

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
DIVISION OF TEACHING AND LEARNING  
Bureau of Educator Preparation, Certification, Support and Assessment

is publishing this Request for Proposals for the

ONGOING DEVELOPMENT AND IMPLEMENTATION OF THE  
**BEGINNING EDUCATOR SUPPORT AND TRAINING PROGRAM**  
(as mandated by C.G.S. Sec. 10-145f(d) and 10-220a(d))

*and*

CONNECTICUT ADMINISTRATOR TEST  
(as mandated by C.G.S. Sec. 10-145f(b))

**PURPOSE:** To assist the Connecticut State Department of Education in the (a) ongoing development and implementation of a statewide program of support and assessment for beginning teachers, and (b) administration of the Connecticut Administrator Testing (CAT) Program.

Expected duration of contract:  
July 1, 2006 – June 30, 2009

**DEADLINE FOR SUBMISSION OF PROPOSALS:** March 29, 2006

RFP Release Date: February 1, 2006

# **Connecticut State Board of Education**

Betty J. Sternberg  
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE DEPARTMENT OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN OR DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

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Connecticut State Department of Education

BEGINNING EDUCATOR SUPPORT AND TRAINING (BEST) PROGRAM  
CONNECTICUT ADMINISTRATOR TEST

**Request for Proposals**

**Key Dates (see page 5 for more information about bidding process)**

Release of RFP:	February 1, 2006
Bidders' Conference:	February 21, 2006
Notice of Intent to Bid:	March 1, 2006
Due Date for Proposals:	March 29, 2006
Expected Start Date:	July 1, 2006
Expected duration of contract(s):	36 months

**PART I – INTRODUCTION AND BACKGROUND INFORMATION**

This is a request for proposals (RFP) to assist the Connecticut State Department of Education (CSDE) in (1) the implementation of the Beginning Educator Support and Training (BEST) Program and (2) administration of the Connecticut Administrator Testing (CAT) Program. These programs and assessments are mandated by subsection (b) of the Connecticut General Statutes Section 10-145f (requiring a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate), subsection (d) of Section 10-145f (requiring that beginning teachers receive a satisfactory evaluation on a professional knowledge clinical assessment within one year after commencing teaching in a public school in order to be eligible for provisional certification) and subsection (d) of Section 10-220a of the C. G. S. (requiring that the state department of education fund a beginning teacher support and assessment program to train experienced public school teachers to serve as mentors and assessors of beginning teachers as well as cooperating teachers to supervise student teachers).

## **Goal of the RFP**

The goal of the RFP is to identify one or more contractors to assist the CSDE in the (A) ongoing development and implementation of the BEST Program and (B) the ongoing development and implementation of the Connecticut Administrator Testing (CAT) Program.

Contractors are invited to bid on either the BEST or CAT Programs or both:

### **A. Ongoing Development and Implementation of the BEST Program**

#### *BEST Program Administration and Training:*

- administration of BEST training and assessment scoring activities, including providing sites and services, registration of participants, issuance of Continuing Education Units;
- administration of BEST teacher assessments;
- provision of technical assistance services to local school districts;
- processing of payments to school districts (e.g., substitute reimbursement and teacher-in-residence reimbursement) and school district personnel (e.g., assessor stipends);
- production of BEST Program publications and training materials; and
- development of enhanced support models and training for beginning teachers, mentors and administrators.

#### *Data Management, Scoring and Reporting of Assessment Results:*

- ongoing enhancements to portfolio assessment development;
- registration of beginning teachers into BEST Program;
- management of BEST data management system and participant records (beginning teachers, mentors, assessors, trainers, district facilitators), including program registration and training history;
- scoring and reporting of assessment data; and
- technical review of assessment validation studies and data.

### **B. Ongoing Development and Implementation of the Connecticut Administrator Testing Program**

#### *CAT Administration:*

- registration of program participants and record-keeping;
- development and maintenance of the data management systems;
- administration of the CAT three times per year at three parallel sites;
- coordination of scorer recruitment, communications, training and scoring;
- reporting of test data (score reports);
- registration of candidates retaking the examination and tracking of a test banking system (i.e., candidates are only required to retake test modules that have not been passed);
- processing of testing and retesting fees;
- reimbursing school districts (e.g., substitute reimbursement) and school district personnel (e.g., scorer stipends); and
- production and dissemination of candidate bulletin and test preparation publications, communications and scorer training materials.

#### *CAT Development, Validation and Institutional Reporting:*

- coordination of the activities of the module development and validation teams;
- administration of CAT development team and validation committee meetings; and
- reporting of CAT results by preparation institution and candidate populations.

A complete description of tasks and deliverables is provided in Part IV of this RFP. All deliverables and activities required of the contractor to meet these goals must be completed and approved by the CSDE.

**Description of the BEST Program**

The BEST Program is a comprehensive induction program of mandated support (including school-based mentorship) and performance-based assessment through content-specific portfolios for beginning teachers during their first two or three years of their career. The BEST Program has been designed to accomplish three main goals:

- enhancing students' learning through the improvement of teaching effectiveness;
- providing valid and reliable data leading to a certification decision; and
- promoting the professional growth of experienced educators who serve in the role of cooperating teachers, mentor teachers, assessors and trainers of beginning teachers.

There are two categories of participation in the BEST Program (see figures 1 and 2):

- (1) **Portfolio Induction Program**
- (2) **Support Only Induction Program**

*Figure 1*

**Portfolio Induction Program**

BEST Program Requirements for Teachers Certified in:  
 bilingual education, elementary education, English language arts, mathematics, music,  
 physical education, science, social studies, special education, visual arts and world languages

<i>Year One</i>	<i>Year Two</i>	<i>Year Three (if needed)</i>
<p><b>School-based support:</b> Support by mentor or support team</p> <p><b>State-based support:</b>                      Discipline-specific seminars (on-line and regional)</p> <p><b>Assessment activity:</b>                      Science safety assessment activity for science teachers only (recommended)</p>	<p><b>School-based support (optional):</b> support by mentor or support team</p> <p><b>State-based support:</b>                      Discipline-specific seminars (on-line and regional)</p> <p><b>Assessment:</b> submission of a teaching portfolio by May 15.</p>	<p><b>State-based support:</b> Portfolio assessment conferences for beginning teachers not meeting the portfolio standard in year two</p> <p><b>Assessment:</b> re-submission of a teaching portfolio</p>

Note: Bilingual education certified teachers submit a portfolio related to the content area that they teach.

*Figure 2*

**Support Only Induction Program**

BEST Program Requirements for Teachers Certified in:  
agriculture, partially sighted, hearing impaired, blind, marketing education, remedial reading and  
remedial language arts, occupational and trades-related subjects in technical high schools,  
occupational and trades-related subjects in a comprehensive high school.

<b>Year One</b>
<i>School-based support:</i> Support by mentor or support team

For more comprehensive information on the BEST Program, please refer to the following web-site, which includes program materials, portfolio handbooks, and on-line seminars for beginning teachers: <http://www.state.ct.us/sde> and click on “BEST.”

## **Description of Connecticut Administrator Test (CAT)**

The Connecticut Administrator Test (CAT) is an initial certification requirement for administrators seeking the intermediate and supervisor endorsement (092). The CAT is a performance-based assessment of Connecticut School Leader Standards, which have been developed and validated over the last four years.

Specifically, the CAT consists of four modules. The first two modules that comprise the School Improvement Exercise, requires candidates to review strategic school profile (SSP) data and related school information, analyze and plan a school improvement process by responding to three questions. Since the administrator certificate (092) is K-12 based, candidates are required to complete an elementary and a secondary school exercise. Each exercise requires 90 minutes to complete.

The second two modules, the Instructional Analysis and Teacher Support Exercises, require candidates to analyze instructional materials, student work and observe videotaped classroom instruction to provide recommendations to strengthen teaching and student achievement. Again, candidates are required to complete an elementary school and a secondary school-based exercise. Each exercise requires one hour and forty-five minutes to complete.

Candidates are required to pass all four modules of the assessment. Candidates are only required to retake modules of the test that were not previously passed.

**Note that testing fees should cover all costs associated with administration, scoring, data management and communication related to the CAT program as identified in this RFP.** We currently estimate that there will be approximately 700 – 800 test takers per year, taking between 1600 – 1800 modules.

For more information about the CAT test, please refer to the following website:  
<http://www.csde.state.ct.us/public/der/t-a/cat/index.htm>.

## **Issues Related to Assessment for Purposes of Teacher Licensing**

Legal defensibility is an important concern of any testing program and is especially critical when the test results influence the employment of the examinee. An examination used as one of the criteria for the issuance of professional certification influences the employment of an examinee, and, therefore, must meet a number of professional and legal standards.

Professional standards (refer to American Educational Research Association, American Psychological Association and National Council for Measurement in Education *Technical Standards for Educational and Psychological Tests* [1999] and government guidelines by the Equal Employment Opportunity Commission [EEOC] *Uniform Guidelines on Employment Selection*) clearly require that certain procedures be followed in developing a testing program which influences employment. The EEOC guidelines (1978) provide a uniform set of principles governing the development and use of tests. Contractors must address the validity concerns cited in the EEOC guidelines with respect to the implementation of the teacher assessment program.

## **PART II – SOLICITATION OF BIDS AND PROPOSAL AWARD PROCESS**

### **A. BEST Program**

The CSDE is seeking to secure the assistance and collaboration of organizations, institutions, and/or individuals with the following types of experience and expertise to assist in the *ongoing implementation of the BEST Program*:

- capacity to deliver program services to beginning teachers and education personnel in 169 Connecticut school districts, as well as technical high schools, private special education facilities, incorporated and endowed academies, unified school districts, as well as institutions of higher education in Connecticut. (See Appendix A for BEST Program Beginning Teacher Participation Levels for 2005-06.)
- expertise in development, validation, and implementation of large scale teacher performance assessments, including the management of participant data and a portfolio scoring and score reporting system through a web based data management system.
- organizational and technical capacity to develop stream-lined, cost-effective and flexible systems for administrative functions which meet the regulatory and statutory requirements of the BEST Program within an environment of increasing program participation, relatively level program funding, and the need to decrease the administrative burden on local school districts.

### **B. CAT Program**

The CSDE is seeking bidders with expertise in test administration for the *Connecticut Administrator Test (CAT)*.

