



**Governing Board  
Honors Academy of Literature  
195 N. Arlington Ave.  
Reno, NV 89501  
<http://www.academyoflit.org>**

January 29, 2015

## REQUEST FOR PROPOSALS

The Governing Board of the Honors Academy of Literature (hereafter referred to as 'HAL'), a state-sponsored public charter school in Reno, NV, is seeking an evaluator to provide critical performance feedback for our school principal.

The Board requests a firm fixed price (FFP) proposal for no more than \$7,500 (USD) to complete a principal evaluation in four domains using a pre-established rubric. The successful applicant will also create survey instruments and gather stakeholder feedback from students, teachers, parents, and Board members to include in a summative report.

Proposals are due no later than February 29, and the Board expects to agree to contract terms by April 4, 2016. We look forward to reading your proposal, and welcome your questions.

Sincerely,

Matthew J. Smith, Ph.D.  
President, Governing Board  
Honors Academy of Literature

## I. BACKGROUND

HAL began operating in downtown Reno, NV, in August of 2012. The school currently serves a total of 187 students in grades K-8. HAL was founded by two literacy specialists who built curricula and instructional design around the school's mission statement:

*Our mission is to offer a differentiated curriculum that supports education equity through consistent learning and growth; to enliven a love of learning and educational discovery through the exploration of Children's Literature; and to provide all students a foundation for excellence in education upon which to build success in future learning.*

HAL's current staff consists of 10 full-time certified teachers, a full-time certified librarian, four instructional aides, an administrative assistant, and an Executive Director (principal).

In more than three years of operation, school administrators have not yet received an official evaluation from the Board. Nevada state law does not require that public charter school administrators receive evaluations, however, the Board has deemed this effort a strategic priority in the midst of leadership transition at the school.

## II. SCOPE OF WORK

1. Provide an objective assessment of the principal within the four domains of the HAL Administrator Evaluation Framework (hereafter "the Framework").
  - Student Learning and Planning
  - Professional Development and Growth
  - School Culture and Engagement
  - Management and Communication

NOTE: The Framework can be found in Appendix A.

2. Develop indicators and rubrics for Domain 5 of the Framework, and provide evaluative performance feedback to the principal on **all** indicators within this domain. Domain 5 will encompass the administrative responsibilities not accounted for within Domains 1-4, including, but not limited to, state and federal compliance reporting, grant writing, budget and payroll management, human resource management, etc.
3. Develop and implement stakeholder survey instruments for students, parents, and the Governing Board to inform the principal evaluation process. HAL will retain all rights to materials developed by the contractor.
4. Prepare both a written report and oral presentation for the Board inclusive of the contractor's evaluation of the principal within the four domains of the Framework, the results of the stakeholder surveys, and recommendations for the principal's ongoing professional development and areas of growth.

### **III. REQUIREMENTS FOR PROPOSAL PREPARATION**

Each proposal must include all required elements within the four categories outlined below: Scope of Work; Experience; Credentials; and References.

#### **A. Scope Of Work**

Provide a detailed summary of how each of the three components of the scope of work (principal assessment; survey development and implementation; and final report) will be completed. For each component, include the following, as appropriate:

- Process the applicant will follow to produce each component. The proposal must define the amount of on-site observation to be conducted at the school (hours, days) in downtown Reno, NV, along with the rationale for the amount of time required. Similarly, the amount of time (if any) required in remote communication with school stakeholders must be defined and explained.
- Proposed timeline for research, development, site visit(s), and delivery dates for drafts and final submissions of each of the four scope of work components.
- Required contacts with stakeholders (e.g. number of site visits; phone / Skype calls with various stakeholder groups)
- Total cost for each component (e.g. travel costs, materials, software license, etc.). A line item budget must be provided including all proposed costs, as well as a proposed billing and payment plan.

Bids for this project may not exceed \$7,500 (USD). Partial payments will be made throughout the period of the contract upon successful completion of each project element. The Board may require up to two revised submissions before acceptance of each component. Lack of compliance to the terms of the contract may result in termination.

