a state with one-tenth the number of school districts as Massachusetts and could propel Wyoming to national prominence.

The Start-up (Year One)

This proposed effort begins with strong support from a number of superintendents, including those from the highest academically performing districts. They understand the value of a statewide PLC project and see how it can connect with and build other opportunities for statewide collaboration and improvement. The development of a statewide PLC initiative would begin with naming a director who has direct experience with the DuFour model of Professional Learning Communities at the school or district level. This individual would likely be from Wyoming with ties to statewide organizations like the principals' or administrators' associations. This person would not have to relocate to Cheyenne; indeed it might be better if she or he were located in a more central location and better connected to the "field." Since other states have already hired state PLC directors, the job description and search criteria could be borrowed and adapted for Wyoming. This position would be paid at a senior administrator level to attract top-quality candidates.

Both the state PLC director and an administrative assistant could be housed in a local school district office to reduce costs and demonstrate that the operation is "field-based."

The Build-out (Year Two)

After Year One, it is anticipated that seven regional PLC consultants will be identified, hired, and trained. At this time, there will be more concentrated work with districts and schools, helping move groups more actively down the path to full PLC implementation. It must be acknowledged that this is difficult work requiring people who may not have a history of collaboration to move from isolation or even competition to collegiality.

But Year Two and beyond will also entail working towards development of state education policy that is committed to systemic reform and coherence. Coherence means that state policy and procedures are aligned and complementary. It means that all educational entities in the state communicate and coordinate. The key structures involved in building coherence include:

- The emergent State System of Support,
- The state accountability system,
- The overlapping and duplicative testing and school improvement processes,
- Hosts of low yield data collection and reporting systems.

The key entities involved in a coherent system include:

- University of Wyoming School of Education.
- Wyoming Department of Education,
- Wyoming State Board of Education,
- Wyoming School Boards Association
- Wyoming Professional Teaching Standards Board
- The Wyoming Association of School Administrators (WASA)
- Wyoming PTA

If these design constraints could be made to work in concert, the work of the Wyoming statewide PLC endeavor—improving student achievement--could be significantly accelerated.

Conclusion

In an analysis of nearly 200 articles and studies on the impact of professional learning communities on STEM instruction, The National Commission on Teaching and America's Future and WestEd determined that when teachers meet as teams centered on student learning, they experience improved pedagogy and strong advances in student learning by fostering a culture of success. The report advocated for restructuring educational systems

so that they support meaningful collaboration among instructional staff. The study presented this conclusion: “Collaboration is the key to a rewarding career that will attract and retain highly skilled professionals, resulting in higher-impact teaching and deeper student learning. It’s time for educators to harness the power of teamwork found in all other successful 21st century professions” (National Commission on Teaching and America’s Future, 2012).

Now is the time for Wyoming to become an educational forerunner by committing to the establishment and support of Professional Learning Communities at a level that encompasses every district and school in the state. An investment in such an effort would result in strong gains in academic achievement and might even serve to replace the current accountability system that does little to build the kind of capacity that will strengthen the profession and obtain demonstrable results.

In his book, *The Principal: Three Keys to Maximizing Impact*, Michael Fullan says, “When the school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement” (Fullan, 2014).

Without delay, Wyoming policy makers and educational leaders should act to create and provide for a statewide approach to sustainable, continuous school improvement that would act as a powerful antidote to educational mediocrity—professional learning communities in every district, every school.

A Proposal for Statewide Implementation and Support of a Guaranteed and Viable Curriculum for All Students

Introduction

A critical role of school and state leaders is to ensure that students are provided a guaranteed and viable curriculum focused on improving learning. *Guaranteed*, as defined by researcher Dr. Robert Marzano, means that teachers know and are indeed teaching the specific content goals and all students have the opportunity to learn them. Marzano defines *viable* as content that can be taught in the available time (Marzano, Warrick & Simms, *High Reliability Schools: The Next Step in School Reform*, 2014). As most teachers would attest, there are too many content standards to address over the course of a school year. Further, many of the content standards do not clearly state the prerequisite skills necessary for mastering the learning target.

In short, a guaranteed and viable curriculum is one that has clearly defined learning targets that can be taught in every classroom during the school year. It answers the critical questions from the DuFour/Eaker model “**What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level and/or course?**” (*Learning by Doing: a Handbook for Professional Learning Communities at Work*, 2006). Marzano provides the following indicators of a guaranteed and viable curriculum:

- The school curriculum and accompanying assessments adhere to state and district standards.
- The school curriculum is focused enough that it can be adequately addressed in the time available to teachers [a *viable* curriculum].
- All students have the opportunity to learn the critical content of the curriculum [a *guaranteed* curriculum].
- Clear and measurable goals [learning targets and learning intentions] are established and focused on critical needs regarding improving overall student achievement at the school level [also referred to as priority standards, power standards, critical understandings].
- Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

“If teachers aren’t sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.”
(Marzano, 2009)

(Marzano, Warrick & Simms, *High Reliability Schools: The Next Step in School Reform*, 2014, p 57.)