**Bids should be submitted separately for (A) the ongoing development and implementation of the BEST Program and (B) the ongoing development and administration of the CAT.**

**In the case of prospective bidders interested in only parts of this proposal, the CSDE encourages the formation of consortia or use of subcontractors, whose participants will coordinate their activities to meet all of the requirements of this proposal.** Consortia may include local education agencies, regional educational service centers, institutions of higher education, testing or measurement organizations, or other institutions. CSDE reserves the right to reject a partial proposal if no other proposals are submitted to meet the remaining requirements of the proposal.

## Key Dates (including proposal deadlines)

Release of RFP:	February 1, 2006
Bidders' Conference:	February 21, 2006
Notice of Intent to Bid:	March 1, 2006
Due Date for Proposals:	March 29, 2006
Expected Start Date:	July 1, 2006
Expected duration of contract(s):	36 months

As noted above, a Bidders' Conference will be held on February 21, 2006, at the Connecticut State Department of Education, 165 Capitol Avenue, Hartford, CT at 9:00 A.M. (Depending upon the number of interested bidders, the CSDE reserves the right to conduct the bidders' conference via conference call). Prospective bidders are strongly encouraged to participate in the bidders' conference to ensure they understand the scope of the work and role of the contractor.

*You must confirm your participation in the bidders' conference by notifying Collette Edwards no later than February 15, 2006 (Phone: 860-713-6806, FAX: 860-713-7028 or e-mail: collette.edwards@po.state.ct.us).*

Contractors intending to submit a proposal should send or hand deliver written notification ("Notice of Intent to Bid") to Dr. Catherine Fisk Natale, not later than March 1, 2006. Only those contractors submitting a written notice of such intent to bid will be notified of any amendments or clarifications to the RFP. Failure to submit an intent to bid notification does not disallow submission of a proposal.

## Submission of Proposals

Ten (10) copies of the proposal(s)—one of which must bear the original signature of the legally authorized agent for the applicant—and an electronic version (i.e., CD ROM) must be received ***no later than 4:30 P.M. (EST) March 29, 2006***, at the following address in order to qualify for the competition:

Dr. Catherine Fisk Natale, Education Manager  
Bureau of Educator Preparation, Certification, Support and Assessment  
Connecticut State Department of Education  
165 Capitol Avenue – Room 237, Hartford, CT 06106  
(or PO Box 2219, Hartford, CT 06145-2219)

Proposals may be mailed or hand delivered. Facsimile ("faxed") copies of proposals/applications will **not** be accepted. Only proposals/applications with the *original* signatures will be accepted as submitted within the proposal deadline. Extensions will not be given. The awarded proposal becomes the property of the CSDE. If requested, all other proposals will be returned to the respective bidders at the bidder's expense. *The CSDE will retain one proposal copy from all bidders.*

## **Procedure for Acquiring More Information**

Prospective bidders requesting more information should attend the bidders' conference or send a formal notice of intent to bid along with a request in writing for additional information. Written requests will be accepted through February 21, 2006.

## **RFP Award Criteria**

Proposals submitted pursuant to this RFP will be reviewed by a panel composed of CSDE staff and educators from outside the Department. The review panel will apply specific award criteria in the review of proposals (see **Appendix J** for the proposal award criteria related to (1) development and administration of the BEST Program and (2) scoring, reporting, and validation activities). Recommendations for the contract award(s) will be submitted to the Associate Commissioner, Division of Teaching, Learning and Assessment, and the Commissioner of Education.

The CSDE reserves the right to make an award under this request without discussion between the Department and any bidder. Therefore, proposals should be submitted on the most favorable terms from technical and cost standpoints. Furthermore, the CSDE reserves the right not to accept the lowest priced proposal and to reject all proposals if none is sufficient in quality.

After reviewing the initial bid documents, if it is in the Agency's best interest, the Department may choose to negotiate final terms with a bidder(s) presenting proposal(s) most appropriate to program needs.

THE CONNECTICUT STATE DEPARTMENT OF EDUCATION RESERVES THE RIGHT TO AWARD THIS CONTRACT IN FULL, IN PART, OR NOT AT ALL, SHOULD THE LEVEL OF THE QUALITY OF THE RESPONSES OR THE LEVEL OF STATE FUNDING BE INSUFFICIENT.

## **General Guidelines for Contractors**

Upon award of a contract, contractor(s) will be responsible for the following:

- complying with the Regulations of Connecticut State Agencies concerning the Personal Data Act Sections 10-4-10 which states, "The agency [CSDE] shall incorporate by reference the provisions of the Personal Data Act and regulations promulgated thereunder in all contracts, agreements or licenses for the operation of a personal data system or for research, evaluation and reporting of personal data for the agency or on its behalf."
- making provisions to consult with independent professionals on a per diem basis for technical assistance if the CSDE deems it necessary.

- maintaining complete files of all documents, meeting minutes, and correspondence related to the assessment instrument or training design and development procedures or strategies for the purpose of legal defensibility.
- agreeing that surveys developed pursuant to this contract shall not appear without prior permission of the CSDE in any other program developed by the contractor for any purpose for use in Connecticut or elsewhere. The contractor shall agree that all data shall become the property of the CSDE and shall not be published, released or otherwise disseminated in any form without the prior written permission of the CSDE. All original documents developed for the CSDE by the contractor shall be copyrighted in the name of the Secretary of the State at the expense of the contractor.
- agreeing that all data and information obtained by the contractor through work pursuant to the contract described in this Request for Proposal will be made available to the CSDE and the State Board of Education upon request.
- paying a financial penalty of \$5,000 to \$20,000 per incident, for the failure to meet significant contractual deliverables in a timely fashion or in the quality as specified in this RFP and in an accepted proposal.

### **Other Requirements:**

#### **Affirmative Action Information**

- In accordance with the regulations established by the Commission on Human Rights and Opportunities, each applicant is required to have a completed Affirmative Action packet on file with the Connecticut State Department of Education or must complete the Affirmative Action packet and submit it with this document.

#### **Obligations of Grantees**

- All bidders are hereby notified that the contract(s) to be awarded are subject to contract compliance requirements as set forth in Connecticut General Statutes Sections 4a-60 and 4a-60a and Sections 4a-68-1 et seq. of the Regulations of Connecticut State Agencies (refer to **Appendix K** [Affirmative Action Packet and Statement of Assurances] for contract compliance regulations and notification to bidders regarding utilization of Minority Business Enterprises).
- All bidders are hereby notified that the contract to be awarded is subject to contract compliance requirements on a form developed by the Commission on Human Rights and Opportunities.

#### **Freedom of Information Act**

- **All of the information contained in a proposal submitted in response to this RFP is subject to the Freedom of Information Act of the State of Connecticut, Sections 1-200 to 1-242, inclusive, of the Connecticut General Statutes. This act declares that, except as provided by federal law or state statute, all records are public records and every person shall have a right to inspect such records or receive a copy of such records.**

#### **Management Control of the Program and Contract Consultation Role of CSDE Personnel**

- The contractor should have complete management control of this contract. While CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-contractors or vendors, nor will they be directly involved in the expenditure and payment of funds.

#### **Affidavit**

- According to requirements set forth in Public Act No. 04-245, a “contract affidavit” must be obtained from the person, firm or corporation submitting a proposal for a large state contract – defined as more than \$500,000 in a calendar or fiscal year. This affidavit attests to whether or not any gifts were given between the date of the “proposal affidavit” and the date of contract execution. The Gift Affidavit (in Appendix L) must be signed by the official of the person, firm or corporation executing the contract and must be submitted with the proposal. In addition, the Campaign Contribution Affidavit must also be submitted attesting that “no principals or key personnel of the submitting firm or corporation who participated directly, extensively and substantially in the preparation of this bid or proposal nor any agent of the above gave a contribution to a candidate for statewide public office or the General Assembly, as defined in Conn. Gen. Stat. §9-333b,” except as noted on the Campaign Contribution Affidavit (found in Appendix L).

## **PART III – PROPOSAL FORMAT AND SPECIFICATIONS**

**Note: Contractors bidding on both Part A (the implementation of the BEST Program) and Part B (the administration of the Connecticut Administrator Test) must submit separate bids for each part.**

The proposal should consist of a Table of Contents and seven sections. These sections are described below.

### **SECTION I: Cover Page**

This page should include:

- the name of organization/person;
- the address, phone number, and signature of presiding officer;
- a brief (one sentence) description summarizing the scope of work included in the proposal;
- a list of consortia members (if any) and/or subcontractors (if any); and
- a budget total.

### **SECTION II: Corporate Capacities and Related Experience**

This section should describe the corporate capacity of the contractor to conduct the activities described in the technical and narrative sections. Specific performance references for clients for whom the contractor performed similar work must be provided. References should include the name, present address and telephone number of the client's project officer.

If any subcontractors are to be used, the same demonstrations of corporate capacity, references and descriptions of prior experience must be included in this section.

### **SECTION III: Technical and Narrative Section**

The proposal shall describe the proposed approach and/or the organization's technical capacity related experience that will result in the fulfillment of the tasks outlined in Part IV--Proposal Specifications: Tasks and Deliverables. Bidders are asked to respond specifically and thoroughly to the tasks; simple affirmation that a task will be performed will be considered an insufficient response.

Bidders are required to address *all tasks* in their response to this RFP, clearly labeling and identifying each to correspond to the numbers in this RFP (e.g., Task 1.1, 1.2, 1.3, 1.3.1, etc.). If a bidder is submitting a proposal covering only some of the tasks in the RFP, then those tasks for which bids are not being submitted should be listed along with the annotation, "no bid submitted for this task." A summary list of tasks for which no bid is being submitted should be summarized at the end of the Technical Section entitled, "*Summary of Tasks Excluded from this Bid.*"

## SECTION IV: Management and Staffing

The proposal should contain a management and staff plan which includes:

- information on the background, expertise, and assignment of specific personnel who will be primarily responsible for the management of specific responsibilities outlined in the proposal. Examples of roles for which specific personnel should be identified (depending upon the scope of work being bid upon) include the following: **administrative operations manager, data systems manager, beginning teacher support manager, training manager, publications manager, and manager of research and technical services related to assessments.**
- a projected work schedule breaking out the proposed sequencing of events leading to the production of deliverables (noted at the end of the Part IV–Proposal Specifications: Tasks and Deliverables).
- a chart illustrating the specific personnel assigned to each major task category and deliverable and a *summary chart* showing the total projected estimated time commitments (days or FTE) for each individual assigned to the project.
- for applications by consortia, a plan for coordinating the activities of consortia members to ensure all activities and deliverables are met.

## SECTION V: Budget

Bidders must prepare budget pages which correspond to the format presented in Part V of this RFP. These budget pages should illustrate projected costs by category and staffing for each fiscal year of the proposed contract.