#### **B. Experience**

Applicants must demonstrate their direct experience in the following areas by providing both a narrative and related artifacts (if school / district policy allows):

- Evaluation of school administrators;
- Development and implementation of survey instruments;
- Professional report writing, ideally for Governing Board consideration

Evaluators with experience in public charter schools and / or schools with progressive, differentiated curricula and instruction are preferred.

#### **C. Credentials**

Include a resume or CV for the individual(s) who would be performing each element within the scope of work.

## **D. References**

Provide contact information for no less than three (3) professional references that have direct knowledge of the applicant's experience in performing elements within the scope of work.

## **IV. EVALUATION AND AWARD PROCESS**

The administrator evaluation sub-committee will review all submitted proposals and make final recommendations to the full Governing Board. The full Board will determine which applicant to contract with and affirm this in a public meeting. Following the Board vote, each applicant will be contacted via either phone or email regarding the status of their application.

The criteria used for proposal evaluation are:

- Completeness of the proposal in addressing all required elements
- Experience of the proposed evaluator(s)
- Strength of recommendations provided by professional references
- Ability to provide deliverables on time and within budget parameters.

## **V. PROCESS SCHEDULE**

29 January, 2016	RFP posted for public consideration
29 February, 2016	Proposal submission deadline
1-13 March, 2016	Administrator evaluation sub-committee reviews submitted proposals, references contacted
14 March, 2016	Applicants contacted regarding proposal status Contract negotiations begin
1 April, 2016	Contract finalized with successful applicant
4 April, 2016	Board votes on negotiated contract
5 April, 2016	Contract begins
11 July, 2016	Contractor presentation to Board; final report delivered; contract ends

## **VI. POINT OF CONTACT FOR FUTURE CORRESPONDENCE**

Please contact Board Vice President, Tierney Cahill, with any questions regarding the terms of the RFP prior to proposal submission. She can be reached by email at [tcahill@washoeschools.net](mailto:tcahill@washoeschools.net)

## **VII. CONTRACTUAL TERMS AND CONDITIONS**

Contractors will submit proposed terms and conditions, to be negotiated with the school's legal counsel (Drinkwater Law Offices, Reno, NV).

APPENDIX A:  
HONORS ACADEMY OF LITERATURE ADMINISTRATOR EVALUATION FRAMEWORK

**Domain 1: Student Learning & Planning**

<b>Indicator</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Needs Improvement</b>	<b>1: Does not meet standard</b>
<p><b>1.1 Curricula</b> Administrator works with teachers to develop &amp; implement curricula across the entire school that are aligned to state standards and college-readiness standards, and continually reviews and adapts based on student needs (NEPF IL 4.1 + 4.2)</p>	Administrator implements effective systems and collaborative processes to effectively align curricula, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting based on student needs.	Administrator implements sufficient systems and collaborative processes to effectively align curricula, instruction, and assessment to state standards and college-readiness standards, frequently reviewing and adapting based on student needs.	Administrator implements limited systems and collaborative processes to effectively align curricula, instruction, and assessment to state standards and college-readiness standards, infrequently reviewing and adapting based on student needs.	Administrator implements no, or almost no systems and collaborative processes to align curriculum, instruction, and assessment to state standards and college-readiness standards. Review and adaptation based on student needs is not observed.
<p><b>1.2 Teacher Planning</b> Administrator purposefully supports teachers' short-term and long-term planning for student learning (NEPF IL 1.4)</p>	Administrator purposefully and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.	Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.	Administrator provides limited support of teachers' short-term and long-term planning for student learning.	Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.
<p><b>1.3 Use of Data</b> Administrator purposefully holds teachers and students accountable for learning through regular data analysis (NEPF IL 1.2)</p>	Administrator holds all teachers and students fully accountable for learning through regular and purposeful monitoring of a variety and range of performance data.	Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Administrator holds no, or almost no teachers and students accountable for learning.
<p><b>1.4 Team</b>  Marshall: Domain A, Indicator A.</p>	Recruits a strong leadership team and develops its skills and commitment to a high level	Recruits and develops a leadership team with a balance of skills	Enlists like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
<p><b>1.5 Schoolwide Theory of Action</b>  Marshall: Domain A, Indicator F.</p>	Wins staff ownership for a robust, research-based theory of action for improving achievement	Researches and writes a convincing theory of action for improving achievement	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.

