



STATE OF TENNESSEE  
DEPARTMENT OF EDUCATION

**REQUEST FOR QUALIFICATIONS # RFQ 33101-2120633105NC2  
AMENDMENT # 1  
FOR EARLY LITERACY NETWORK SUPPORT PROVIDERS**

**DATE: August 20, 2021**

**RFQ #33101-2120633105NC2 IS AMENDED AS FOLLOWS:**

1. This RFQ Schedule of Events updates and confirms scheduled RFQ dates. Any event, time, or date containing revised or new text is highlighted.

EVENT		TIME (Central Time Zone)	DATE (all dates are State business days)
1.	RFQ Issued		August 3, 2021
2.	Disability Accommodation Request Deadline	2:00 p.m.	August 6, 2021
3.	Pre-Response Conference	10:00 a.m.	August 9, 2021
4.	Notice of Intent to Respond Deadline	2:00 p.m.	August 10, 2021
5.	Written "Questions & Comments" Deadline	2:00 p.m.	August 13, 2021
6.	State response to written "Questions & Comments"		August 20, 2021
7.	RFQ Technical Response and Cost Proposal Deadline	2:00 p.m.	August 31, 2021
8.	State Notice of Qualified Respondent(s) Released		September 13, 2021
9.	RFQ Negotiations (if applicable)		September 14-20, 2021
10.	State Notice of Intent to Award Released and RFQ Files Opened for Public Inspection		September 21, 2021
11.	End of Open File Period		September 28, 2021
12.	State sends contract to Contractor for signature		September 29, 2021
13.	Contractor Signature Deadline		September 30, 2021

2. State responses to questions and comments in the table below amend and clarify this RFQ.

Any restatement of RFQ text in the Question/Comment column shall NOT be construed as a change in the actual wording of the RFQ document.

RFQ SECTION	PAGE #	Question No.	QUESTION / COMMENT	STATE RESPONSE
		1.	Could we include a professional development plan that we could also	The contract will be developed with a district and this decision will be left up to the district.

RFQ SECTION	PAGE #	Question No.	QUESTION / COMMENT	STATE RESPONSE
			test and evaluate (as research)?	
		2.	Please confirm that email submission is accepted and nothing needs to be mailed in (hard-copy).	Confirmed. See RFQ Section 3.3.2.2. E-Mail Submission
Attachment G, Pro Forma Contract Section A.3.	35-36	3.	For Section A.3., in Contract: a. For every Early Literacy Network Participant that seeks to utilize this Contract, the Contractor shall provide the following as requested by the Early Literacy Network Participant: b. We are interpreting this section to mean that networks can choose from A – M up to \$40,000 per year – ultimately designing the scope of work based on A – M choices. Or is it expected that a vendor would deliver on all of A – M for a total of \$40,000 per year?	As a part of the contract for \$40,000 per year the contractor will work with the district for a tailored plan that selects from pro forma contract sections A.3.a.- m. but does not need to inclusive of all options in a.- m. Please note that districts with an enrollment over 18,500 qualify for a total of \$100,000 equating to \$50,000 per year.
Attachment C, Item Reference C.3.	22	4.	Section C.3. can you tell us more about the webinars in C.3.? And is this necessary to include? Or not applicable to this RFQ?	Contractors will work with districts to determine how webinars might be used through their scope of services.
		5.	How are selected vendors previewed to networks in order for networks to choose the vendors? And/or what do networks see in vendor guide?	The department will host a webinar during the Reading 360 Summit to promote all approved vendors in September as well as by publishing a list of available vendors in the department's Early Literacy Network newsletter.
Attachment A, Item Reference A.3.	15	6.	Can you confirm that for section A.3. (Mandatory Requirements) cashflow can be from 2021 analysis? Would an analysis from February 2021 be acceptable?	Yes, a February, 2021 cash flow analysis would be acceptable.
		7.	Is there any particular data the state wants collected	The State will be using universal reading screener data to determine the impact of this project and will

RFQ SECTION	PAGE #	Question No.	QUESTION / COMMENT	STATE RESPONSE
			by vendors as part of this work?	collect the data separately outside of this contract. However, the Contractor may be asked to provide data, records, etc., as part of compliance with monitoring and evaluation activities. See A.4., D.10., and D.11.
		8.	Could you please direct me to where I can find the ELA IPG and the Foundational Skills IPG?	Please see Attachment A and B to this amendment.