### ***Special note: Implementation of the BEST Program***

Funds to provide for payments to school districts (e.g., substitute reimbursement or funding of teachers-in-residence) or to program participants (e.g., assessor stipends) will be added to the contract award each fiscal year based on projections of program participation (see Task 6.0). Prospective bidders should *not* include estimates of these payments in their bids, but should specify what (if any) indirect or administrative fees would be applied to these amounts and include them in their budget estimates. However, estimated trainers and consultant costs should be included in this budget.

*In the event that program participation levels differ significantly from those projected at the time the contract is awarded, CSDE reserves the right to renegotiate the terms of the contract, which may include amending the dollar amount of the contract and/or the scope of work.*

### ***Special note regarding: Administration of the Connecticut Administrator Testing (CAT) Program***

Funding for the administration of the CAT Program is expected to be covered through testing fees, which will be collected directly by the contractor. Prospective bidders are expected to provide a projected CAT administration budget and the projected testing fees. Bidders should present a separate budget to cover CAT development, validation and institutional reporting costs.

## **SECTION VI: Appendices and Work Samples**

Bidders must complete and include in the appendices of their proposals the following required forms:

- corporate resolution (see sample format);
- State of Connecticut Affirmative Action Packet; and
- Gift Affidavit and Campaign Contribution Affidavit.

Samples/copies of these forms appear in Appendices K and L of this RFP. Please include a copy of the corporate Affirmative Action Plan (if available).

Bidders are encouraged to provide one or two work samples which illustrate the potential quality of proposed deliverables under this contract. Note: do not include samples already in use for CSDE programs.

## **SECTION VII: Authority to do Business in Connecticut**

Section 33-920 of the Connecticut General Statutes, states that “(a) A foreign corporation (i.e., corporations located outside of Connecticut)...may not transact business in this state until it obtains a certificate of authority from the Secretary of State.” Section 33-922, Application for Certification of Authority, states “(a) a foreign corporation may apply for a certificate of authority to transact business in this state by delivering an application to the Secretary of the State for filing. The application shall set forth: (1) the name of the foreign corporate or, if its name is unavailable for use in this state, a corporate name that satisfies the requirements of section 33-925; (2) the name of the state or country under whose law it is incorporated; (3) its date of incorporation and period of duration; (4) the street address of its principal office; (5) the address of its registered office in this state and the name of its registered agent at that office; and (6) the names and business addresses or, if there is no business address for any such person, the residence address of its current directors and officers. (b) The foreign corporation shall deliver with the completed application a certificate of existence, or a document of similar import, duly authenticated by the secretary of the state or their official having custody of corporate records in the state or country under whose law it is incorporated.” This certificate may be obtained either by mail or in person. The winning contractor must obtain such certificate on or before **June 15, 2006**, from the Commercial Recording Division, Office of the Secretary of State, 30 Trinity Street, Hartford, CT 06115. CSDE staff will not expedite nor involve themselves in this process.

## **PART IV – PROPOSAL SPECIFICATIONS: TASKS AND DELIVERABLES**

### **PART A: Ongoing Development & Implementation of the BEST Program**

#### *BEST Program Administration and Training (Tasks 1.0 – 8.0):*

##### **Task 1.0 Administration of BEST Training/Professional Development Activities for Mentors, Beginning Teachers and School Administrators**

- 1.1 Identify and secure sites and trainers, supplies, and equipment (according to CSDE specifications) for beginning teacher seminars, mentor/support team trainings, master mentor training, teacher leadership academies, and other BEST-related training and development meetings (see **Appendix B** for an illustrative list of professional development activities for 2005-06).
- 1.2 Manage BEST Program training site logistics, including site management, delivery and set-up of training facilities (materials, audio-visual equipment, computers and other instructional and related supplies), and collection of materials at the end of training (including sign-in sheets).
- 1.3 Secure the services of eligible educators to serve as trainers for BEST Program training sessions and maintain up-to-date database of regional and in-district trainers.
- 1.4 Provide materials and technical assistance to districts providing “in-district” support teacher training, as well as maintain records of in-district training sessions and training participants.
- 1.5 Develop teacher leadership institutes in partnership with educational organizations or higher education institutions to train experienced educators to serve as instructional leaders and resources for school improvement in their districts.
- 1.6 Maintain a system of electronic (web based) registration for all BEST professional development activities (beginning teachers seminars, support teacher trainings, portfolio scoring, leadership academies and workshops for administrators and other district school personnel). This includes monitoring session capacities, generating appropriate confirmation correspondence (including maintaining home address records when necessary) and enrollment reports, communication of session changes or cancellations and confirmation of CEU certificates marking completion of training (see **Appendix C** for a roster reflecting registrations for training activities during the fall of 2005).
- 1.7 Provide quarterly managers’ reports to CSDE providing progress reports of tasks accomplished, or analysis of issues needing attention, program needs for upcoming quarters, and other relevant information.

##### **Task 2.0 Administration of Portfolio Scoring Activities**

- 2.1 Secure the services of qualified Connecticut educators with content area and technical expertise in performance assessments to serve as trainers, teachers-in-residence, and/or consultants to portfolio projects.
- 2.2 Assist the CSDE in ensuring an adequate statewide pool of portfolio scorers.
- 2.3 Manage BEST Program training site logistics, including securing of sites according to CSDE guidelines and the management, delivery and set-up of training facilities (materials, audio-visual equipment, computers and other instructional and related supplies), and collection of materials at the end of training (e.g., portfolios, assessor proficiency documentation, etc.) for scorer training and scoring of portfolios (see Appendix **D** for a description of 2006 portfolio scoring activities).
- 2.4 Provide on-site coordination of portfolio scoring preparation activities at CSDE as needed prior to the commencement of summer scoring.
- 2.5 Coordinate and maintain a portfolio in-take and storage system, including a system for generating confirmation of portfolio receipt to beginning teachers.
- 2.6 Arrange for sites and coordinate the scheduling of BEST Portfolio Assessment Conferences (PAC) for beginning teachers not meeting the assessment standard in year two, including confirmation of conferences to beginning teachers.

**Task 3.0 Portfolio Assessment Development Activities**

- 3.1 Develop and implement a plan to incorporate new technologies into the portfolio development, submission and scoring process to increase accuracy and efficiency (e.g., electronic portfolio submission options).

**Task 4.0 Coordination of BEST Support/Cooperating Teacher Training with Colleges and Universities**

- 4.1 Serve as the liaison between Connecticut colleges and universities offering training of BEST support/cooperating teachers, including dissemination of information to local school districts regarding scheduled university cooperating teacher training sessions, dissemination of materials for university-based training, collection of demographic data of participants attending university-based cooperating teacher training, and follow-up with cooperating teacher training participants needing additional CSDE training.
- 4.2 Collaborate with CSDE and teacher preparation program faculty to make recommendations for the re-design of training for cooperating teachers to better serve the needs of student teachers.

**Task 5.0 Provision of Technical Assistance Services to Program Participants, Local School Districts, and other Program Constituents**

- 5.1 Ensure the yearly appointment of district facilitators through communication to superintendents seeking appointments and maintain district facilitator database.
- 5.2 Provide training and technical assistance to district facilitators regarding their role including an overview of the requirements of BEST, the registration of beginning teachers in the BEST program, availability of BEST resource materials and professional development activities, and other issues related to ensuring beginning teachers meet the requirements of the BEST Program.
- 5.3 Monitor the implementation of the BEST Program in local school districts and provide recommendation to CSDE to make improvements/changes to the program.
- 5.4 Conduct outreach/BEST portfolio training sessions for regional networks of superintendents, principals, curriculum coordinators, and school leaders.
- 5.5 Deliver additional outreach services and professional development, as needed, for urban and priority school districts.

**Task 6.0 Processing of Payments and CEUs to Local School Districts and/or Educators who Provide Services to BEST**

- 6.1 Issue Continuing Education Units (CEUs) according to CSDE guidelines to BEST Program training participants within 60 days of completion of training activities.
- 6.2 Disburse payments to districts (e.g., substitute reimbursement or reimbursement for teachers-in-residence), according to specific criteria/guidelines established by CSDE.
- 6.3 Disburse payments/honoraria to portfolio scorers, trainers, seminar leaders, consultants and others for whom services are purchased (according to CSDE guidelines) within 30 days of receipt of completed documentation.
- 6.4 Provide CSDE with monthly summaries of payment disbursements.

**Task 7.0 Production of BEST Publications and Training Materials and the Use of Technology for Communications**

- 7.1 Produce and distribute hard-copy (in limited quantities) and on CD-ROM (or other cost-efficient technology) portfolio handbooks, beginning teacher guides, portfolio resource documents, science safety activity and other BEST communications disseminated to large audiences of educators (see **Appendix E** for projected printing activities).

- 7.2 Produce and disseminate information regarding BEST Program professional development activities for beginning teachers, mentors, scorers, administrators and other BEST Program participants.
- 7.3 Produce and disseminate training resources (such as trainers' manuals, training materials and BEST district facilitator guides).
- 7.4 Implement and maintain a system of electronic communications to (using electronic media/web based) to provide timely information to various district audiences (i.e., district facilitators, beginning teachers, mentors, administrators) regarding BEST Program requirements, professional development activities and schedules, portfolio support and other programmatic activities.
- 7.5 Make available BEST portfolio exemplars and/or professional development training materials in all content areas for review by beginning teachers and their mentors, using technology applications (e.g., Internet websites, CD-Rom, DVD) as appropriate.

**Task 8.0 Development and Implementation of Enhanced Support Models and Training for Beginning Teachers, Mentors and School Administrators to be Made Available Locally, Regionally, and Statewide.**

- 8.1 Review and modify BEST support teacher training and supplemental trainings to better prepare mentors and other school personnel to provide content-based instructional support to beginning teachers.
- 8.2 Develop and implement plans for programs and training that enhance opportunities for BEST-trained teachers to assume leadership roles.
- 8.3 Provide professional development to administrators to enhance support to beginning teachers and build connections between the BEST Program and school and district-based initiatives and priorities.
- 8.4 Develop resources and training to improve mentorship and training of beginning teachers teaching minority, limited English proficient or disadvantaged students.
- 8.5 Develop communications and resource networks for mentors and beginning teachers, and administrators using technology, as appropriate.

