



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## Oakland Unified School District Academics and Instructional Innovation

### Curriculum Implementation Support: Request for Qualifications – RFQ 2020

#### Important Dates:

- **Date RFQ issued:** January 31, 2020
- **APPLICATION due by:** February 14, 2020
- **Review of Applications and Communication to Finalists with potential interview:** February 28
- **Notification of Qualified Organizations:** Early to mid-March

#### Request for Qualifications RFQ - 2020

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## I. Introduction and Overview

### A. Introduction

In 2019, Oakland Unified School District (OUSD) launched its [Instructional Focus](#), a 3-year plan to close opportunity gaps and improve learning for all students. The premise of our instructional focus is simple: the transformation of teaching practice, leadership practices, and organizational practices is the precondition for continuous improvement. The following Four Building Blocks serve as the organizing framework for school- and system-level change:

- Building Conditions for Student Learning
- Providing Equitable Access to Standards-Based Instruction
- Developing Language and Literacy Across the Curriculum
- Cultivating Conditions for Adult Professional Learning

To support teachers in providing equitable access to standards-based instruction, OUSD has committed to ensuring quality standards-aligned curriculum at all grade levels and core content areas within [3-years](#). Research has shown us that utilizing high quality curriculum is one of the most effective ways to provide students equitable access to standards-based instruction. Providing greater access to standards-based tasks requires deep teacher and leader understanding of standards and how to use curriculum as a vehicle to move students to grade-level and beyond. (See [Curriculum Matters](#), OUSD's position paper on the relationship between standards, tasks and curriculum.)

Below is a summary of the current state of English Language Arts Curriculum at each grade span:

#### Elementary (TK-5)

In the past, OUSD has provided teachers [a suite of materials](#) to support K-5 reading and language arts instruction. However, a review of recent research on adopted curriculum (both in terms of standards alignment, efficacy for English Learners, and usability) has prompted the District to pilot and adopt new materials. In 2019-20, 7 schools are piloting EL Education in grades 3-5 and 8 Dual Language Schools are piloting Benchmark's Adelante/Advance Curriculum. Teachers from pilot schools participate in 3 days of foundational professional development on curriculum design, monthly professional learning to reflect and adjust implementation, and regular coaching and feedback. Instructional leaders engage in curriculum-aligned learning walks and ongoing thought partnership from curriculum experts and District leaders. An elementary curriculum steering committee will begin meeting in March and advise the District on selection and implementation of new elementary curriculum.

#### Middle Schools

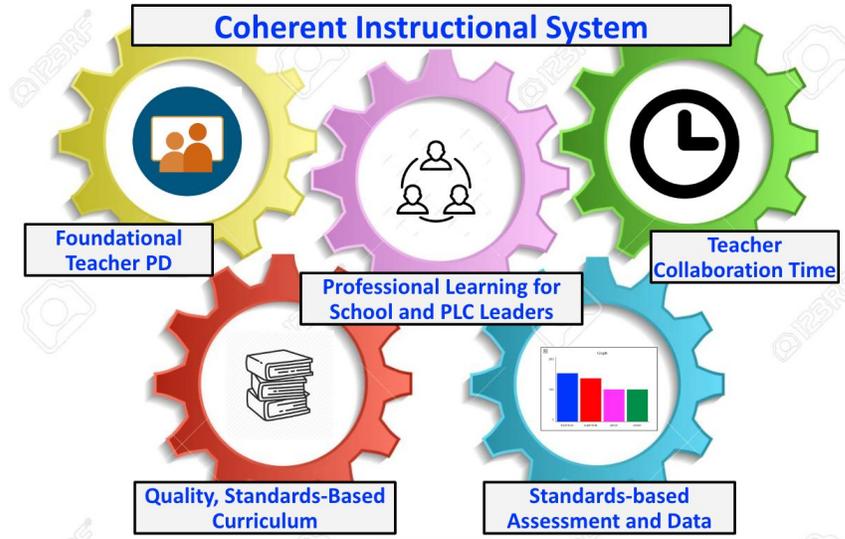
In the Spring of 2016, the District adopted EL Education for grades 6-8 and has evidence that 80% of ELA teachers are using the materials to guide instruction. In the fall of 2020, we launched a partnership with EL Education and Leading Educators to link our professional learning to this high quality curriculum. This partnership has also enabled us to pilot the new edition of EL Education in 7 schools. Teachers in the pilot group will receive daylong professional learning on curriculum design, bi-monthly professional learning tied to the curriculum, and regular feedback and coaching. Instructional leaders collaborate on professional learning design and conduct observation and feedback cycles using curriculum-aligned observation tools.

