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To: All Vendors

From: M. Angela Foraker
Executive Director of Procurement

Date: April 28, 2017

Re: Comprehensive Question and Answer List for RFP #21221: Online Educator Evaluation Solution

Below is a comprehensive list of all questions that were submitted for this RFP with corresponding answers

A. Comprehensive Question and Answer List

1. Whether companies from Outside USA can apply for this? (like, from India or Canada)

A. Yes.

2. Whether we need to come over there for meetings?

A. Yes, see page 60, “CMSD will also request a technology demonstration by the vendor and any subcontractors to review the software proposed, the implementation methodology, met the project team, address additional questions, and review in depth demonstrations.”

3. Can we perform the tasks (related to RFP) outside USA? (like, from India or Canada)

A. No, see the Technical Requirements section on Page 81, “Requirement T1.7: Ability to house all CMSD data in the United States.”

4. Can we submit the proposals via email?

A. No, proposals must be submitted per the instructions in Section II, Instructions to Proposers, 2.

5. Based on the number of “show stoppers,” are you anticipating a contract with only one vendor or will satisfying all your requirements involve a team of vendors?

A. We anticipate signing a contract with one vendor, who could be the prime contractor for a multi-vendor solution.

6. Page 5. Items D. and L. appear to be duplicates. Can you confirm?

A. Yes that is correct.

7. Page 58. Asks for Vendor Business Profile information required in the Vendor Business Profile section. We cannot locate that section.

A. Please supply the information requested in the Company History and Background section, which serves as our Vendor Business Profile.

8. How many total users (teachers & observers) does the district expect will use the system each school year?

A. We expect approximately 4000 users each year.

9. The district is requesting full implementation by the 2018-19 school year. Does the district desire a smaller pilot during the 2017-18 school year, prior to full implementation? With respect to pricing, is Year 1 to be the pricing for a full implementation in 2018-19, or would you like Year 1 to be the set up/pilot year, to occur during 2017-18?

A. Implementation planning could include a smaller pilot during the 2017-18 school year. Year 1 should be the set up/pilot year to occur during 2017-18. We will still want to understand the cost of year 1 of implementation, which would be the 18-19 school year.

10. Does the district have an estimated total/annual budget for the solution?

A. Yes.

11. The RFP indicates that there are 16 different rubrics currently used for evaluations. Does the district have a chart/table listing the rubrics & the respective groups they apply to?

A. Each of our employee groups within the Teacher classification have their own version of a rubric. Each rubric is based off Charlotte Danielson’s Framework for Teaching, with the exception of the administrators (principals, APs/CISs, and Deans of Engagement). The employee groups are:

- **Teachers**
- **Itinerant special education pre-k teachers**
- **Library media specialists**
- **School counselors**
- **Instructional coaches**
- **Teachers in a residential setting**
- **Nurses**
- **Therapeutic specialists (OT, PT, SLP)**

- **Transition coordinators**
- **Psychologists**
- **Attendance liaisons**
- **Paraprofessionals**
- **Interpreters**
- **Principals**
- **Assistant Principals / Curriculum and Instruction Specialists**
- **Deans of Engagement**

12. Page 84 of the RFP addresses potential system interface requirements. The 1st row states the potential integration with the SIS, as follows: *"For the purpose of providing student rosters associated with a specific teacher for objective setting and evaluation."* Our platform does not store student data/rosters. Can you provide a bit more information on how you would expect the chosen evaluation platform to interface with the SIS?

A. Student rosters would need to be accessible in the system in order for professionals to create student learning objectives. We anticipate that the chosen platform would need to interface with the student information system in order to provide this information for each professional to support setting student learning objectives.

13. Page 84 of the RFP addresses potential system interface requirements. The 4th row states the following re integration with eTPES: *"Update evaluation information on the state system with results from CMSD evaluations. Constrained by limit on number of records uploaded at a time (50 records)."* Would the district expect the chosen vendor to conduct this manual upload, or would a designated district representative be responsible for uploading evaluation results from the vendor's system to the state system?

A. A designated district representative would be responsible for uploading evaluation results from the vendor's system to the state system.

14. How many educators are included in the scope of this RFP?

A. See Answer to Question 8.

15. Does the district intend to align professional learning and recommended or required learning prescriptives to evaluation findings and results?

A. Not at this time, but this could be a future priority for the district.

16. If we want to submit a redacted version of our proposal in addition to the required original and copies, may we simply provide an electronic version on the USB drive? Or would you like a paper copy as well?

A. All required proposal materials as specified on Page 5 and Page 57 of the RFP must be submitted in the formats specified by the RFP. Proposal materials that are not required may be submitted on the flash drive.

17. As you seek to bring together existing systems and streamline your workflow, do you require direct, automated integration in all aspects? Or will you also use the new solution for generating reports and other components that are separately sent/submitted to other systems (e.g., the state reporting system)?

A. We are not seeking to bring existing systems together, but instead bring existing functionality from the three systems integrated together on a single platform; the exception being the state reporting system eTPES, which will remain an interface

18. The instructions reference sections titled "Vendor Business Profile" and "Key Questions and Information Requests." Just to confirm, have these sections been combined/converted into the "Key Vendor Questions" and "Company History, Background & References" sections on pages 82-83?