## **Data Management, Scoring and Reporting, of Assessment Results (Tasks 9.0 –10.0):**

### **Task 9.0 Management of BEST Program Data Management System, Participant Records and Related Databases**

- 9.1 Maintain the ConnEd data management system used to store data on BEST Program participants, including the generation and maintenance of beginning teacher records, (appropriate demographic data, status in program, category of participation in BEST, program registration history, mentor/support team assignment, progress in meeting BEST Program assessment and support requirements and certification status) and demographic and training history for mentors, assessors, and other program participants. See **Appendix F** for a description of the ConnEd system.
- 9.2 Make ongoing enhancements to the ConnEd data management system to reflect programmatic and policy changes related to licensing requirements for new teachers.
- 9.3 Confirm registration of beginning teachers and their ongoing status in the BEST Program within 30 days of initial registration and no later than two weeks after receipt of “corrected” information, using written and secure web-based electronic communications, as appropriate.
- 9.4 Make any necessary changes—as approved by the CSDE—to the ConnEd data management system to ensure compatibility with the new CSDE certification data management system or changes to the Certified Staff File.
- 9.5 Maintain records of experienced educators participating in BEST as mentors, cooperating teachers, seminar leaders or portfolio scorers (using Certified Staff File data as source data for actively employed Connecticut educators and other sources for other educators), including data, status in program (active, inactive), proficiency status (if applicable), and training history.
- 9.6 Maintain demographic databases including home addresses for beginning teachers for score reporting purposes, and school-related data for BEST Program District facilitators, principals, and school superintendents.
- 9.7 Train CSDE and other designated personnel in the operation and use of the best data management system.

### **Task 10.0 Scoring and Reporting of Assessment Data**

- 10.1 Maintain historical scoring data for all participants including history of teachers who failed to complete BEST and those that complete intervening study and experience requirements and reenter BEST.

- 10.2 Modify the scoring program as needed to reflect changes in “decision rules,” which govern the consequences and types of communications provided to beginning teachers based on their portfolio results.
- 10.3 Maintain a data management system that allows for “test banking” of literacy and numeracy scores for elementary beginning teachers who must pass both parts of the portfolio (note: all other content areas generate only one score for the portfolio assessment).
- 10.4 Develop and implement procedures for quality control checks on portfolio scoring data, including the tracking of incident reports and non-submittal data, as determined by the CSDE.
- 10.5 Ensure accurate and timely transmission of final assessment data to the Bureau of Educator Preparation, Certification, Support and Assessment and incorporation into the historical score database.
- 10.6 Create and transmit portfolio performance reports according to CSDE guidelines (on or before August 31 for summer scoring or before March 31 for February scoring) to beginning teachers, district facilitators and school superintendents and the CSDE (see **Appendix G** for a sample portfolio performance reports to beginning teachers, **Appendix H** for a sample district summary results report their districts and **Appendix I** for a description of the score reporting software used at scoring sites to transmit scoring data to the scoring contractor).
- 10.7 Provide periodic technical reviews of assessment validation studies and data generated by CSDE.
- 10.8 Generate on or before December 1 of each year, summary performance reports showing the portfolio assessment results of graduates of Connecticut teacher preparation programs (including the Alternate Route to Certification Program), according to CSDE specifications.

## **PART B: Administration of the Connecticut Administrator Test**

### **Task 1.0 Administration of the CAT**

- 1.1 Secure appropriate sites, supplies, and equipment for committee and other development meetings and activities; disburse payments/honoraria to consultants and scorers (according to CSDE guidelines), as well as substitute reimbursement to districts.
- 1.2 Procure and schedule administration sites (according to CSDE specifications) for up to three locations (for simultaneous administrations) for three to four administrations per year. Administration must include chief test administrators and proctors as necessary, all necessary materials and equipment for test administration (i.e., timers, VCRs, monitors and appropriate sound systems). Test administrations should approve and provide for special accommodations of test takers (e.g., separate room and additional administration time), as necessary.

- 1.3 Ensure adherence to CSDE guidelines and Program regulations in the scheduling and re-testing of the CAT. Timely submission of candidate responses and copies in preparation for scoring.
- 1.4 Implement a CAT documentation storing and disposal system according to State records retention guidelines provided by CSDE.
- 1.5 Disburse payments to scorers according to CSDE guidelines.
- 1.6 Maintain CAT Candidate Participant Records.
  - 1.6.1 Maintain registration records, including demographic data and status in preparation program.
  - 1.6.2 Maintain support applicant records, including demographic data, test performance history, and status in program (pass/fail).
  - 1.6.3 Maintain scorer records, including demographic data, status in program (active, inactive), proficiency status, and training history.
  - 1.6.4 Serve as the Continuing Education Unit (CEU) provider for all CAT scorers.

## **Task 2.0 Administration of scorer training and scoring activities**

- 2.1 Create a statewide pool of school administrators, higher education faculty, and other educators appropriate to serve as CAT scorers.
- 2.2 Identify and secure training sites in an efficient and cost effective manner to guarantee a sufficient number of adequate facilities to provide scoring of up to 500 CAT test responses per year.
- 2.3 Identify and secure cost-efficient centralized training sites for scoring training and actual scoring activities (according to CSDE specifications).
- 2.4 Manage scoring site logistics, including site management (when needed), set-up of training facilities (providing materials, audio-video equipment, and other instructional and related supplies), and collection of materials (e.g., assessor proficiency documentation).
- 2.5 Identify and secure the services of eligible educators to serve as trainers for CAT scorers.
- 2.6 Use CSDE-approved proficiency processes and quality control for CAT scorers.

## **Task 3.0 Higher education communication**

- 3.1 Develop and disseminate materials including web and print materials (e.g., candidate bulletins, brochures, and related materials for use by preparing institutions).

#### **Task 4.0 Publications, program materials, and communications**

- 4.1 Produce and distribute publications to district personnel regarding the CAT Program (including the candidate bulletins and preparation guides, the Connecticut School leader standards and related materials).
- 4.2 Provide semi-annual reports of program activities and annual report of CAT results and analysis to CSDE.

#### **Task 5.0 Scoring and Reporting**

- 5.1 Develop and implement a process for collecting, scoring, reporting and analyzing test results related to the CAT assessments.
- 5.2 Develop a data management system to handle “test banking.” Test banking refers to a system that allows candidates to retake only those modules of the assessment not previously passed. The system should provide a process for determining which form and module of an assessment a candidate must retake. The CAT currently consists of five forms.
- 5.3 Develop and implement procedures for quality control checks on scoring data.
- 5.4 Provide for periodic analysis of assessment data according to preparing institution.
- 5.5 Coordinate the transmission of final assessment results to the applicant, the Bureau of Certification and Professional Development, and the Bureau of Evaluation and Educator Standards.
- 5.6 Conduct periodic analysis of scorer reliability and bias.

#### **Task 6.0 CAT Development, Validation and Institutional Reporting**

- 6.1 Coordinate activities of module development team, including member recruitment, compensation, communication, and meeting documentation.
- 6.2 Coordinate activities of module content validation team, including member recruitment, compensation, communication, and meeting documentation.
- 6.3 Secure as needed technical consultation from measurement consultant(s) related to test validation and standard-setting.

- 6.4 Manage all CAT development and validation meeting logistics, including securing of meeting facilities, providing materials, audio-video equipment, related supplies, test security and confidentiality processes and procedures.
  
- 6.5 Produce bi-annual report of CAT results, including performance by Connecticut Administrator Preparation Program institutions and candidate population.

THE CONNECTICUT STATE BOARD OF EDUCATION RESERVES THE EXCLUSIVE RIGHT TO USE AND/OR PUBLISH ANY PART OR PARTS OF ANY ABSTRACT, REPORT, PUBLICATION, RECORD, MATERIAL OR OTHER WRITING RESULTING FROM THIS CONTRACT.

## **DELIVERABLES**

### **PART A: Implementation of BEST the Program**

#### **Task 1: Administration of BEST Training/Professional Development Activities for Mentors and Beginning Teachers**

- delivery of beginning teacher seminars, mentor/support team training, and other related BEST training
- up-to-date database of BEST Program trainers (regional and in-district)
- establishment of teacher leadership institutes
- electronic web-based training registration system
- quarterly managers' reports of tasks accomplished

#### **Task 2: Administration of Portfolio Scorer Training and Scoring**

- site selection and set-up for portfolio scoring training, proficiency, and scoring sessions
- statewide pool of experienced educators to serve as portfolio scorers
- portfolio assessment intake and storage system
- portfolio conferencing delivery system

#### **Task 3: Portfolio Assessment Development Activities**

- electronic portfolio submission options

#### **Task 4: Coordination of Cooperating Teacher Program with Colleges and Universities**

- dissemination of materials and information related to university-sponsored cooperating teacher training sessions
- re-design of cooperating teacher training

#### **Task 5: Provision of Technical Assistance to Program Participants, Local School Districts, and other Program Constituencies**

- list of up-to-date district facilitator appointments
- orientation and training of BEST Program district facilitators and other district personnel
- recommendations for improvements/changes to the program
- outreach/BEST portfolio training sessions to regional networks of superintendents, principals, curriculum coordinators, etc.

**Task 6: Processing of Payments and CEUs to Local School Districts/Educators**

- CEU issuance within 60 days of completion of training activities
- disbursement of payments to districts
- disbursement of payments to trainers, scorers, seminar leaders, and consultants within 30 days of completion of activities and properly prepared invoices
- monthly summary of payment disbursements

**Task 7: Production of BEST Program Publications and Training Materials**

- BEST portfolio handbooks, Beginning Teacher Guides, Portfolio Resource Documents and science safety activity via CD-Rom or similar technology
- BEST training manuals for CCI assessors, scorers, support teachers
- BEST District Facilitator Guides
- BEST communications brochures (e.g., training schedules)
- electronic communications system
- portfolio exemplar and resource libraries for beginning teachers and mentors

**Task 8: Development and Implementation of Enhanced Support Models and Training for Mentors and Beginning Teachers**

- modifications/enhancements to BEST Support Training
- enhancement/development of teacher induction models that provide teacher leadership opportunities
- resources and training to support beginning teachers of minority, disadvantaged or limited English proficient students
- communications and resource networks for mentors and beginning teachers

**Task 9: Management of BEST Program Participant Records and Related Databases**

- management and ongoing enhancements to ConnEd data management system.
- enhanced participant registration process
- training of CSDE personnel in operation and use of data management system.

**Task 10: Scoring and Reporting of Assessment Data**

- accurate reporting of portfolio assessment results to beginning teachers and their districts on or before August 31 for summer scoring or before March 31 for February scoring.
- modifications to scoring/reporting program, as appropriate
- maintenance of historical scoring data and program participation data
- technical review of assessment validation studies and data generated by CSDE
- summary report on or before December 1 of each year, to be provided to Connecticut Institutions of Higher Education showing portfolio assessment results of graduates.