Research is unequivocal about the effects of clear and measurable goals for students. In a study that synthesized 204 reports of the outcome of having clear goals, the average effect

size was .55. Thus, where clear goals were effectively established, the average student increase is equivalent to a 21 point percentile gain over students in classrooms where clear goals were not established (Lipsey & Wilson, 1993). This is not a small gain; a typical year's growth is .40. Further, John Hattie's research shows that feedback in reference to said learning goals has an effect size of .75 (Hattie, *Visible Learning for Teachers*, 2012).

*Learning targets convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation, the intention of the lesson is one of the most important things students should learn. **Without a precise description of where they are headed, too many students are “flying blind.”***
Mass, Brookhart, Long, 2011

To address the need for a guaranteed and viable curriculum, school and state leaders can provide the support, time and direction for the important process of prioritizing the most essential standards and supporting standards, as well as the development of proficiency scales that measure students' attainment of the standards.

This proposal builds on the great work already begun through the leadership of the Wyoming Department of Education, under the auspices of Shelly Andrews in the Accountability Division. The Wyoming Department of Education has offered numerous workshops throughout the state in the area of assessment literacy. These trainings, in partnership with Wyoming's Regional Education Laboratory, led by Marzano Research, were very well received by teachers. In fact, the first round of 333 teachers and administrators rated the presenter and the workshop a 4.8 on a 5 point scale. This shows that our educators and administrators are appreciative of the Marzano Research trainings.

Further, this proposal stems from Wyoming being an ideal sized state to develop regional and statewide professional learning communities, where teams of teachers and administrators collaborate for the benefit of our students. By bringing teams of educators together to work with their peers in the content areas, the opportunity to collaborate and network will greatly support student learning and achievement. In partnership with the state's Regional Education Laboratory, led by Dr. Robert Marzano, the Wyoming Department of Education can lead educators and administrators toward a clearly defined and articulated curriculum offered to all students.

Year One: Using a PLC Model for Math and English Language Arts Educators

During the first year, the professional development would be designed specifically for lead educators in mathematics and English Language Arts and administrators. These lead teachers and administrators would then go back to their Professional Learning Communities and share their learning. Further support would be provided via on-line resources including taped videos of the professional development, handouts and power points. For districts not meeting expectations, extra support in the form of supportive coaching from the research lab would be provided.

Year Two: Using a PLC Model for All Educators

During the second year, a second round of professional development would be designed specifically for lead educators in mathematics and English Language Arts and administrators. Additional trainings would be for educators in the sciences and social sciences, as well as trainings for CTE and fine and performing arts educators. As in year one, these lead teachers and administrators would then go back to their Professional Learning Communities and share their learning. For districts not meeting expectations, extra support in the form of supportive coaching from the research lab would be provided.

Proposed Model for a Statewide Implementation of Support of a Guaranteed and Viable Curriculum for All Students

1. The Wyoming Department of Education, under the auspices of the Wyoming Association of School Administrators, will provide professional development and follow-up coaching centered on a Guaranteed and Viable Curriculum for regions and districts throughout the state.
 - 1.1 The initiative is based on the work of Marzano Research.
 - 1.2 The trainings and follow-up coaching will be offered regionally and locally to districts.
 - 1.3 The budget for the Guaranteed and Viable Curriculum professional development will include adequate training resources, books and handouts.
2. The Wyoming Department of Education will create and update access to on-line resources of support to include videos of trainings, sample prioritized standards, sample proficiency scales, and other resources.
3. As shown in Table 1 on the following page, the total costs for the implementation of year one professional development is \$216,000; and \$336,000 for year two.
4. Year three's specific goals and costs could be determined collaboratively upon successful completion of the first two years.

Table 1

Year One Action Items and Required Resources		
Action Item	Specific Outcomes	Cost (est.)