## Domain 2: Professional Development & Growth

Indicator	4: Highly Effective	3: Effective	2: Needs Improvement	1: Does not meet standard
<b>2.1 Evaluation</b> Marshall: Domain D, Indicator G.	Visits two or more classrooms daily and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to at least one classroom every day and gives helpful feedback to teachers.	Tries to get into classrooms daily but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
<b>2.2 Reflective Practice</b> Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth (NEPF IL 1.3).	Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.
<b>2.3 Continuous Improvement</b> Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures (NEPF IL 2.2)	Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Administrator provides no, or almost no support for teacher development.
<b>2.4 Critical Feedback</b> Administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice (NEPF PR 2.1)	The administrator models high levels of self-reflection, seeks out feedback from multiple sources, and using a variety of data to systematically reflect on and adjust his or her instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals.	The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect, adjust his or her instructional leadership and professional practice behaviors and set appropriate professional growth goals.	The administrator seeks out feedback from a limited set of colleagues and staff, and uses a narrow collection of data to minimally self-reflect, adjust his or her instructional leadership and professional practice behaviors and set professional growth goals.	The administrator does not or rarely seeks out feedback from colleagues and staff and/or does not or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.
<b>2.5 Professional Learning</b> The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on, and contribute to, educational research and evidence-based practices (NEPF PR 2.2 + 2.3)	The administrator pursues a wide variety of aligned professional learning opportunities & applies the information and practices to continuously improve more than three key areas of his/her instructional leadership across the school.	The administrator pursues aligned professional learning and publication opportunities and applies the information and practices acquired to improve up to three key areas of his or her instructional leadership	The administrator pursues limited or poorly aligned professional learning and publication opportunities or minimally applies the information and practices acquired to improve his or her instructional leadership across the school community.	The administrator does not or rarely pursues aligned professional learning opportunities or inadequately applies the information and practices acquired to improve his or her instructional leadership across the school community.

	The administrator is a model for and encourages staff and teachers in pursuing aligned professional learning and publication opportunities.			
<b>2.6 Teacher Leadership</b> The administrator supports the development of teacher leaders and provides leadership opportunities (NEPF PR 1.3)	The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.	The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the instructional staff.	The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.	The administrator does not or rarely supports the development of teacher leaders and does not provide leadership opportunities.

### Domain 3: School Culture & Engagement

Indicator	4: Highly Effective	3: Effective	2: Needs Improvement	1: Does not meet standard
<b>3.1 Supportive Environment</b> Administrator fosters a welcoming, respectful, and caring environment that operates with a deep belief that all children can achieve regardless of race, ability, and socio-economic status, demonstrating an interest in students' and adults' well-being. (NEPF IL 2.4 + 3.1)	Administrator models and demonstrates the highest expectation that all children can achieve regardless of race, ability, and socio-economic status. Administrator fully demonstrates a welcoming, mutually - respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community.	Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability. Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being	Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability. Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being	Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability. Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being

<p><b>3.2 Integrity &amp; Rights of Others</b> The administrator models integrity in all interactions with colleagues, staff, students, family, and the community, and respects the rights of others with regard to confidentiality and dignity (NEPF PR 3.2 + 3.3)</p>	<p>The administrator demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, and requires all members of the school community to do the same.</p>	<p>The administrator models a high level of integrity (e.g. ethical standards of the profession) in all interactions with colleagues, staff, students, families, and the community, fully respects the rights of others with regard to confidentiality and dignity, engages in honest interactions, and encourages all members of the school community to do the same.</p>	<p>The administrator models a minimal level of integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community. The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.</p>	<p>The administrator models little integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community. The administrator does not or rarely respects the rights of others with regard to confidentiality and/or dignity, and/or does not engage in honest interactions.</p>
<p><b>3.3 Decision-Making</b> Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes (NEPF IL 3.2)</p>	<p>Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.</p>	<p>Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>
<p><b>3.4 Celebration</b>  Marshall: Domain E, Indicator C.</p>	<p>Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.</p>	<p>Praises student achievement and works to build school spirit.</p>	<p>Praises well-behaved students and good grades.</p>	<p>Rarely praises students and fails to build school pride.</p>
<p><b>3.5 Discipline Training</b>  Marshall: Domain E, Indicator D</p>	<p>Ensures that staff are skilled in positive discipline and sensitive handling of student issues.</p>	<p>Organizes workshops and suggests articles and books on classroom management.</p>	<p>Urges teachers to get better at classroom management.</p>	<p>Does little to build teachers' skills in classroom management.</p>