## **PART B: Administration of Connecticut Administrator Test**

### **Task 1.0: CAT Administration Activities**

- timely procurement and scheduling of up to three CAT administration sites three to four times per year
- establishment of a statewide pool of experienced administrators and preparation program faculty to serve as CAT Program scorers
- appropriate storage and disposal of test records
- administration of scorer proficiency and quality control processes
- record-keeping system for CAT applicants (including test registration, fee collection, test score tracking and test banking system)
- test scheduling for CAT test applicants
- payments to CAT scoring participants
- issuance of CEU's to scoring participants

### **Task 2.0: Administration of Scoring Training and Scoring**

- timely procurement and scheduling of scoring sites at least three times per year (three parallel site administrations)
- registration process for CAT applicants

### **Task 3.0: Higher Education Outreach Coordination**

- delivery of CAT schedules, candidate bulletins and preparation materials to higher education institutions
- materials for dissemination to school districts

### **Task 4.0: Publications, Materials, and Reports**

- publications:
  - CAT Candidate bulletins and brochures;
  - Test announcements;
  - Connecticut School Leader Standards;
  - CAT Program scorer training manuals;
  - Copies of CAT examination materials (print and video);
  - Copies of candidate responses for scoring;
  - Scoring Manuals; and
  - CAT Program Communications Brochure
- semi-annual reports of program activities
- annual report of CAT Results and Analysis

### **Task 5.0: Scoring and Reporting**

- scoring, reporting, and analysis of assessment results
- analysis and summary reports of scorer proficiency and reliability data
- preparation of reports of candidate performance by institution

### **Task 6.0: CAT Development, Validation and Institutional Reporting**

- development and validation of 14 new test modules (or 3.5 forms)
- bi-annual reports of CAT results

## **PART V – BUDGET PREPARATION AND DOCUMENTS**

Funding for this contract will cover a three year period (July 1, 2003 to June 30, 2006). Bidders should prepare two budget documents: **1: *Budget Detail*** by year and **2: *Budget Summary*** using the formats specified below.

In preparing their budget estimates, bidders should note the following:

- staffing should be shown in detail, including functional role and the applicable FTE (full-time equivalent).
- estimates of costs for expenses and services for independent consultants who assist the contractor and project staff in assessment development, training development, and other functions should be included in this budget.
- if a substantial portion of the tasks are to be performed by subcontractors, the bidder should include a breakout of the corresponding budget line items related to the subcontractor's scope of work.
- expenses related to developing, operating, and maintaining computer systems for program management as well as scoring and reporting functions should be broken out as a separate budget category.
- indirect costs or fees should be specified both in terms of estimated total dollars and the applicable fee structure. For bidders who are including within their scope of work payments to districts (e.g., substitute reimbursement) or assessors (assessor expense reimbursement), should specify separately what (if any) indirect fees will be charged on the dollar amount of these payments.

1. **Budget Detail by Fiscal Year BEST Program Development and Administration**  
(required format)

<b><u>Budget Categories</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Total</u></b>
<b>I. Staff salaries</b> <i>Professional staff</i> (specify role & FTE) <i>Clerical staff</i> (specify role & FTE) <i>Benefits</i>				
<b>II. Independent Contractor Expense</b> <i>List firms/individuals</i> (type of services and clerical and professional FTEs, if applicable)				
<b>III. Systems Operations</b> <i>Staff</i> (specify function & FTE) <i>Programming costs</i> <i>Hardware/software</i> <i>Other</i> (describe)				
<b>IV. Development Activities</b> <i>Committee meetings</i> <i>Honoraria /consultant budget</i>				
<b>V. Program Administration Costs</b> <i>Postage, Telephone, materials/supplies,</i> <i>staff travel, etc.</i>				
<b>VI. Training Costs</b> <i>Trainers</i> <i>Site costs</i> (include rental) <i>Materials &amp; Supplies</i>				
<b>VII. Printing</b> <i>Training materials</i> <i>Correspondence/newsletters</i> <i>Handbooks/manuals</i>				
<b>VIII. Check writing/ payment fees</b>				
<b>IX. Other Expenses</b> <i>Describe and itemize</i>				
<b>X. Overhead</b>				
<b>XI. Indirect costs</b> <i>Rate applied to direct costs:</i> _____ <i>Rate applied for payments to districts:</i> _____				
<b>XII. TOTAL</b>				

**2. Budget Summary BEST Program Development and Administration**  
*(required format)*

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>
<b>Salaries/wages – Professional</b>				
<b>Salaries/wages – clerical</b>				
<b>Benefits</b>				
<b>Independent contractor expense</b>				
<b>Systems operation</b>				
<b>Development activities</b>				
<b>Program administration costs</b>				
<b>Training &amp; related costs</b>				
<b>Printing</b>				
<b>Payment fees</b>				
<b>Other Expenses (specify)</b>				
<b>Overhead</b>				
<b>Indirect</b>				
<b>Grand Total:</b>				

**1. Budget Detail by Fiscal Year for CAT Program Development and Administration**  
*(required format)*

<b>Budget Categories</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Total</u></b>
<b>I. Staff salaries</b> <i>Professional staff (specify role &amp; FTE)</i> <i>Clerical staff (specify role &amp; FTE)</i> <i>Benefits</i>				
<b>II. Independent Contractor Expense</b> <i>List firms/individuals (type of services and clerical and professional FTEs, if applicable)</i>				
<b>III. Systems Operations</b> <i>Staff (specify function &amp; FTE)</i> <i>Programming costs</i> <i>Hardware/software</i> <i>Other (describe)</i>				
<b>IV. Program Administration Costs</b> <i>Postage, Telephone, materials/supplies, staff travel, etc.</i>				
<b>V. Training Costs</b> <i>Trainers</i> <i>Site costs (include rental)</i> <i>Materials &amp; Supplies</i>				
<b>VI. Printing</b> <i>Training materials</i> <i>Correspondence/newsletters</i> <i>Handbooks/manuals</i>				
<b>VII. Check writing/ payment fees</b>				
<b>VIII. Other Expenses</b> <i>Describe and itemize</i>				
<b>IX. Overhead</b>				
<b>X. Indirect costs</b> <i>Rate applied to direct costs: _____</i> <i>Rate applied for payments to districts: _____</i>				
<b>XI. TOTAL</b>				

2. **Budget Summary CAT Program Development and Administration***(required format)*  
 (to be covered by testing fees)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 4</u>	<u>TOTAL</u>
Salaries/wages--Professional				
Salaries/wages--clerical				
Benefits				
Independent contractor expense				
Systems operation				
Development activities				
Program administration costs				
Training & related costs				
Printing				
Payment fees				
Other Expenses (specify)				
Overhead				
Indirect				
<b>Grand Total:</b>				

**Proposed Testing Fee Schedule** (bidder to complete):

- 1) per module
- 2) registration fees
- 3) special administration fees (e.g., score verifications, special summer test administrations, etc.)

THE CONNECTICUT STATE DEPARTMENT OF EDUCATION RESERVES THE RIGHT TO AWARD THIS CONTRACT IN FULL, IN PART, OR NOT AT ALL, SHOULD THE LEVEL OR THE QUALITY OF THE RESPONSES OR THE LEVEL OF STATE FUNDING BE INSUFFICIENT.

**APPENDIX A**

## Appendix A

### BEST Program Beginning Teacher Participation Levels (2005-06 school year)

#### BEST Program Registration 2005-06

Subject Area	Year 0	Year 1	Year 2	Year 3	Totals
Visual Arts	6	69	61	10	146
Elementary	9	892	832	118	1851
English/Lang. Arts	42	238	227	33	540
World Languages	41	114	112	3	270
Mathematics	90	205	169	9	473
Music	14	73	94	9	190
Physical Education	0	101	103	8	212
Sciences	80	195	181	8	464
Social Studies	4	209	177	18	408
Special Education	74	235	239	21	569
<b>Portfolio Subject Totals</b>	<b>360</b>	<b>2331</b>	<b>2195</b>	<b>237</b>	<b>5123</b>
Support Only		106			106
Status to be determined	4	61	43	3	111
<b>2005-06 Grand Totals</b>	<b>364</b>	<b>2498</b>	<b>2238</b>	<b>240</b>	<b>5340</b>

Note: "Year 0" refers to individuals holding Durational Shortage Area Permits whose participation in BEST does not commence until they are serving under an initial educator certificate or individuals who were registered in BEST by their districts, but who are not yet certified.

**APPENDIX B**

## Appendix B

### Description of 2005-06 BEST Professional Development

PROFESSIONAL DEVELOPMENT SESSIONS	LOGISTICS
<p>For Beginning Teachers:</p> <ul style="list-style-type: none"> <li>• Beginning Teacher Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• These content-specific seminars are scheduled at conveniently located sites around the state.</li> <li>• Two content-specific seminars are scheduled for the fall for second year teachers in each of the ten content areas that will require portfolio submission in the spring of that school year.</li> <li>• One regional seminar is scheduled for the spring for first year teachers in each content area.</li> <li>• The regional seminars complement the on-line learning units and provide access to sample portfolios. Mentors are encouraged to register for and attend regional seminars with their beginning teachers.</li> <li>• Registration/schedules for regional seminars are on <a href="http://www.ctbest.org">www.ctbest.org</a>. Click on Registration. Select Beginning Teacher Seminars. Follow the directions to sign-in and register.</li> </ul>
<p>For Beginning Teachers:</p> <ul style="list-style-type: none"> <li>• Online Learning Units</li> </ul>	<ul style="list-style-type: none"> <li>• The online learning units are appropriate for all beginning teachers in the BEST Program regardless of program year.</li> <li>• These units coincide with major areas of the BEST Portfolio. It is advised that teachers access 2-3 learning units in their content area prior to attending regional seminars.</li> <li>• On-line learning units may be accessed at <a href="http://www.ctbest.org">www.ctbest.org</a>. Click on Online Learning Units and scroll down to select your content area.</li> </ul>
<p>For Beginning Teachers</p> <ul style="list-style-type: none"> <li>• Regional BEST Orientations</li> </ul>	<ul style="list-style-type: none"> <li>• Designed for Year-one teachers who are late hires and/or have missed their district BEST Orientation Session.</li> <li>• Offered from 4:00-6:30 at each RESC in October or November.</li> <li>• Registration is online at <a href="http://www.ctbest.org">www.ctbest.org</a>. Click on Registration. Select Beginning Teacher Orientation. Follow the directions to sign-in and register.</li> </ul>