Provide four regional two-day trainings to ELA and Mathematics Teachers	<ul style="list-style-type: none"> Identify priority standards for ELA and mathematics Write proficiency scales for ELA and mathematics Write scales in student friendly language 	\$15,000 per training X 4 regions = \$60,000
Supportive Coaching for School Districts Not Meeting Expectations	<ul style="list-style-type: none"> Provide instruction that focuses on the learning goals Provide meaningful feedback Provide opportunity for staff to guide students in setting goals, reflecting on learning and tracking their own progress. 	\$6,500/day X 3 days X 8 districts = \$156,000
Development of On-Line Access of Support	<ul style="list-style-type: none"> Warehousing of sample prioritized standards and proficiency scales Videos for in-house training Power Points and Handouts Other Available resources 	WDE staff
Year Two Action Items and Required Resources		
Provide four regional two-day trainings to Science and Social Studies Teachers	<ul style="list-style-type: none"> Identify priority standards for science and social studies Write proficiency scales for science and social studies Write scales in student friendly language 	\$15,000 per training X 4 regions = \$60,000
Provide four regional two-day trainings for CTE Teachers, Fine and Performing Arts	<ul style="list-style-type: none"> Identify priority standards for science and social studies Write proficiency scales for science and social studies Write scales in student friendly language 	\$15,000 per training X 4 regions = \$60,000
Provide second round of four regional two-day trainings to ELA and Mathematics Teachers	<ul style="list-style-type: none"> Identify priority standards for ELA and mathematics Write proficiency scales for ELA and mathematics Write scales in student friendly language 	\$15,000 per training X 4 regions = \$60,000
Supportive Coaching for School Districts Not Meeting Expectations	<ul style="list-style-type: none"> Provide instruction that focuses on the learning goals Provide meaningful feedback Provide opportunity for staff to guide students in setting goals, reflecting on learning and tracking their own progress 	\$6,500/day X 3 days X 8 districts = \$156,000

Year Three:

Once prioritized standards, clear learning targets, and proficiency scales are developed for science, technology, the arts, and mathematics, the next phase would be the integration of the cross-cutting concepts and processes into all curricular areas. In partnerships with the Wyoming Department of Education, the University of Wyoming, and the Community Colleges, educators and administrators can weave together disciplinary core ideas (STEAM) with scientific, technology, and mathematics practices, anchor standards and big ideas, which leads to more relevant, authentic learning for Wyoming students (Dr. Ana Houseal's model, 2014).

Instruction

High quality, impactful instruction is one of the most important, if not the most important factor in the success of each student learning. A comprehensive, viable curriculum developed from standards with high expectations is also necessary. A fair and consistent assessment system is a must in ensuring students understand the progression of their learning and what they are expected to learn.

How teachers choose specific teaching strategies during lesson plan development is crucial in making sure each student is provided an opportunity to learn the expected learning targets. There is a plethora of research that confirms the importance of the use of high leverage teaching strategies. One such well known book, *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*, (Marzano, Pickering, and Pollock, 2001). *Visible Learning* (Hattie, 2012) is another well utilized research book on the effectiveness of specific teaching strategies.

The information in this book may be utilized in a variety of ways. One way is to use the book as book study with your teaching staff. Following the guided, close reading of the book, individual teachers are required to formally share with their peers how student achievement has increased by implementing one of the teaching strategies with fidelity. The use of student achievement data must be clearly shown as a part of the action research. The teachers will then share their success with each other during a ½ day or full-day professional development activity. Teachers learning from their peer teachers is a more favorable teaching opportunity than hiring a onetime expert to come in? You have constant access to your peer teachers and multiple opportunities to collaborate with them on a particular teaching strategy. Principals as instructional leaders will then provide feedback to each teacher specifically about how effective they are implementing the teaching strategy. This requires the principal to be very knowledgeable about each teaching strategy so their feedback and collaboration with the teachers is responsive.

The implementation of a district-wide instructional model is another method to ensure high leverage teaching strategies are being used in every classroom in a school district. Using research, the instructional leadership team and the teachers will choose one high leverage instructional strategy to implement in a district. This teaching strategy will be the focus of teacher supervision and collaboration by the instructional team for at least one school year. All classroom walk throughs that are not part of the formal evaluation process will be focused on this learning strategy by the principal, instructional facilitator, and any other instructional leader and the teacher. Formal evaluation observations could be part of the process as well.

Using research and teacher experience the specific characteristics of a teaching strategy will be defined by teachers in each school facilitated by the principal. It is important to define what does a teacher do and what do the students do for each characteristic of the teaching strategy. The characteristics can be illustrated using a simple t-chart. See example below:

What is the teacher doing?	What are the student(s) doing?

