

## Masters Level Teaching Degree Program



## Des Moines Public Schools Request for Information (RFI 6923)

### NOTICE

Des Moines Public Schools is seeking information regarding the interest and availability of institutions which can provide instruction to its staff seeking graduate level teaching degrees. Informational proposals will be received until 9:00 A.M., on 02/12/2014 by the District's Purchasing Agent at his office: 1915 Prospect Road, Suite 1200, Des Moines, Iowa 50310.

Respondents are asked to submit a signed original and an electronic copy (preferably PDF).

Inquiries regarding interpretation of this request and other questions shall be addressed to Mark Mattiussi via email: [mark.mattiussi@dmschools.org](mailto:mark.mattiussi@dmschools.org). Inquiries and responses will be posted at our website on 2/3/14 @ <http://www.dmschools.org/departments/operations/purchasing-central-stores/purchasing/open-proposals/>

### Calendar of Events

Issuance Date	1/22/14
Inquiries Deadline	1/31/14
Due Date	2/12/14

# **Masters Level Teaching Degree Program**

## **Introduction**

In order to continually improve the learning experience of the District's students, District Administration working with Des Moines Education Association has developed an alternative avenue for new instructor development. Since 2012 new instructors have been able to select an alternative contract that provides them a path to achieving their Master of Arts in Teaching degree. Currently there are one hundred and forty two (142) teachers who have accepted this option. Graduate Instruction is scheduled to begin the spring of 2016 and the District is now gathering information from providers of such services in order to develop, release, and fully execute a Request for Proposal later this year.

## **Background**

### **General**

The District is located in Des Moines, Iowa, the capital city of the state and employees approximately 5,000 teachers and staff. The Des Moines Public School District has 65 schools, including 38 elementary schools, 12 middle schools, 5 comprehensive high schools, and 10 schools that provide a range of specialized and alternative educational programs. District student enrollment in 2013 was 32,062, demographics for that enrollment were: White 46.5%, Hispanic 22.6%, African American 17.2%, Mixed Race 6.3%, Asian 6.6%, Native American 0.4%, Pacific Islander 0.1%. The District calculates that 70.6% of their students receive free and reduced meals and that 16.3% of the students are English Language Learners while 15.5% of the student population is in Special Education programs.

### **Alternative Contract**

Since 2012 new teachers have been able to select from standard or alternative contracts. The alternative program is a tiered process of development aimed at new instructors teaching in an urban setting. During the first four years that a teacher works under the Alternative Teacher Contract (ATC), the teacher shall participate in a series of professional development courses provided by and collaboratively developed by the District. Courses may include but not be limited to topics such as: working with students in poverty, working with ELL students, data teams, writing to learn, standards-based assessment, gradual-release instructional model, and classroom management. Teachers who successfully complete four years of teaching under the ATC and complete the professional development program will be renewed under the ATC. Beginning the second semester of the fourth year that a teacher works under the ATC, the teacher will begin to take coursework that will count toward the teacher's master degree. During the fifth and sixth years that a teacher works under the ATC the teacher shall participate in a series of graduate course work developed collaboratively between the District and an accredited institution of higher education. Courses may include but not are limited to topics such as; utilizing technology to engage students and improve student learning, content specific instructional strategies, performance based assessments, assessment literacy, utilizing data to guide / modify instruction, collaborative evaluation of student work, providing constructive feedback to students, trauma-informed care/adverse childhood experiences, and peer collaboration / feedback strategies. Teachers who complete the aforementioned curriculum successfully will fulfill the requirements for a master's degree in effective teaching offered through the District in cooperation with an accredited institution of higher education. Teachers who successfully complete the District's master's degree program will remain with the District for a minimum of two additional years, serving under the ATC as teachers, teacher-leaders, mentors or in other roles, with at least 50% of their time spent in direct contact with the students

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## Scope of Work

### Objective:

The District wishes to gather information regarding the level of interest and availability of accredited institutions of higher learning willing to work collaboratively with the District to develop a Masters level program for the District's newer teachers. The syllabus for this program may include but not be limited to: working with students in poverty, working with ELL students, data teams, writing to learn, standards-based assessment, gradual-release instructional model, utilizing technology to engage students and improve student learning, content specific instructional strategies, performance based assessments, assessment literacy, utilizing data to guide / modify instruction, collaborative evaluation of student work, providing constructive feedback to students, trauma-informed care/adverse childhood experiences, and peer collaboration / feedback strategies and classroom management. The information gathered by this Request for Information will be used to generate a Request for Proposal that will eventually lead to a contract with a selected provider(s).

### Program Requirements:

The District will require a minimum of fifty percent of all course work instruction to ATC teachers be conducted by its own staff and on District premises, the remaining percentage may be a combination of online course work or classes offered at the Provider's location. The District anticipates the number of credit hours needed to complete this degree to be no more than 36 credit hours and should not take longer than two years, working on a part time basis. Courses must be available to the District's teachers after hours and on weekends in order to accommodate their work schedule.

### Request for Information:

Given the information above, the District is seeking your response to the follow questions. *(Feel free to respond on a separate sheet or report to the questions below)*

- 1) What are your qualifications for acceptance of Masters level candidates?


- 2) What are your qualifications for Masters level instructors?


- 3) Have you ever developed a tailored program at either the undergraduate or graduate level for a specific company or organization? If so, would you share the challenges and success?


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### Request for Information:

- 4) Given the District's objectives and program requirements, do you anticipate any problem(s) in developing a tailor made curriculum for the District, please explain?


- 5) What information would you need from the District (not already provided) to develop the desired program?


- 6) Given the information and desire of the District, briefly (one page) describe how your organization would initiate and implement the District's program.


### Summary Information

#### Bribery, Corruption and Gifts

Chapter 722 of the Code of Iowa provides that it is a felony to offer, promise or give anything of value or benefit to a person serving in a public capacity with intent to influence that employee's acts, opinions, judgment or exercise indiscretion with respect to the employee's duties. Section 68B.22 governs the solicitation and acceptance of gifts by public officials.

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## Summary Information

### Disclosure of Information Content

The laws of Iowa require that all information gathered be placed in the public domain and be open for inspection by interested parties. The District will treat all information submitted as public information. The District's release of information is governed by Iowa Code chapter 22. Providers are encouraged to familiarize themselves with chapter 22 before submitting their information. Providers are advised that the District does not wish to receive confidential or proprietary information and providers are not to supply such information **except when it is absolutely necessary.**

### Disposition of Information Packages

All information received will become the property of the District and shall not be returned to the Provider at the conclusion of the review process; the contents of all information received will be placed in the public domain and be open to inspection by interested parties subject to exceptions provided in Iowa Code Chapter 22 or other applicable laws.

### Copyrights

By submitting information, the Provider agrees that the District may copy the information for purposes of facilitating our process or to respond to requests for public records. The Provider consents to such copying by submitting a response and warrants that such copying will not violate the rights of any third party. The District shall have the right to use ideas or adaptations of ideas that are presented in the information.

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## Signatory Information

Name of Institution: \_\_\_\_\_

Name of institutions accreditation agency: \_\_\_\_\_

Department Name: \_\_\_\_\_

Name of departments accreditation agency: \_\_\_\_\_

Respondents Name: \_\_\_\_\_

(Please print)

Respondents Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Respondents Signature: \_\_\_\_\_

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