<p>For Experienced Mentors:</p> <ul style="list-style-type: none"> <li>• Master Mentor Training for Pilot Districts</li> </ul>	<ul style="list-style-type: none"> <li>• Three days of training (October, January and May) are offered at ACES for individuals selected by pilot districts who are committed to improving school-based induction of beginning teachers through the Master Mentor Model. Each participant must be a trained mentor and portfolio scorer.</li> <li>• Training focuses on: master mentor roles and responsibilities, current BEST program information and resources; analysis of district successes and challenges; problem solving; developing implementing and assessing support action plans that support district induction of beginning teachers; developing skills in facilitation and training, delivery of one-day BEST portfolio support training in-district.</li> <li>• Districts interested in nominating candidates for Master Mentor Training should contact Beverly Hartstone at (860) 713-6811 or <a href="mailto:beverly.hartstone@po.state.ct.us">beverly.hartstone@po.state.ct.us</a>.</li> </ul>
<p>For Experienced Mentors, Administrators and Supportive Colleagues:</p> <ul style="list-style-type: none"> <li>• Portfolio Support Training</li> </ul>	<ul style="list-style-type: none"> <li>• One-day training for individuals who are supporting beginning teachers in the development of their BEST portfolios.</li> <li>• Formerly called “Mentor Update Training”.</li> <li>• Training focuses on: linking professional teaching standards and portfolio tasks; documenting effective instruction in a BEST portfolio; exploring resources/strategies to support the development of a BEST portfolio.</li> <li>• Regional trainings take place in October-November. There is no regional training offered in the spring; however, districts can contact their RESC BEST field staff representative to schedule in-district training at any time. Districts with master mentors have in-district training capacity.</li> <li>• Registration is online at <a href="http://www.ctbest.org">www.ctbest.org</a>. Click on Registration. Select BEST Portfolio Training and follow the directions to sign-in and register.</li> </ul>
<p>For Experienced Mentors</p> <ul style="list-style-type: none"> <li>• Mentor Seminar Series</li> </ul>	<ul style="list-style-type: none"> <li>• Three part seminar series offered at each RESC from 4:00-6:00 p.m.</li> <li>• Participants will explore case studies, enhance coaching skills and engage in collaborative problem solving.</li> <li>• CEUs will only be awarded for participants who attend all three sessions.</li> <li>• Participants register at <a href="http://www.ctbest.org">www.ctbest.org</a>.</li> </ul>

<p>For Experienced Teachers Who Wish to Become Mentors or Cooperating Teachers:</p> <ul style="list-style-type: none"> <li>• Initial Support Teacher Training</li> </ul>	<ul style="list-style-type: none"> <li>• A three-day training for teachers who have been selected by their districts to become BEST mentors or cooperating teachers.</li> <li>• Regional training sessions will take place during July-August and October. Regional trainings are not offered in the spring; however, districts can contact their RESC BEST field staff representative to schedule in-district trainings at any time.</li> <li>• Individuals who are approved by their district selection committee will be able to register for regional trainings online at <a href="http://www.ctbest.org">www.ctbest.org</a>.</li> </ul>
<p>For Portfolio Scorers:</p> <ul style="list-style-type: none"> <li>• Mentor Training for Portfolio Scorers</li> </ul>	<ul style="list-style-type: none"> <li>• This one-day training is offered in October at ACES from 8:30-3:30.</li> <li>• Participants need to be approved by district selection committees prior to training.</li> <li>• Participants register at <a href="http://www.ctbest.org">www.ctbest.org</a>.</li> </ul>
<p>For Administrators</p> <ul style="list-style-type: none"> <li>• “New Teacher Induction: A Principal’s Role”</li> </ul>	<ul style="list-style-type: none"> <li>• Offered at each RESC in Oct. from 8:30-11:30.</li> <li>• Training will provide specific suggestions for applying the information and strategies from “An Administrator’s Guide to New Teacher Induction” to an administrator’s own supervision and evaluation process.</li> <li>• Participants register at <a href="http://www.ctbest.org">www.ctbest.org</a>.</li> </ul>
<p>For Administrators</p> <ul style="list-style-type: none"> <li>• Administrator Institutes</li> </ul>	<ul style="list-style-type: none"> <li>• These three-day institutes are offered regionally during the summer. Institute activities and time frames can be modified and offered in districts at any time.</li> <li>• Sessions provide strategies for integrating BEST resources and requirements with district initiatives to develop professional learning communities and to improve data-driven decision making, teacher evaluation, professional development and school improvement activities.</li> </ul>

**APPENDIX C**

## Appendix C

Report of Current BEST Professional Development Registration Date: 11/2/2005  
 Custom Report for CSDE Sorted by Group: Title: Date

### Administrator

12/1/2005	05700105	Elementary Administrator Institute	ACES, Hamden	50	15	30%	Open
2/1/2006	05700205	Elementary Administrator Institute	C.E.S. 25 Oakview Dr.,	50	4	8%	Open
2/17/2006	05700305	Elementary Administrator Institute	CREC, Coltsville Bldg,	50	4	8%	Open
10/7/2005	05700101	New Teacher Induction: A Principal's Role	ACES, Hamden	50	23	46%	Open
10/11/2005	05700401	New Teacher Induction: A Principal's Role	EASTCONN, Hampton	50	10	20%	Open
10/14/2005	05700301	New Teacher Induction: A Principal's Role	CREC	50	13	26%	Open
10/14/2005	05700601	New Teacher Induction: A Principal's Role	LEARN, Eastport	40	13	33%	Open
10/19/2005	05700201	New Teacher Induction: A Principal's Role	C.E.S., 40 Lindeman	50	17	34%	Open

### Beginning Teacher

10/17/2005	05203505	Beginning Teacher Seminar, YR2 Elementary	Woodbury Middle	100	100	100%	Full
10/19/2005	05203205	Beginning Teacher Seminar, YR2 Elementary	Fairfield Ludlowe High	175	148	85%	Open
10/24/2005	05203605	Beginning Teacher Seminar, YR2 Elementary	East Lyme Middle	100	74	74%	Open
10/25/2005	05203405	Beginning Teacher Seminar, YR2 Elementary	Windham High School,	100	68	68%	Open
10/26/2005	05203305	Beginning Teacher Seminar, YR2 Elementary	Irving Robbins Middle	250	185	74%	Open
11/1/2005	05203105	Beginning Teacher Seminar, YR2 Elementary	Hamden High School,	175	172	98%	Open
10/31/2005	05203415	Beginning Teacher Seminar, YR2 English	Norwich Free	40	18	45%	Open
11/7/2005	05203115	Beginning Teacher Seminar, YR2 English	Thomas Edison Magnet	40	43	108%	Full
11/9/2005	05203215	Beginning Teacher Seminar, YR2 English	Saxe Middle School,	40	40	100%	Full
11/9/2005	05203315	Beginning Teacher Seminar, YR2 English	Carman Apace Middle	60	48	80%	Open
11/1/2005	05203425	Beginning Teacher Seminar, YR2 Math	Bacon Academy,	50	18	36%	Open
11/3/2005	05203325	Beginning Teacher Seminar, YR2 Math	Conard High School,	60	49	82%	Open
11/14/2005	05203125	Beginning Teacher Seminar, YR2 Math	Ansonia High School	70	64	91%	Open
10/24/2005	05203135	Beginning Teacher Seminar, YR2 Music	Dodd Middle School,	45	26	58%	Open
10/26/2005	05203235	Beginning Teacher Seminar, YR2 Music	C.E.S., 25 Oakview	45	30	67%	Open
11/3/2005	05203335	Beginning Teacher Seminar, YR2 Music	Conard High School,	45	33	73%	Open
10/19/2005	05203245	Beginning Teacher Seminar, YR2 PE	Fairfield Ludlowe High	30	13	43%	Open
10/26/2005	05203345	Beginning Teacher Seminar, YR2 PE	Irving Robbins Middle	30	30	100%	Full
11/7/2005	05203145	Beginning Teacher Seminar, YR2 PE	Thomas Edison Magnet	30	23	77%	Open
10/27/2005	05203355	Beginning Teacher Seminar, YR2 Science	McGee Middle School,	75	36	48%	Open
11/1/2005	05203455	Beginning Teacher Seminar, YR2 Science	Bacon Academy,	35	33	94%	Open
11/9/2005	05203255	Beginning Teacher Seminar, YR2 Science	Saxe Middle School,	50	30	60%	Open
11/14/2005	05203155	Beginning Teacher Seminar, YR2 Science	Ansonia High School	50	20	40%	Open
10/24/2005	05203165	Beginning Teacher Seminar, YR2 Social Studies	Dodd Middle School,	80	53	66%	Open
10/31/2005	05203465	Beginning Teacher Seminar, YR2 Social Studies	Norwich Free	30	17	57%	Open
11/7/2005	05203365	Beginning Teacher Seminar, YR2 Social Studies	South Windsor High	80	25	31%	Open
11/9/2005	05203265	Beginning Teacher Seminar, YR2 Social Studies	Saxe Middle School,	30	25	83%	Open
10/24/2005	05203575	Beginning Teacher Seminar, YR2 Special Ed	Education Connection -	40	25	63%	Open
11/1/2005	05203475	Beginning Teacher Seminar, YR2 Special Ed	Bacon Academy,	35	34	97%	Open
11/2/2005	05203275	Beginning Teacher Seminar, YR2 Special Ed	C.E.S., 25 Oakview	56	56	100%	Full
11/7/2005	05203175	Beginning Teacher Seminar, YR2 Special Ed	Thomas Edison Magnet	40	30	75%	Open
11/7/2005	05203375	Beginning Teacher Seminar, YR2 Special Ed	South Windsor High	80	35	44%	Open
10/24/2005	05203185	Beginning Teacher Seminar, YR2 Visual Arts	Dodd Middle School,	50	32	64%	Open
10/27/2005	05203385	Beginning Teacher Seminar, YR2 Visual Arts	McGee Middle School,	50	14	28%	Open
10/26/2005	05203295	Beginning Teacher Seminar, YR2 World	C.E.S., 25 Oakview	35	35	100%	Full
10/31/2005	05203495	Beginning Teacher Seminar, YR2 World	Norwich Free	20	17	85%	Open
11/10/2005	05203395	Beginning Teacher Seminar, YR2 World	CREC, Hartford	35	35	100%	Full
11/14/2005	05203195	Beginning Teacher Seminar, YR2 World	Ansonia High School	35	19	54%	Open