A single instructional leader or a small group of instructional leaders can conduct learning walks in about three classrooms and debrief in 90 minutes. The instructional leaders use a similar t-chart to record their observation during the classroom visit. The instructional leader of the school will then provide feedback to each teacher. The feedback is intended to require the teacher to reflect on the teaching strategy. It is not any anyway a negative form of communication. The feedback should come in a question format that may begin with “I wonder

ASSESSMENT

**STATE OF WYOMING
DEPARTMENT OF ADMINISTRATION AND INFORMATION
PROCUREMENT SECTION
700 WEST 21st Street
CHEYENNE, WY 82002-0060**

**REQUEST FOR PROPOSAL
0011-A**

**WYOMING DEPARTMENT OF EDUCATION
ACCOUNTABILITY DIVISION
STATEWIDE SYSTEM OF SUPPORT
STRATEGIC PLAN DEVELOPMENT AND IMPLEMENTATION DOCUMENT**

**PURCHASING REPRESENTATIVE: Lori Galles
TELEPHONE NO. (307) 777-6797**

**DEPARTMENT OF EDUCATION
REPRESENTATIVE: BRENT YOUNG
CHIEF POLICY OFFICER
TELEPHONE NO. (307) 777-2059**

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R.F.P. NO. XXX
DEPARTMENT OF EDUCATION

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REQUEST FOR PROPOSAL

1. SUBMISSION OF PROPOSALS:

Sealed Proposals, for a Statewide System of Support Strategic Plan Development and Implementation Document for the Wyoming Department of Education, will be received through the Public Purchase on-line bidding system until 2:00 P.M., July 31, 2015.

- 1.1. No proposal will be considered which is not accompanied by the attached Budget Proposal and signed by the proper official of the firm.
- 1.2. Proposals must be received by the time and date specified. Proposals received after the time and date specified will not be considered.
- 1.3. Proposal information is restricted and not publicly available until after the award of the Contract by the Procurement Section.

2. MODIFICATIONS OR WITHDRAWAL OF PROPOSALS:

- 2.1. A proposal may be altered prior to the specified date and time of the opening contained in the proposal documents.
- 2.2. A proposal that is in the possession of the Procurement Section may be withdrawn by the proposer up to the time of the opening. Failure of the successful proposer to furnish the service awarded as a result of this advertisement shall eliminate the proposer from the active proposers list for a period of time as determined by the Procurement Section.

3. PREPARATION OF PROPOSALS:

- 3.1. No proposal will be considered which modifies, in any manner, any of the provisions, specifications, or minimum requirements of the Request for Proposal.
- 3.2. In case of error in the extension of prices in the proposal, unit prices will govern.
- 3.3. Proposers are expected to examine special provisions, specifications, schedules, and instructions included in this Request. Failure to do so will be at the proposer's risk.

4. AWARD AND CONTRACT INFORMATION:

- 4.1. The State of Wyoming hereby notifies all proposers that it will affirmatively insure that minority business enterprises will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of age, race, color, sex, creed, national origin, or disability.
- 4.2. The proposer also, agrees that should this firm be awarded a Contract that the firm will not discriminate against any person who performs work there under because of age, race, color, sex, creed, national origin, or disability.

- 4.3. The proposer expressly warrants to the State that it has the ability and expertise to perform its responsibilities hereunder and in doing so shall use the highest standards of professional workmanship.
- 4.4. The State of Wyoming reserves the right to reject any or all proposals, to waive any informality or technical defect in the proposals, or to award the contract in whole or in part, if deemed to be in the best interest of the State to do so. The Department of Administration and Information, Procurement Section, will award this contract to the firm, determined by the Wyoming Department of Education the most responsive and responsible offer based on criteria specified herein.
- 4.5. This Request for Proposal shall become part of the Contract and will be in effect for the duration of the Contract period.
- 4.6. The successful proposer will be required to enter into and sign a formal Contract with the State with reasonable adjustments acceptable to the State. The agreement will become a part of the Contract and will be in effect for the duration of the contract period. The contract language will control over any language contained within this RFP that conflicts with the signed and fully executed Contract.
- 4.7. Successful proposer shall comply with the Americans with Disabilities Act and Wyoming Fair Employment Practices Act. (W. S. 27-9-105 *et. seq.*).

DATED THIS NINTH DAY OF JULY, 2015

STATE OF WYOMING

Procurement Section

Assigned Buyer: Lori Galles

GENERAL PROVISIONS

1. INDEPENDENT CONTRACTOR

- 1.1. The contractor shall function as an independent contractor for the purposes of the Contract and shall not be considered an employee of the State of Wyoming for any purpose. The contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the contractor in fulfilling the terms of the Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in the Contract shall be interpreted as authorizing the contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the contractor or the contractor's agents and/or employees as a result of this Contract.

2. INSURANCE:

- 2.1 All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall contain a waiver of subrogation against the Agency and the State, its agents and employees. The contractor agrees it will carry the insurance which is applicable to this RFP. Contractor shall provide a copy of an endorsement providing this coverage.