A. Yes.

19. General question about SLOs: Could you please explain your SLO process or provide documentation of the process?

A. At the beginning of the school year, teachers select from a set list which course/courses they will set an SLO for. The district then, based on the selected course and scores on pre-assessments, as well as student demographics, provides recommended targets for that course for end of year assessments. Teachers then can either accept those recommend targets, or submit to have those targets revised. If they wish to change the targets, teachers must provide a rationale meeting particular criteria. The building principal, then, must review and approve all SLOs of teachers in their building. This process typically occurs in the fall. In the spring, the district determines which teachers met their SLO using assessment results and the targets approved in the fall.

20. Requirement 1.1: What business rules are you anticipating will change? Are you looking for the ability to change these rules yourself?

A. Not sure how this pertains to Requirement 1.1, but we want the ability change business rules (e.g. thresholds for notification / alerts) without vendor or IT intervention.

21. Requirement 1.14: Can you please elaborate and provide a use case?

A. We want the system to calculate when a time threshold for an action (e.g., based on a date, or a response from another user), and notify the affected parties to take the next appropriate action, such as reminding an Evaluator to draft and submit improvement plan when it's due.

22. Requirement 1.16: Please elaborate on your SLO process.

A. See response to question 19.

23. Requirement 3.9: How many rubrics will be loaded into the system? How many different workflow process are associated with all of the rubrics needed to be loaded into the system?

A. Currently there are 15 rubrics in use. There are a total of 5 workflows; some workflows need to accommodate more than one rubric. For example, the rubrics for a teacher and peer coach are different, but the workflow for observations is the same.

24. Requirement 3.10: Can you provide an example of a template to be submitted?

A. See attached for an example (“Sample TDES Aligned Plan”), attached hereto as Comprehensive Question and Answer List Attachment A

25. Requirement 5.3: How are you seeking to have the contract displayed?

A. We want our vendors to propose display options. By contract we mean contract type (i.e. limited, continuing).

26. Requirement 5.5: What options are you looking for to be presented? Can you provide a use case for this requirement?

A. Options might include for an evaluator to recommend an evaluatee for non-renewal based on the rating provided by the evaluator.

27. Requirement 7.2: How are grievances being tracked right now? What is the process?

A. The process is currently tracked manually using Excel spreadsheets. We wish for the solution to allow users to query particular employee records and information about those records to facilitate the grievance and/or appeals process.

28. Requirement 9.1: Please provide more detail and include examples of anomalies.

A. There are different circumstances wherein an evaluatee’s process is different from the regular process. One example is a Leave of Absence. If an evaluatee is on a leave of absence, he/she is not evaluated during that time. We would like for the system, through integration with our ERP, to be able to flag or notate that an evaluatee is on a leave and should not be evaluated. The same holds true for an employee who submits notification of retirement before December 1; if they do so, the employee is not evaluated. We would like a way for the system to note that automatically for the evaluator based on employee information from Workday.

29. Requirement 9.4: Will the composite and SGM components be coming from different sources? What is the current process of bringing this data together?

A. We prefer to have these components integrated together on a single platform. Today, SGM is a separate system; the data currently comes

together when uploaded to the state reporting system eTPES, which will remain an interface .

30. Requirement 9.5: Please explain this requirement in more detail.

A. Simply that data being exported to eTPES needs to be batched to facilitate the constraints of eTPES. The eTPES system currently only supports files that are approximately 50 lines long, and we need the evaluation software solution to generate files that meet this eTPES limitation to facilitate easier upload.

31. Requirement T1.9: Please provide expectations of security tied to roles and assignments.

A. This includes managing read and update rights tied to specific user roles. The most obvious examples are the System Administrator, Evaluators and Evaluatees.

End of Comprehensive Question and Answer List

Comprehensive Question and Answer List Attachment A

Period: _____ Grade: _____ Subject: _____ Date: _____ Other: _____

General description of my lesson with prerequisites and misconceptions	1a Knowledge of content and pedagogy T's plans and practice reflect extensive knowledge of the content and of the structure of the discipline . T actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Content standards I will address in this lesson	1c Setting instructional outcomes* Instructional outcomes are stated as challenging goals that can be assessed, reflecting rigorous learning and Ohio curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
What my students will know or be able to do at the end of the lesson	1c Setting instructional outcomes* Instructional outcomes are stated as challenging goals that can be assessed, reflecting rigorous learning and Ohio curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
How I will teach the lesson	1e Designing Instruction* T coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/district curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.
How I will differentiate the lesson	1e Designing Instruction* T coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/district curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.
How I will assess student learning during or after this lesson	1f Designing Assessment Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals , and the teacher intends to use assessment results to identify student strength and areas for growth to plan future instruction for individual students.
What resources I will need for this lesson	1d Knowledge of Resources Teacher seeks out and uses resources in and beyond the school or district in professional organizations, on the Internet, from families and colleagues and in the community to enhance own knowledge, to use in teaching, and for students who need them.
What I know about my students that relates to this lesson	1b Knowledge of Students Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.