### Domain 4: Management & Communication

Indicator	4: Highly Effective	3: Effective	2: Needs Improvement	1: Does not meet standard
<p><b>4.1 Human Resources</b> Administrator allocates resources effectively, including organizing time, to support learning goals (NEPF IL 4.3).</p>	<p>Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.</p>	<p>Administrator allocates human and fiscal resources adequately, including organizing time, to support learning goals.</p>	<p>Administrator allocates human and fiscal resources inadequately including organizing time, to minimally support learning goals.</p>	<p>Administrator allocates no or almost no human and fiscal resources to support learning goals.</p>

<p><b>4.2 Personal Resources</b> Administrator allocates personal resources effectively, including organizing time, to support learning goals (NEPF IL 4.3)</p>	<p>Administrator allocates and reallocates personal resources effectively, including organizing time, to support learning goals and achieve the school's vision.</p>	<p>Administrator allocates personal resources adequately, including organizing time, to support learning goals.</p>	<p>Administrator allocates personal resources inadequately including organizing time, to minimally support learning goals.</p>	<p>Administrator allocates no or almost no personal resources to support learning goals.</p>
<p><b>4.3 Teacher Support &amp; Retention</b> The administrator uses available data, to identify, recognize, support, and retain teachers (NEPF PR 1.2)</p>	<p>The administrator leads a team in using available data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively improve these processes.</p>	<p>The administrator sufficiently uses available data, to identify, recognize, support, and retain teachers and adjust processes appropriately.</p>	<p>The administrator minimally uses available data, to identify, recognize, support, and retain teachers and minimally adjusts these processes.</p>	<p>The administrator does not or rarely uses available data, to identify, recognize, support, and retain teachers and/or fails to examine the effectiveness of these processes.</p>
<p><b>4.4 Communication</b> Marshall: Domain B, Indicator B.</p>	<p>Successfully communicates goals to all constituencies by skillfully using a variety of channels.</p>	<p>Uses a variety of means (e.g. face-to-face, newsletters, websites) to communicate goals to others.</p>	<p>Has a limited communication repertoire and some key stakeholders are not aware of school goals.</p>	<p>Is not an effective communicator, and others are often left guessing about policies and direction.</p>
<p><b>4.5 Outreach</b> Marshall: Domain B, Indicator C.</p>	<p>Frequently communicates with, and solicits and uses feedback and help from staff, students, parents, and external partners.</p>	<p>Regularly reaches out to staff, students, parents, and external partners for feedback and help.</p>	<p>Occasionally asks staff, students, parents, or external partners for feedback.</p>	<p>Rarely or never reaches out to others for feedback or help.</p>
<p><b>4.6 Delegation</b> Marshall: Domain B, Indicator C.</p>	<p>Has highly competent people in all key roles and is able to entrust them with maximum responsibility.</p>	<p>Delegates appropriate tasks to competent staff members and checks on progress.</p>	<p>Doesn't delegate some tasks that should be done by others.</p>	<p>Does almost everything him- or herself.</p>
<p><b>4.7 Compliance</b> Marshall: Domain F, Indicator H</p>	<p>Fulfills all compliance and reporting requirements and creates new opportunities to support learning.</p>	<p>Fulfills compliance and reporting responsibilities to the SPCSA and beyond.</p>	<p>Meets minimum compliance and reporting responsibilities with occasional lapses.</p>	<p>Has difficulty keeping the school in compliance with SPCSA and other external requirements.</p>

*Excerpted and adapted from the Principal Evaluation Rubrics (Marshall, 2011), and the Nevada Educator Performance Framework Statewide Evaluation System (2014), by the Honors Academy of Literature Board of Directors' Administrator Evaluation Sub-Committee (Sept. 2015).*