3. LAWS TO BE OBSERVED:

- 3.1. The contractor shall keep fully informed of all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the conduct of the work. The contractor shall at all times observe and comply with all such laws, bylaws, ordinances, regulations, orders and decrees in force at the time of award. The contractor shall protect and indemnify the State and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order, or decree whether by himself or his/their employees. No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the provider for any of the above reasons.

4. TAXES:

- 4.1. The contractor shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and Social Security taxes, workers' compensation, unemployment insurance, and sales taxes.

5. ASSIGNMENT/CONTRACTOR:

- 5.1. The Contract shall not be assigned by the contractor. Third party participation is authorized only as a joint venture which must be clearly stated with details on the original proposal, signed by all parties participating. Any alterations, variations, modifications, or waivers of the provisions of this Contract shall be valid only if

they have been reduced to writing, duly signed by the parties hereto, and attached to the original Contract agreement.

- 5.2. The contractor shall not enter into any subcontracts for any of the work contemplated under this Contract without prior written authorization of the State.
- 5.3. Claims for money due, or to become due to contractor from the State under the Contract may, be assigned to a bank, trust company, or other financial institution, or to a trustee in bankruptcy, without approval by the State. Notice of any assignment or transfer shall be furnished to the State.
- 5.4. The contractor shall not use the Contract, or any portion thereof, for collateral for any financial obligation without the prior written permission of the Agency.

6. TERMINATION OF CONTRACT:

- 6.1. Termination of the Contract may be made by any party at any time with or without cause, upon no less than thirty (30) days written notice to the other parties. The Contract shall remain in full force and effect until terminated as provided herein.
- 6.2. The State may, upon ten (10) days written notice to the contractor, terminate the Contract, in whole or in part, for just cause, which shall include failure of the Contractor to fulfill in a timely and proper manner the obligations under the Contract. In such event, all finished documents, data, models and reports prepared under this Contract shall, at the option of the State, become its property upon payment for services rendered through the termination of the Contract.
- 6.3. Should the contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies as determined by the Wyoming Attorney General will be implemented if it appears the contractor has breached or defaulted on the Contract.

7. ACCOUNT REPRESENTATIVE:

- 7.1. The successful proposer(s) shall appoint, by name, a company representative who shall be responsible for servicing this account. The appointed representative shall be responsible to provide the services required to insure that the account will be administered in an organized systematic manner.

8. RESPONSIVENESS:

- 8.1. Proposers are expected to examine specifications, schedules, and instructions included in this package. Failure to do so will be at the proposer's risk.

9. EXTENSION AND AMENDMENT:

- 9.1. The proposer and the State covenant and agree that this proposal or subsequent Contract may, with the mutual approval of the proposer and the State, be extended under the same terms and conditions of this proposal or Contract for a period of one (1) year, and said option to extend this proposal or Contract for a one year period shall be in effect for each year thereafter for a total period not to exceed two (2) additional years.

10. COMPLIANCE WITH LAWS:

- 10.1. In performing the Contract, both parties agree to comply with all applicable state, federal and local laws, rules, and regulations.
11. AUDIT:
- 11.1. The State or any of their duly authorized representatives shall have access to any books, documents, papers, and records of contractor which are directly pertinent to the Contract for the purpose of making audit, examination, excerpts, and transactions.
12. CONFLICT OF INTEREST:
- 12.1. The parties warrant that no kickbacks, gratuities, or contingency fees have been paid in connection with the Contract and none has been promised contingent upon the award of the Contract. Proposer warrants that no one being paid pursuant to the Contract is engaged in any activities which would constitute a conflict of interest with respect to the purposes of the Contract.
13. NO FINDERS FEE:
- 13.1. No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
14. OWNERSHIP OF DOCUMENTS/WORK PRODUCT:
- 14.1. It is agreed that all finished or unfinished documents, data, or reports, prepared by contractor under the Contract shall be considered the property of the State, and upon completion of the services to be performed, or upon termination of the Contract for cause, or for the convenience of the State, will be turned over to the State.
15. CONFIDENTIALITY OF INFORMATION:
- 15.1. All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the contractor in the performance of the Contract shall be kept confidential by the contractor unless written permission is granted by the State for its release.
16. SOVEREIGN IMMUNITY:
- 16.1. The State of Wyoming and the Agency do not waive sovereign immunity by entering into the Contract, and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyoming Statute 1-39-104(a) and all other state law.
17. INDEMNIFICATION:
- 17.1 The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice.