3. **Delete RFQ 33101-2120633105NC2 Early Literacy Network Support Providers, in its entirety, and replace it with RFQ 33101-2120633105NC2 Early Literacy Network Support Providers, Release # 2, attached to this amendment.** Revisions of the original RFQ document are emphasized within the new release. **Any sentence or paragraph containing revised or new text is highlighted.**
4. **RFQ Amendment Effective Date.** The revisions set forth herein shall be effective upon release. All other terms and conditions of this RFQ not expressly amended herein shall remain in full force and effect.



**Tennessee Instructional Practice Guide (IPG)  
K-12 Knowledge Building Lessons\***

\*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

<b>Culture of Learning: Environmental Readiness</b>		
<ul style="list-style-type: none"> <li>• Students complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>• Students follow behavioral expectations and directions.</li> <li>• Students execute transitions, routines and procedures in an orderly and efficient manner.</li> <li>• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</li> <li>• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.</li> </ul>	<b>Yes</b>	<b>No</b>
<b>Core Action One: High-Quality Texts at the Center of Instruction</b>		
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes	No
Type of text(s) (circle): Information / Literary / Other Media or Format		
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes	No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes	No
<b>Core Action One Summary:</b> The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	<b>Yes</b>	<b>No</b>
<b>Core Action Two: Effective Use of Questions &amp; Tasks</b>		
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.	Yes	Mostly
	Somewhat	Not Yet
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.	Yes	Mostly
	Somewhat	Not Yet
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	Yes	Mostly
	Somewhat	Not Yet
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	Yes	Mostly
	Somewhat	Not Yet
<b>Core Action Two Summary:</b> Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.	<b>Yes</b>	<b>Mostly</b>
	<b>Somewhat</b>	<b>Not Yet</b>
<b>Core Action Three: Opportunities for Student Engagement</b>		
<b>Rating Scale</b>		
<b>Yes</b> - Teacher provides many opportunities, and most students take them.		
<b>Mostly</b> - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.		
<b>Somewhat</b> - Teacher provides some opportunities, and some students take them.		
<b>Not Yet</b> - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.		
A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.	Yes	Mostly
	Somewhat	Not Yet
B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.	Yes	Mostly
	Somewhat	Not Yet
C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.	Yes	Mostly
	Somewhat	Not Yet
D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.	Yes	Mostly
	Somewhat	Not Yet
E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).	Yes	Mostly
	Somewhat	Not Yet
<b>Core Action Three Summary:</b> Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).	<b>Yes</b>	<b>Mostly</b>
	<b>Somewhat</b>	<b>Not Yet</b>

## TN Foundational Skills Instructional Practice Guide (IPG)

Daily PreK-2 ELA instruction includes both knowledge building and foundational skills instruction. Strong foundational skills instruction is grounded in a sounds-first approach.

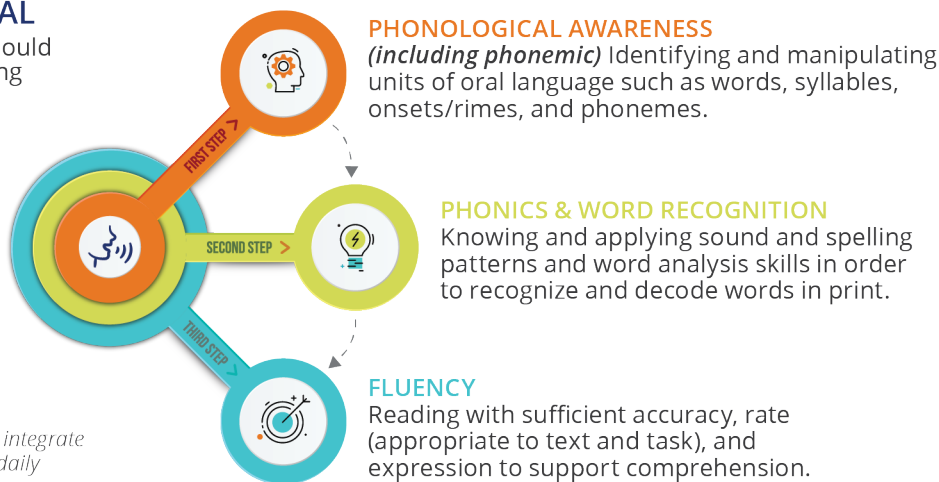
### What is sounds-first instruction?

