



# PLAN Mentor School Request for Bids (RFB)

## Questions and Answers

**\* Updated 8/15/2024 \***

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performance-based learning and assessment (PBLA) at the middle school and/or high school level. Benefits of participating as a PLAN Mentor School include joining statewide communities of practice supported by expert professional learning providers; engaging with schools and educators across the state to share expertise and best practices; and contributing to research that will influence state policy decisions, as we explore the potential for New York's statewide

## Eligibility

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4. **Q.** I applied to be a PLAN Pilot School but was not selected. Should I consider applying to become a PLAN Mentor School?

**A.** Yes, if you believe your school is already proficient in PBLA, you may consider applying to become a PLAN Mentor School. (The remainder of this answer, below, provides background to explain why some schools with strong applications were not selected to be Pilot Schools.)

NYSED received many high-quality applications from schools and programs across the state interested in becoming a PLAN Pilot School. To study what conditions and supports are needed by a diverse range of schools from all areas of New York State in order to implement performance-driven approaches to teaching and learning, some key selection considerations included sampling for diverse features of the schools, diverse interests in PBLA, and diverse stages of readiness/proficiency in PBLA. As explained in this [eecefw18 BDC 0 PLc \(.\)JJ0 a,7 \(in\)-1.1 \(nly0-2](#)



- A. We cannot provide a simple yes or no answer to this question. When deciding whether to apply, consider both whether your PBLA model is aligned with the Focus Area and whether your school is proficient enough in PBLA approach to be a Mentor School:
- Focus Area Alignment—Review the accordion entitled “Focus Areas” on the [Applying to Become a PLAN Mentor School webpage](#) to see whether your school’s current approach includes all or most of the instructional and assessment features listed for Focus A.
  - Proficiency—As explained in the accordion entitled “Eligibility” on the [Applying to Become a PLAN Mentor School webpage](#), NYSED is seeking to engage Mentor Schools that are

## Deliverables & Scope of Services

10. Q. What do the “deliverables” look like? Are there specific deadlines and/or requirements?
- A. See “Deliverables” on the [Applying to Become a PLAN Mentor School webpage](#), or page 3 of the [PDF](#) of the RFB. The RFB does not dictate specific expectations for how each deliverable is achieved. Instead, in the technical proposal and budget narrative, bidders should describe how they propose to complete the five deliverables over the term of the contract, based on their expertise and capacity. Reviewers will be looking for the responses to each narrative prompt to be specific and comprehensive, and to contain complete, detailed, and clearly articulated information as to how deliverables in the RFB will be met. See [Q13](#), below, for an explanation of how the specifics proposed will be collaboratively fleshed out and adjusted throughout the contract term, to best meet the needs of the Pilot Schools and Networks and maximize the shared capacity of the Mentor Schools and Technical Assistance Centers.
11. Q: What is the approximate yearly time expectation commitment for mentor schools? Is there a certain amount of time for peer coaching, mentoring, modeling, visitations, etc. or is the State asking for the applicants to outline and propose what they will do?
- A. As explained more generally in the answer to [Q9](#), above, the RFB does not dictate an overall time commitment or a specific amount of time for any of the activities you listed. Mentor Schools must commit to supporting all PLAN Pilot Schools in their Pilot Network through the full implementation period, including providing ongoing training and coaching support (page 30-31) as well as



- A. PLAN TACs are charged with collaborating with Mentor Schools to coordinate and facilitate the provision of learning opportunities to educators in their Pilot Network, such as school inter-visitations, modeling PBLA practices, peer coaching and mentoring, and collaboratively addressing problems of practice. (See pp. 16-17 of [RFP #23-018](#) for PLAN Professional Learning Providers.) NYSED’s expectation is that selected Mentor Schools will build a collaborative relationship with the PLAN TACs and other Mentor Schools. The TACs will consult and coordinate with Mentor Schools to ensure that the supports provided to schools and educators by each of you are responsive to the specific needs of the assigned schools and networks, non-duplicative, mutually reinforcing, and appropriately timed (see [Applying to Become a PLAN Mentor School webpage](#), or page 2 of the [PDF](#) of the RFB). In the technical proposal narrative, bidders should describe how they propose to meet this expectation.

### **Expectations for Mentor School’s District/Board**

- 15. **Q:** What accommodations are districts expected to provide for Mentor School teachers participating in the PLAN pilot?
  - A. NYSED expects the districts or boards of selected Mentor Schools to provide a supportive environment to carry out the activities described in the RFB in furtherance of the goals of the project. Mandatory commitments for districts/boards are described in the required [District/Board Commitment Form](#). Bidders should describe any additional proposed accommodations that the district/board envisions providing in the technical proposal narrative.
- 16. **Q:** Is it an expectation that districts provide time for Mentor School teachers to complete the work required for the PLAN pilot? **Q:** **Q:**