SPECIAL PROVISIONS

PROPOSALS MUST BE RECEIVED BY THE TIME AND DATE SPECIFIED. PROPOSALS RECEIVED AFTER THE TIME AND DATE SPECIFIED WILL NOT BE CONSIDERED.

It is the responsibility of the proposer to clearly identify all information that is considered confidential in accordance with the Wyoming Public Records Act, W.S. 16-4-201 through 16-4-205. Please identify each confidential page with the word “CONFIDENTIAL” in capital, bold letters centered at the bottom of each page. Information not clearly marked may be considered public.

A. BACKGROUND INFORMATION

The K-12 education system in Wyoming includes approximately 350 schools in 48 districts serving over 93,000 students in districts ranging in size from 100 to 13,500 students. Each district is locally controlled by elected boards of trustees and provides professional development within each district. The University of Wyoming, with teacher education programs at campuses in Laramie and Casper, enrolls approximately 900 students in elementary education and secondary education programs.

Wyoming state statutes require that a progressive multi-tiered system of support, intervention and consequences to assist schools be established by the state board and shall conform to the January 2012 education accountability report. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequences, and the state superintendent shall take action based upon system results according to provisions outlined in W.S. 21-2-204 (f) and (k).

B. PURPOSE OF RFP

The purpose of the RFP is to solicit vendors to 1) facilitate the development of a Statewide System of Support Strategic Plan and Implementation Document, and 2) facilitate and guide the implementation of the plan. The plan should include collaboration with appropriate governance and advisory structures. This RFP is designed to provide interested vendors with sufficient information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content. Vendors are at liberty and encouraged to expand upon goal specifications to evidence strategic plan development and implementation capability under any resulting contract.

C. SCOPE OF WORK

In collaboration with Wyoming Department of Education (WDE) staff and State Board of Education (SBE) members, the contractor will lead a strategic planning and implementation process to include, but not be limited to, the following key areas of work:

1. Review the statutory requirements related to the multi-tiered system of support, intervention, and consequences (W.S. 21-2-204 (f) and (k)) including the January 2012 education accountability report to determine governance and advisory structures necessary to support plan development and specific plan objectives.

2. Create a summary of the strategic review of all relevant documents for discussion by WDE staff and SBE members.
3. Design and conduct facilitated planning meetings and/or strategic interviews for the board, staff, and key external stakeholders to discuss the key questions, develop ideas for strategic directions, and foster stakeholder investment in the Statewide System of Support Strategic Plan and Implementation process.
4. Synthesize the discussions into a three to five year Statewide System of Support Strategic Plan and Implementation Document. This draft document will be considered by the Wyoming Department of Education and the Wyoming State Board of Education during or before the March 2016 SBE meeting. At a minimum, this plan shall include:
 - Vision statement
 - Mission statement
 - *Support/intervention for low performing students
 - *Support/mentoring for teachers needing to improve
 - Induction for new teachers and leaders
 - *Support/mentoring for school leaders
 - *Capacity building for schools and districts with lower than acceptable levels of achievement or growth
 - *Capacity building for the state as a whole to support continuous improvement
 - *The role of institutions of higher education in building capacity and preparation especially in terms of P-16 coordination (**Marion, S., Domaleski, D. [2012, January 31]. WY Comprehensive Accountability Framework, p. 65*)
 - Implementation outline that describes the role of WDE administration, the state superintendents' association, and the development of partnerships with other appropriate professional organizations and key stakeholder groups
5. Key questions and specific objectives of the Statewide System of Support Strategic Plan and Implementation Document include, but are not limited to the following:
 - How do we insure that programs and technical assistance align with and advance the mission/vision in measureable and meaningful ways?
 - What revenue and resource development strategies are needed to sustain the mission and vision over the next three to five years and beyond?
 - What will be the infrastructure and organizational development needs for the WDE over the next three years?
6. Describe the Plan implementation process and timeline (following the approval of the document by the WDE and the SBE). This should include but not be limited to the following:
 - Development of a comprehensive communication plan to support stakeholder feedback and transparency of implementation
 - Identification and alignment of resources and support structures already in place, e.g.
 - Wyoming Association of School Administrators
 - WDE division directors
 - District professional organizations
 - Identification of highest priority district need and resources available to provide support

D. QUALIFICATIONS

The contractor should possess:

1. Knowledge of the field of Wyoming K-12 education with leadership experience at both the school and district level
2. Experience in the area of coaching and facilitating leadership development in the K-12 environment
3. Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints.