11/3/2005	05204100	BEST ORIENTATION	ACES	50	15	30%	Open
11/9/2005	05204300	BEST ORIENTATION	CREC, Hartford	35	14	40%	Open
11/14/2005	05204600	BEST ORIENTATION	LEARN at Eastport	50	6	12%	Open
11/15/2005	05204400	BEST ORIENTATION	EASTCONN, Hampton	50	4	8%	Open
11/17/2005	05204200	BEST ORIENTATION	C.E.S Lindeman Dr,	50	11	22%	Open

## District Facilitator

10/20/2005	05600610	Fall District Facilitator Meeting	LEARN at Eastport	35	21	60%	Open
10/21/2005	05600410	Fall District Facilitator Meeting	EASTCONN, Hampton	50	15	30%	Open
10/25/2005	05600110	Fall District Facilitator Meeting	ACES, Hamden	40	35	88%	Open
10/27/2005	05600310	Fall District Facilitator Meeting	CREC, Hartford	65	32	49%	Open
10/31/2005	05600210	Fall District Facilitator Meeting	C.E.S., 40 Lindeman	40	21	53%	Open
11/1/2005	05600510	Fall District Facilitator Meeting	Education Connection,	40	26	65%	Open

## Draft

10/19/2005	05200505	Initial Support Teacher Training	Education Connection -	36	36	100%	Full
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## Mentor

10/5/2005	05200105	Initial Support Teacher Training	ACES, Hamden	40	38	95%	Open
10/18/2005	05200205	Initial Support Teacher Training	C.E.S., 40 Lindeman	50	50	100%	Full
10/18/2005	05200305	Initial Support Teacher Training	CREC, Hartford	50	50	100%	Full
10/18/2005	05200605	Initial Support Teacher Training	LEARN at Eastport	40	49	123%	Full
10/26/2005	05200106	Initial Support Teacher Training	ACES, Hamden	40	40	100%	Full
10/11/2005	05200160	Mentor Training for Portfolio Scorers	ACES, Hamden	50	4	8%	Canceled

## Mentor Series

10/20/2005	05200170	Mentor Seminar Series	ACES, Hamden	50	19	38%	Open
10/25/2005	05200470	Mentor Seminar Series	EASTCONN, Hampton	50	16	32%	Open
10/27/2005	05200370	Mentor Seminar Series	CREC, Hartford	25	20	80%	Open
11/7/2005	05200270	Mentor Seminar Series	C.E.S., 40 Lindeman	50	38	76%	Open
11/9/2005	05200570	Mentor Seminar Series	Education Connection -	35	12	34%	Open
11/17/2005	05200670	Mentor Seminar Series	LEARN at Eastport	40	23	58%	Open

## Support or Update

11/1/2005	05200331	Portfolio Support Training	CREC, Hartford	50	17	34%	Open
11/9/2005	05200631	Portfolio Support Training	LEARN at Eastport	45	25	56%	Open
11/10/2005	05200431	Portfolio Support Training	EASTCONN, Hampton	50	11	22%	Open
11/14/2005	05200531	Portfolio Support Training	Education Connection -	35	20	57%	Open
11/15/2005	05200131	Portfolio Support Training	ACES, Hamden	50	50	100%	Full
11/16/2005	05200231	Portfolio Support Training	C.E.S., 40 Lindeman	50	16	32%	Open
11/29/2005	05200232	Portfolio Support Training	C.E.S., 40 Lindeman	50	9	18%	Open
10/27/2005	05200221	Portfolio Support Training-Elementary	C.E.S., 40 Lindeman	50	15	30%	Open
11/2/2005	05200121	Portfolio Support Training-Elementary	ACES, Hamden	50	19	38%	Open
11/3/2005	05200621	Portfolio Support Training-Elementary	LEARN at Eastport	35	8	23%	Open
11/3/2005	05200421	Portfolio Support Training-Elementary	EASTCONN, Hampton	50	9	18%	Open
11/7/2005	05200521	Portfolio Support Training-Elementary	Education Connection -	35	9	26%	Open
11/9/2005	05200321	Portfolio Support Training-Elementary	CREC, Hartford	50	16	32%	Open

**APPENDIX D**

## Appendix D

### Portfolio Scoring Activities 2006

#### Winter Scoring (February-March)

2 one-day training sessions  
8 two day training/scoring sessions  
2 four-day training/scoring sessions  
12 sites  
150 trainers/scorer in attendance  
5 laptop computers and 55 TV/VCR units required

#### Spring Training (March-June)

16 one-day sessions  
24 two-day sessions  
40 sites  
740 trainers/scorer in attendance  
8 laptop computers and 45 TV/VCR units required

#### Proficiency

12 two-day sessions  
12 sites  
740 trainers/scorer in attendance  
8 laptop computers and 45 TV/VCR units required

#### Summer Scoring

1 six-day session  
10 ten-day sessions  
2 twenty-day sessions  
13 sites  
740 trainers/scorer in attendance  
27 laptop computers and 140 TV/VCR units required

**APPENDIX E**

## Appendix E

### BEST Program – Projected Annual Printing/CD Production Requirements 2005-2006

<b>Manuals and CDs and other training resources</b>	<b>Approx. Quantity</b>	<b>Est. Pages</b>	<b>Description</b>
Beginning Teacher Guides	800	60 pages	Bound, double-sided, single color
District Facilitator Guides	500	70 pages	Bound, double-sided, single color
Beginning Teacher Portfolio Handbooks	3,500 approx printed copies (quantity varies according to content area.)	50	Bound, double-sided, single color
BEST Program Resources <b>CD</b>	10,000	N/A	This CD includes the BT guide, all ten handbooks, CCT and Science Lab Safety Simulation
Mentor Training manuals	500	200	3-ring binder, double-sided pages
Portfolio Scorer Training Manuals	500 total (quantity per content area to vary)	200	3-ring binder, double-sided pages.
Supplemental portfolio scorer training materials and proficiency materials	Varies according to content area	Approximately 700,000 <i>total pages</i> for all duplicating	Typical materials include benchmark and proficiency portfolios, scoring documentation forms, etc.

**APPENDIX F**

## Appendix F

### *Description of ConnEd Data Management System*

The ConnEd system is a multi-faceted data management system, which stores and communicates a variety of BEST Program information and serves as the central electronic depository of program-related information. ConnEd serves four main purposes:

1. Ongoing tracking of the demographic, professional and performance status of all BEST Program participants, including beginning teachers and educators serving as mentors, trainers and portfolio scorers;
2. Repository and storage of data related to the portfolio scoring process resulting from data transfers from CSDE scoring sites or office staff;
3. Creation and dissemination of a variety of print communications and electronic data files to multiple stakeholder groups; individual and summary communications resulting from purposes 1 and 2 above;
4. Accessibility of data to CSDE staff and other contractors involved in implementing and managing the BEST Program.

The ConnEd information management system was developed by Professional Examination Service of New York City under contract to the CSDE. The ConnEd database and Web applications are currently housed on Windows NT servers. Database management is performed from a networked PC. ConnEd computer applications were developed using the Progress Fourth Generation Language (4GL) v8.3C and were built with a graphical user interface. The Web application was developed using WebSpeed, a related Progress product.

The ability for the system to function as described above is dependent on timely and accurate data transfer from the CSDE. *The system uses existing CSDE Personal Data Systems—that is, the Certified Staff File and Certification Databases.* PGP-encrypted files are transferred daily from data servers in Hartford, CT to the ConnEd data management system currently housed at PES in New York, NY, using a FTP protocol. Upon arrival, the files are automatically decrypted and loaded into the ConnEd system. In addition to nightly Web transfers of certification and staffing data, the system also accepts additional data, such as school/district information, personal data from individuals not currently employed by Connecticut school districts, and participant training completion data resulting from specific activities such as mentor training or portfolio scoring training. A weekly ConnEd extract is sent to CSDE and other contractors involved in administering the BEST Program, although other combinations of data are easily queried upon demand. All data tables may be converted to various user-friendly data formats such as text, access, excel and any other commonly used file types.

**APPENDIX G**

## Appendix G

### Sample Portfolio Score Report



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
*Beginning Educator Support and Training (BEST) Program*



ID: 0000

To: NAME  
ADDRESS

From: Catherine Fisk Natale, Education Manager  
Bureau of Educator Preparation, Certification, Support and Assessment

Re: BEST Portfolio Performance Report

Date: September 1, 2005

**Congratulations!** We are pleased to inform you that you have met the **passing** portfolio performance standard for elementary education and have fulfilled BEST Program requirements.

#### **Portfolio Performance Report**

Portfolio performance levels and performance summaries are reported separately for the numeracy and literacy sections of the portfolio. Attached to this letter is your portfolio score report, which has two parts:

1. **Your portfolio performance levels for both literacy and numeracy:** Levels of performance range from "1" (conditional) to "4" (advanced). A performance level of "2" or better is required on each section. Both performance levels are reported here unless you have previously passed one section or unless you have been previously approved for an exemption from either the literacy or numeracy section of the portfolio because of a unique teaching situation.
2. **Your portfolio performance summary:** This is a narrative description consisting of rubric feedback statements that reflect your portfolio performance. In order to help you interpret your performance, you may access the portfolio feedback rubric and a guide to interpreting your portfolio performance summary report at the BEST Connections website. Go to [www.ctbest.org](http://www.ctbest.org), click on BEST Resources, and scroll down to BEST Portfolio Performance Feedback Rubrics.

#### **Consequences of the Assessment and Notification to District**

1. **Certification Status:** Notification of your completion of the BEST portfolio assessment will be forwarded to the Bureau's Certification Analysis Unit. As long as all other requirements have been met, you will be eligible for the provisional educator certificate. If you have any questions about your certification application or need to obtain certification forms, please call (860) 713-6969 or email [teacher.cert@po.state.ct.us](mailto:teacher.cert@po.state.ct.us).
2. **Notification to District:** Your district will be notified of your performance on the portfolio. We do not provide the district with a copy of your portfolio performance summary narrative report; however, we encourage you to share it with your mentor, department chair or other instructional personnel, who may be able to provide you with additional assistance in further improving your teaching.

Congratulations on your successful completion of this assessment. We hope that this activity has provided you with valuable information about your teaching performance and that you will continue to seek opportunities to continually improve your practice as you enter the next stage of your teaching career.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
*Beginning Educator Support and Training (BEST) Program*  
 Portfolio Performance Report

**Subject Area: Elementary**

Your portfolio was evaluated by highly trained and experienced teachers in your content area. This document represents a summary of their comprehensive evaluation, based upon: (1) the foundational skills and competencies of Connecticut's Common Core of Teaching (CCT) related to teacher knowledge, planning, instruction, assessment, and reflection, and (2) discipline-based professional teaching standards.