A sounds-first approach acknowledges the fact that children’s ability to notice and manipulate sound is the first step in foundational skills development. This approach puts “sounds first” in two ways: (1) the youngest children work extensively in isolated sound practice (phonological awareness) even before beginning to identify letters, and (2) foundational skills lessons continue to begin with sounds of words and emphasize sounds patterns even as children shift their focus to phonics and decoding (practicing letter-sound correspondences, word recognition, and fluency along with advanced phonemic awareness). Older research indicated that students should move away from phonological awareness and focus on phonics in first and second grade. Current studies (Liben, Kilpatrick, and Paige) indicate that all foundational skills lessons should emphasize the progression from sounds-based activities to fluency in daily lessons. The emphasis inside each lesson should shift as students’ development of automaticity changes. Frequently, students are at different developmental rates and will need multiple avenues for practice and reinforcement in daily lessons.

**ALL FOUNDATIONAL SKILLS LESSONS** should demonstrate the following components and focus

**SOUNDS FIRST**  
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*Note: A teacher may choose to integrate these components into varied daily structures and lesson designs.*



### Using the TN Foundational Skills IPG:

During each foundational skills lesson walk-through, focus on interactions between materials, teacher moves, and student engagement through practice. These interactions demonstrate classroom examples of the indicators below and might include modeling with instructional materials as well as practice exercises, tasks, and informal assessments. More importantly, focus on observable outcomes such as student work, student application, and student discussions. All three Core Actions should be observable in a foundational skills lesson, but if a walk-through does not span a complete lesson, then not all indicators may be visible. A foundational skills lesson may include any of many different structures, such as: whole-class instruction, student independent practice, collaborative tasks, small-group instruction, centers, and assessment opportunities. However, the structures in the lesson are not the focus; instead, the walk-through team should focus on which core actions are visible to determine what feedback is most beneficial for the teacher.

TN Foundational Skills Instructional Practice Guide	
<b>Culture of Learning: Environmental Readiness</b>	
<ul style="list-style-type: none"> <li>• <b>Students complete instructional tasks, volunteer, and/or ask appropriate questions.</b></li> <li>• <b>Students follow behavioral expectations and directions.</b></li> <li>• <b>Students execute transitions, routines, and procedures in an orderly and efficient manner.</b></li> <li>• <b>Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</b></li> <li>• <b>Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.</b></li> </ul>	Notes: Yes No
<b>Core Action 1: Using Systematic, Sounds-First Materials</b>	
This section focuses on the use of a sounds-first sequence found in the high-quality materials within and across lessons. High-quality lessons should be grounded in <i>current</i> research and aligned to TN foundational skills standards.	
<p><b>The daily lesson accurately uses a sounds-first sequence to address grade-level standards as defined by high-quality instructional materials (HQIM) and is situated clearly within a systematic scope and sequence of foundational skill development within HQIM.</b></p> <p><i>One or more of the following focus areas should be present. Check any that are observed:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Isolated sounds: phonological/phonemic awareness (PreK–2; should be included in every lesson)</i></li> <li><input type="checkbox"/> <i>Letter-sound correspondences (phonics) and word recognition should extend from an emphasis on sounds (PreK–2)</i></li> <li><input type="checkbox"/> <i>Fluency: reading with appropriate accuracy, rate, and expression should extend from sounds and phonics components (K–2)</i></li> </ul> <p><i>Instruction should follow materials and ground daily instruction in sounds first.</i></p> <p><i>Instruction should connect past foundational skill components to current lessons; teacher and/or students should make connections between new and previously taught skills as well as begin with sounds connections and build into phonics and fluency skills.</i></p> <p><i>If lesson does not include consistent student practice with sounds before decoding, supplemental materials are used to ground the lesson in sounds work.</i></p>	Notes: Yes No
<b>Core Action 2: Using Effective Instructional Practices</b>	
This section represents the teacher actions within the lesson, such as what the teacher says, models, and assigns to lead students intentionally through foundational skills in the lesson. The teacher actions respond to students’ needs and where they are in the learning process.	
<p><b>The teacher’s instruction uses modeling appropriately to support student learning.</b></p> <p><i>Lesson objective is communicated clearly to students; pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa); precise modeling of blending, segmenting, and other content-specific tasks is used as appropriate.</i></p>	Yes                      Mostly Somewhat              Not Yet N/A