E. APPLICATION REQUIREMENTS/Proposal Evaluation Criteria

1. Cover Sheet (0 points)
Complete the attached cover sheet. The cover sheet must include the:
 - Project title
 - Company/applicant name,
 - Full address,
 - Telephone number, facsimile number, and email address, and
 - Name and title of the designated contact person.
2. Content of the proposal (60 points)
Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each.
 - Provide clear information on how each requirement will be met.
 - Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development
 - Address the sustainability of a comprehensive statewide system of support with measurement of goal achievement
3. Experience and biography of all principal contractors (20 points)
Provide information on contractors who will be assigned to this project. Information shall include:
 - Knowledge of the field of Wyoming K-12 education with expertise in school district administration
 - Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints
 - Any recent strategic plan development and other work provided in Wyoming
4. Sample evaluations of recent related work and reference list (10 points)
5. Budget and narrative (10 points)
Complete the budget by proposing strategic plan and implementation document development and associated travel.
6. Additional information
In addition to the information outlined above, the proposer may include any other relevant information that may be useful to the WDE and the SBE in reviewing and rating the proposal.

Proposal Evaluation Criteria

Point values have been assigned to the criteria in the application requirements of the proposal (noted above). Upon receipt, each proposal will be evaluated. The resulting score will assist the Wyoming Department of Education and the State Board of Education in evaluating the proposals.

1. Cover sheet – 0 points
2. Content of the proposal – 60 points
3. Experience and biography of principal contractors – 20 points
4. Sample of evaluations of recent relevant work including reference list – 10 points
5. Budget and narrative – 10 points

F. TENTATIVE SCHEDULE OF EVENTS

The following schedule of events is subject to change at the sole discretion of the Wyoming Department of Education.

Event	Deadline
• RFP to prospective proposers	July 9, 2015
• Deadline for questions from applicants	July 17, 2015
• Proposal submission deadline	July 31, 2015

G. QUESTION SUBMISSION

Questions regarding this RFP must be submitted in writing and submitted through Public Purchase no later than July 17, 2015 at 2:00 p.m.

All questions will be addressed and the answers posted to Public Purchase.

H. RESPONSE REQUIREMENTS AND DATES OF SUBMISSION

To be considered for participation proposals should be typed, 12 font size, and double-spaced.

Proposals must be received before the time and date specified. Proposals received after the time and date specified will not be considered. The document upload must be completed by the 2:00 p.m. deadline. The Wyoming Department of Education is not responsible for transmittal time or irregularities with Public Purchase. Mailed, emailed and faxed proposals will not be accepted.

I. RESERVED RIGHTS AND EXCLUSIONS

The WDE reserves the right to:

- Reject any and all proposals received in response to this RFP;
- Select any proposal other than the one with the lowest fixed fee;
- Waive or modify any information, irregularities or inconsistencies in proposals received; and
- Negotiate as to any aspect of the proposal with the proposer and negotiate with more than one proposer at a time.

Exclusions to application:

- Successful applicants may not be current employees of any school district, parent advocacy group, or educational institution within the State of Wyoming. The WDE strives to maintain the integrity of its general Supervision System by eliminating any possible conflicts of interest.

J. PERIOD OF AWARD

The period of performance for services subject to this solicitation shall be for an initial term and commencing upon award and extending through June 30, 2016 with the option to renew for one additional one year term. All invoices for work performed through June 30, 2016, must be received by July 6, 2016.

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**Accountability Division
Wyoming Department of Education**

Cover sheet – Sole Applicant Information or Company/Organization Information

Deliver to the Wyoming Department of Administration and Information, Purchasing Section.

Project Title	
Applicant Name	Employer Identification Number
Applicant Address	Telephone Number
City	Zip
E-mail Address	Fax Number
Name of Designated Contact	Title of Designated Contact

OR

Company/Organization Name	Employer Identification Number
Company Mailing/Street Address	Company E-mail Address
City, State, Zip Code	Telephone Number / Fax Number
Name of Designated Contact	Title of Designated Contact
If your organization has more than one person who will be facilitating the strategic plan development and implementation document process, please specify, in the spaces below, the names and role each person will fulfill.	
Name(s)	Role(s)