The performance report includes two parts:

- 1a. Performance Results for Literacy
- b. Performance Results for Numeracy
  
- 2a. Portfolio Performance Summary for Literacy
- b. Portfolio Performance Summary for Numeracy

**1a. Performance results for Literacy:**

Your portfolio performance level was evaluated as:

**Proficient (3)**

**You have met the acceptable performance standard for the Literacy section of your elementary portfolio.**

**1b. Performance results for Numeracy:**

Your portfolio performance level was evaluated as:

**Proficient (3)**

**You have met the acceptable performance standard for the Numeracy section of your elementary portfolio.**

***Consequence:***

Congratulations! You have met the passing performance standard for the BEST portfolio assessment. You are eligible for the provisional educator certificate, provided that all other requirements have been met.

A profile of your portfolio performance is attached.

## **Assessor Notes Providing Contextual Information**

### **For Literacy:**

Grade Level: 1

The literacy focus in the portfolio was to use visualization in descriptive writing. The main activities or tasks included creating a mental image, and identifying the author's descriptive language; choosing words to describe and visualize tulips; visualizing and brainstorming vocabulary to write a descriptive poem about a goldfish and also a poem on an everyday object.

### **For Numeracy:**

Grade Level: 1

The numeracy focus in the portfolio was to use nonstandard and standard units of a foot and inch.

The main activities or tasks included using a personal and standard foot to measure distances and comparing results; measuring with inch cubes, measuring objects more than a foot; measuring and recording activities for a Mini Measurement Olympics.

## **Profile of Portfolio Performance**

### **2a. Portfolio Performance Summary for Literacy**

#### **How did the teacher design units in which the students built understanding and applied knowledge, skills and ideas in literacy?**

The teacher used the curriculum and knowledge about students' academic needs to design activities and set expectations. Learning was structured through sequenced activities that built on one another and supported procedural and conceptual learning. Strategies and materials were clearly connected to learning expectations and included multiple instructionally appropriate models.

#### **In what ways did the teacher support all students in developing concepts, skills and understandings in literacy?**

Reading provided opportunities for students to build understanding, interpret and make connections to books and other written texts. Writing developed through a set process and form, and following the procedure was the purpose of the activity. The teacher asked students to explain their answers and work with references to text. Students were given differentiated assignments to reach the same goal.

#### **How did the teacher communicate with students about assessment and evaluate student performance?**

The teacher monitored student progress toward achieving the lesson objectives. The teacher made adjustments when needed to address the individual and collective learning needs of students. Assessment criteria were related to performance expectations, were communicated to students in specific terms and were consistently applied. The teacher's assessment of student performances focused on students' understanding of content and application of knowledge. Feedback included a mix of general and specific comments and provided students with a description of strengths and weaknesses.

**How well did the teacher analyze students' learning and reflect on the connections between teaching and learning?**

The teacher's analysis of student learning focused mainly on student understanding of facts and procedures and the teacher supported the conclusions with student work. The reflective commentary on teaching described specific connections between teaching practices and students' learning.

**2b. Portfolio Performance Summary for Numeracy**

**How did the teacher design units in which the students built understanding and applied knowledge, skills and ideas in numeracy?**

The teacher used the curriculum and knowledge about students' academic needs to design activities and set expectations. Learning was structured through sequenced activities that built on one another and supported procedural and conceptual learning. Strategies and materials were related to the learning expectations, included concrete models, and materials had potential to support student learning.

**In what ways did the teacher support all students in developing concepts, skills and understandings in numeracy?**

In the numeracy activities, students solved problems mostly through a single method. The teacher provided opportunities for students to explain their solutions to problems. Students were given differentiated assignments to reach the same goals.

**How did the teacher communicate with students about assessment and evaluate student performance?**

The teacher monitored student progress toward achieving the lesson objectives. The teacher made adjustments when needed to address the individual and collective learning needs of students. Assessment criteria were related to performance expectations, were communicated to students in specific terms and were consistently applied. The teacher's assessment of student performances focused on students' understanding of content and application of knowledge. Feedback included a mix of general and specific comments and provided students with a description of strengths and weaknesses.

**How well did the teacher analyze students' learning and reflect on the connections between teaching and learning?**

The teacher's analysis of student learning focused mainly on student understanding of facts and procedures and the teacher supported the conclusions with student work. The reflective commentary on teaching described specific connections between teaching practices and students' learning.

**APPENDIX H**

## Appendix H

### Sample District Results Summary Report

#### **BEST PORTFOLIO PERFORMANCE REPORT TO DISTRICT SUPERINTENDENTS 011 (Bloomfield School District)**

<u>Name</u>	<u>Year in BEST</u>	<u>Portfolio Subject</u>	<u>Score</u>	<u>BEST Completion</u>
<b>LIST A</b>				
	2	Social Studies	3	Yes
	2	Sciences	2	Yes
	2	Sciences	3	Yes
	1	English	2	Yes
	2	Music	2	Yes
	2	Sciences	3	Yes
	2	Special Education	1	No
	2	English	3	Yes
	2	Sciences	2	Yes
<b>LIST B</b>				
	2	Elementary	Lit:3; Num:2	Yes
	2	Elementary	Lit:2; Num:n/a	Yes
<b>LIST C</b>				
	2	Social Studies	2 Y	Yes

Note: For elementary education, PP = previously passed, n/a = exempt 8/23/2005

**APPENDIX I**

## Appendix I

### Description of Portfolio Software Used to Transmit Results From Scoring Sites to Scoring Contractor

The **Portfolio 2002 scoring software** is a PC-based program which is designed to provide for on-site entry of scorer proficiency data, beginning teacher portfolio scoring related data, the generation of draft score report and feedback reports which are specific to each candidate for review by scorers prior to finalization of scores, and statistical reports showing cumulative on-site scoring results that is used for monitoring the progress of scoring and analysis of scorer reliability.

A user selects a subject area and then chooses the option to score. The next step is to enter the beginning teacher portfolio id number (SSN). This is checked against a Microsoft Excel template file containing a list of pre-entered data to monitor that all portfolios received are scored. A paragraph of contextual information about the class and instructional focus is also entered into a textbox. Numerical data corresponding to the individual performance indicators of the feedback rubric is then entered (generally on a 1 to 4 scale). This data is later translated into text based on the portfolio feedback rubric template (a pre-entered Microsoft Excel file). The integrated portfolio score by each assessor who scored the portfolio is entered along with the final score approved by the chief reader, and finally a draft feedback report is created based on the feedback rubric and a cover sheet template in Microsoft Word. All data entered is stored in an Excel database from which any or all score reports can be re-generated upon demand.

Once all scores are finalized, this Excel database and the Excel rubric templates are transmitted to the contractor for production & distribution via postal mail of score reports to candidates. Cumulative summary reports are also provided to districts, showing the list of beginning teachers submitting portfolios, their final scores and status in completing the BEST Program (yes/no). The contractor is required to merge name, address, school, etc. information into the cover letter. Final scores and the corresponding date of the scoring event for each candidate is then incorporated into the ConnEd teacher database system.

**APPENDIX J**

## Appendix J-1

### Criteria for Evaluation of Proposals

#### Beginning Educator Support and Training (BEST) Program Proposals for BEST Program Administration and Training Activities

### Criteria for Evaluation of Proposals

Criteria	Maximum Points	First Rating	Second Rating
1. The bidder's demonstrated expertise and institutional capacity to perform tasks related to development and administration of a state-wide support and assessment program for beginning teachers. Particular weight should be given to bidder's capacity to (1) administer BEST training and portfolio scoring activities, (2) provide technical assistance to local school districts, (3) develop and deliver enhanced support models for beginning teachers and related training; 4) develop flexible databases and appropriate technology for the collection, analysis, and reporting of scoring data as well as management of a BEST Program database; and (5) maintain test-secure records in a licensure environment.	35		
2. The bidder's understanding of the project as demonstrated by the presence of clear specifications for procedures related to (1) tracking and communicating the eligibility and status of beginning teachers in the BEST Program, (2) assessment administration, and (3) quality control procedures. Specific consideration will be given to attention to contractor's ability to meet EEOC guidelines for the administration of assessments related to licensure and employment as well as meeting of statutory and regulatory requirements.	20		
3. The availability and competence of personnel to be assigned to project and the appropriateness of human resource allocations to accomplish project goals. Specific consideration should be given to appropriateness of assignments of professional and clerical staff to specific functions, previous experience and capacity to manage a complex administrative project, including the capacity for management of subcontractors, as applicable.	30		
4. Reasonability of cost related to expected products and services.	15		
TOTAL	100		

## Appendix J-2

### Criteria for Evaluation of Proposals

#### **Connecticut Administrator Testing (CAT) Program** Criteria for Evaluation of Proposals

Criteria	Maximum Points	First Rating	Second Rating
1. The bidder's demonstrated expertise and institutional capacity to perform tasks related to development and administration of a performance-based assessment of Connecticut School Leaders. Particular weight should be given to bidder's capacity to (1) administer test administration and scoring sites; (2) keep records for CAT applicants and scorers; (3) score, report and analyze CAT test results, and (4) provide outreach to local school districts and higher education institutions.	40		
3. The bidder's understanding of the project as demonstrated by the presence of clear specifications for procedures related to assessment administration, assessment development and pilot testing, timelines, and quality control procedures. Specific consideration will be given to attention to EEOC guidelines for the development of assessments related to licensure and employment as well as meeting of statutory and regulatory requirements.	15		
3. The availability and competence of personnel to be assigned to project and the appropriateness of human resource allocations to accomplish project goals. Specific consideration should be given to appropriateness of assignments of professional and clerical staff to specific functions, previous experience and capacity to manage a complex administrative project.	30		
4. Reasonability of cost related to expected products and services.	15		
TOTAL	100		

**APPENDIX K**

## **Appendix K**

### Affirmative Action Packet

Includes:

- Standard Statement of Assurances
- Contract Compliance Regulations and Notifications to Bidders
- Sample Corporate Resolution

These forms are accessible on the following web-site:

<http://www.state.ct.us/sde/affirmative/aapack.pdf>

**APPENDIX L**

## **Appendix L**

Includes:

- Gift Affidavit
- Campaign Contribution Affidavit

These forms are accessible on the following web-site (open link and scroll down to Form 1A Gift Affidavit and then Form 2A Campaign Contribution Affidavit):

<http://www.opm.state.ct.us/secr/forms/Form1A.doc>

<http://www.opm.state.ct.us/secr/forms/Form2A.doc>