<p><b>Instruction utilizes routines and structures that encourage students to decode text systematically rather than to guess its meaning using cueing methods that divert attention from the words themselves.</b></p> <p><i>Teacher does not refer to pictures as a word solving strategy. Teacher focuses instruction on systematically determining sounds, decoding, and blending rather than using pictures as hints to determine words. Other cueing methods, such as context clues and MSV, are not used in place of sounds-first decoding.</i></p>	<p>Yes                      Mostly No                        Not Yet N/A</p>
<p><b>The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lesson.</b></p> <p><i>When a student is first learning a skill, heavy teacher modeling is needed. As the student becomes more proficient, there is less modeling and more student practice. There is a clear balance of teacher modeling and student practice based on students' skill level.</i></p>	<p>Yes                      Mostly Somewhat            Not Yet N/A</p>
<p><b>During student practice, the teacher responds to student actions and adjusts feedback to help students practice with accuracy.</b></p> <p><i>On-the-spot corrections, confirmations, or other feedback; scaffolding based on observations of students and their work; practice opportunities present for those who need more or far more practice.</i></p>	<p>Yes                      Mostly Somewhat            Not Yet N/A</p>
<p><b>The teacher executes a lesson that provides students with opportunities to connect foundational skills to making meaning from listening and/or reading and through speaking and/or writing.</b></p> <p><i>This section may occur in a blended knowledge-building lesson or through a direct lesson on foundational skills. Examples: Oral or written text-dependent questions used with decodable text; student-friendly definitions provided for unfamiliar words; newly decoded/blended words used in meaningful and accurate ways when answering text-dependent questions. (PreK–2)</i></p>	<p>Yes                      Mostly Somewhat            Not Yet N/A</p>
<p><b>Core Action 3: Using Student Engagement (Practice)</b></p> <p>This section represents what students say and do throughout the lesson. The formats in which students engage can be designed to include whole group, small group, independent, and teacher-supported tasks and practice; however, core action three focuses on the quality of student practice rather than the structure of the practice.</p>	
<p><b>All students participate actively in the lesson through listening, speaking, reading, and/or writing.</b></p> <p><i>All students engage with focus skills through oral and/or written language. One or more of the following should be present. Check any that are observed:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>	<p>Yes                      Mostly Somewhat            Not Yet N/A</p>
<p><b>All students practice target foundational skills in decodable text. (K–2)</b></p> <p><i>Student reading includes some use of decodable text (sentences or text containing previously taught high-frequency words and sound/spelling patterns) read and/or reread for accuracy/automaticity. Note: This indicator is applicable once students have learned enough sound and spelling patterns and high-frequency words to read meaningful text.</i></p>	<p>Yes                      Mostly Somewhat            Not Yet N/A</p>

<p><b>All students persevere with productive struggle when practice calls for additional attempts, extended practice time, and/or trial and error of target foundational skills.</b>  <i>Students are responsible for most of the content-specific thinking and work in the lesson.</i></p>	<p>Yes Somewhat N/A</p> <p>Mostly Not Yet</p>
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*The TN Foundational Skills IPG is modified and adapted to TN standards and is based on Student Achievement Partners' Foundational Skills Observation Tool.*

Feedback/Next Step Guiding Questions	
<p><b>Core Action 1: Systematic, Sounds- First Materials</b></p>	<ul style="list-style-type: none"> <li>• If the observed portion of the lesson did not start with sounds and sequence to phonics and fluency, how is this intentional sounds development being addressed? (Note that fluency is not applicable to PreK.)</li> <li>• How are activities sequenced to demonstrate the sequence of sounds to fluency? How does the lesson remind students which skills have already been learned, and which they will be learning next?</li> </ul>
<p><b>Core Action 2: Effective Instructional Practices</b></p>	<ul style="list-style-type: none"> <li>• If there were times when the teacher's modeling was inaccurate or unclear, what resources or opportunities could support improvement?</li> <li>• Did the teacher provide instruction that enabled ALL students to practice and most students to meet the objective? If yes, how? If no, what other practice strategies might assist in developing mastery?</li> <li>• What evidence can help us assess whether all students are moving toward proficiency with this lesson's target foundational skill(s)? (during student practice)</li> </ul>
<p><b>Core Action 3: Opportunities for Student Engagement (Practice)</b></p>	<ul style="list-style-type: none"> <li>• What types of practice opportunities do students frequently have other than those observed in this lesson?</li> <li>• What evidence can help us assess whether practice opportunities support all students in mastering the target skill(s)?</li> <li>• [K-2] How does the decodable text students are reading support the lesson's direct instruction and target skill(s)?</li> </ul>