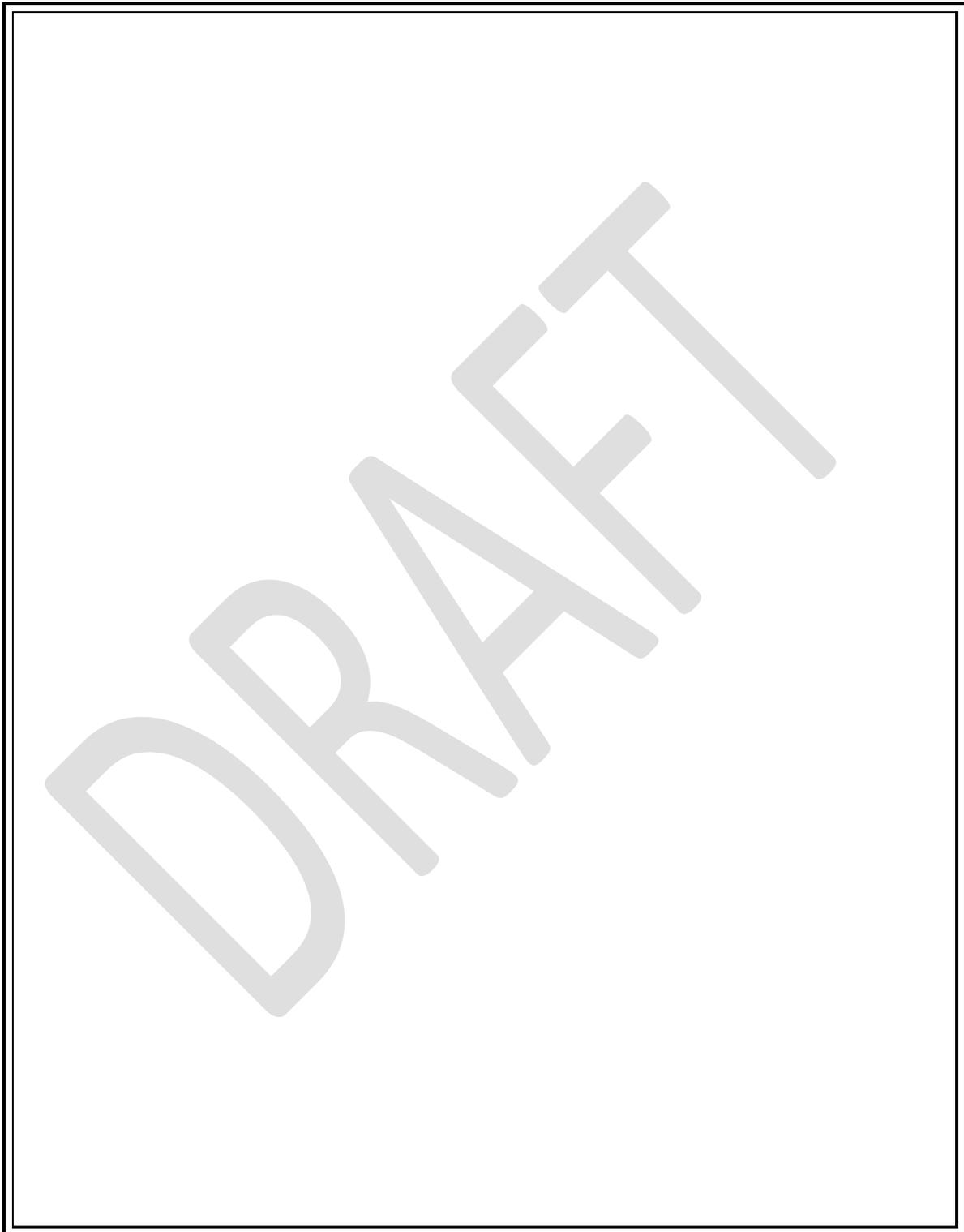
Content of the proposal: Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each. Provide clear information on how each requirement will be met. Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development. Address the sustainability of a comprehensive statewide system of support including measurement of goal achievement.



Experience and biography of principal contractors: Provide information on contractors assigned to this project. Information should include 1) knowledge of the field of Wyoming K-12 education with expertise in school district administration, 2) experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal realities, and 3) any recent strategic plan development and other K-12 education work provided in Wyoming.

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Sample of evaluations of recent related work including reference list: The proposal must include sample evaluations of recent related work and a reference list including phone numbers.



BUDGET

Budget Narrative		
Item #	Budget Line Items	Amount
001	Plan development and facilitation costs	\$ _____
002	Travel cost	\$ _____

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VERIFICATION SHEET

The undersigned agrees to provide to facilitate and development the Statewide System of Support Strategic Plan and Implementation Document for the Wyoming Department of Education, Accountability Division in accordance with the Request for Proposal, General Provisions, Special Provisions and Proposal Price Sheet for proposal no. XXXXX.

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name _____ Phone () _____

FAX () _____

Mailing Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

_____ Sole Proprietorship

_____ General Partnership

_____ Corporation

_____ Limited Partnership

_____ Limited Liability

_____ Other _____

If Proposer is a sole proprietorship, list:

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

_____	_____
_____	_____
_____	_____
_____	_____

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

(Signature)

(Name and Title) (Typed or Printed)

(Date)