#### High Schools

Curriculum and instruction at the high school level in the last 6 years has been driven by a focus on the development of Linked Learning Pathways. While there has been some noted successes, such as an increase in graduation rates, there is still a need to increase student access to grade level texts and tasks. The integration of unique and site-specific college and career pathway themes into core instruction makes District-wide curriculum

adoption particularly complex. OUSD is developing a representative committee to analyze this challenge and make recommendations for curriculum selection criteria. We hope to pilot curriculum in SY 2020-21.

While we recognize the critical role that curriculum plays in providing all students with access to grade level texts and tasks worthy of their attention and effort, **curriculum must be implemented within a coherent instructional system to be effective.**



OUSD is excited to expand ELA curriculum pilots and deepen instructional coherence (see OUSD model above) through the use of these quality materials throughout our system. The ELA Curriculum Planning & Implementation Lead Agency, in collaboration with the office of Academics and Instructional Innovation will be tasked to develop and implement a strategic plan that ensures the pilot process engages stakeholders, develops leaders, and effectively responds to community feedback as we move towards the adoption of a high quality, District-wide curriculum for ELA. The partner organization will also support the implementation of the curriculum design of professional learning for teachers, coaches, and school leaders.

### **B. Description of Lead Agency RFQ Process and Selection Process**

Any agency that is interested in serving as the ELA Curriculum Planning & Implementation Lead Agency between June 2020 and June 2023 must successfully complete the Lead Agency RFQ (Request for Qualifications) process and earn *highly recommended* or *conditionally recommended* status. An organization that does not successfully complete the Lead Agency RFQ process or does not earn a *highly recommended* or *conditionally recommended* status will not enter into partnership with OUSD.

Organizations that submit an RFQ by the deadline (February 14, 2020) will be assessed based on their RFQ responses. The RFQ Review Team may request an interview between your organization and RFQ Review Team and/or additional supporting materials.

This process will result in a list of qualified organizations who demonstrate the capacity to serve in the lead agency role and fulfill District expectations for the ELA Curriculum Planning & Implementation Lead Agency. The Office of Academics and Instructional Innovation will make the final selection. Announcements will be made early- to mid-March.

## II. Qualification Questions

The following questions should be responded to in full as evidence of a complete application for the RFQ. Responses to application questions should be submitted to Wesley Jacques, Executive Director of Academic and Instructional Innovation ([wesley.jacques@ousd.org](mailto:wesley.jacques@ousd.org)) and Abbey Kerins, Literacy Coordinator ([abbey.kerins@ousd.org](mailto:abbey.kerins@ousd.org)) by 5pm on February 14, 2020.

1. Briefly describe the overall approach that your partnership would take to support the successful adoption and implementation of new ELA curriculum within the District's current conditions and structures. (250 word max)
2. Describe how this partnership aligns with the stated mission and vision of your organization, and any products and services that would be leveraged in service of the stated goals within this RFQ. (250 word max)
3. Briefly describe your organization's prior experience related to curriculum piloting, adoption and/or implementation. (250 word max)
4. Briefly describe what mid-size or large urban districts have your organization has worked with in the past and the nature of that work. (100 words)
5. Outline the general goals and scope of work your organization would take to ensure successful pilot and early implementation process. Include an approximate budget for the scope of work. If needed, please include an attachment with the proposed scope of work and budget.(500 word max)
6. Describe some of the high leverage activities that your organization would engage in with the District to carry out these plans and monitor progress toward goals. (100 word max)
7. Briefly describe your organization's current ability to support OUSD, include staffing allocations and time allocations that your organization anticipates dedicating to the work. (250 word max)
8. Explain how your organization will ensure that the work will sustain after the partnership and grant expires in 3-years. Be specific about capacity building approaches and transition plan. (250 word max)
9. Define the commitments and supports your organization would need to ensure the success of the partnership. (250 words max)