**SOLICITATION #2650000403**

**EXHIBIT 1 – MANDATORY REQUIREMENTS AND SOLICITATION SPECIFICATIONS**

# MANDATORY REQUIREMENTS

The supplier must comply with all requirements in this section and provide proper documentation in its response to each Mandatory Qualification. The supplier’s compliance with the requirements in this section shall be determined according to the sole unrestricted discretion of OSDE. Proposals failing to meet Mandatory Qualifications shall not be considered.

Supplier must have at least five (5) years of experience in providing professional development sessions in literacy and/or dyslexia for Kindergarten through 12th grade educators, as evidenced by examples of previous work.

Facilitator for synchronous/live sessions must have a Master’s Degree or higher.

Twenty-five percent (25%) of all provided professional development must be delivered in a synchronous/live format.

* + 1. The successful supplier proposal will clearly outline which content will be provided asynchronously and which content will be provided synchronously.

**B. SOLICITATION SPECIFICATIONS**

## Scope of Service

The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

* + 1. The supplier will work collaboratively with OSDE to develop and provide print and/or video materials to publicize the training opportunity and solicit participants.
    2. The successful supplier will provide professional development in a virtual and/or face-to-face delivery model that addresses dyslexia concepts, including but not limited to:
       1. Recognizing and understanding dyslexia;
       2. Dispelling common misconceptions or misunderstandings of dyslexia;
       3. Best practices for literacy instruction for students with dyslexia in the general education classroom across all grades Kindergarten through 12th grade; and
       4. Relevant federal and Oklahoma state laws pertaining to dyslexia.
    3. The successful supplier will provide professional development in a virtual or in- person learning format on topics of dyslexia, teaching emergent readers, and intensifying instruction in reading.
    4. The successful supplier will provide an extended learning track for participants interested in pursuing a micro-credential as a dyslexia specialist.
    5. The successful supplier will develop introductory videos and/or materials to assist OSDE in publicizing this training opportunity and solicit participation.
    6. The successful supplier will provide OSDE with quantitative data regarding impact, effectiveness, and reach of the professional development bundle.
    7. The successful supplier will provide professional development in a virtual and/or face-to-face delivery model that addresses concepts related to teaching emergent readers, including but not limited to:
       1. Linguistic concepts, phonology, orthography, and morphology;
       2. The influence of other languages on English spelling;
       3. Student spelling development; and
       4. Implementation of systemic instruction for emerging readers including phonemic awareness, reading fluency, and comprehension.
    8. The successful supplier will provide professional development in a virtual and/or face-to-face delivery model that addresses concepts related to intensification of systematic instruction within a multi-tiered system of support (MTSS), including but not limited to:
       1. Effective practices for screening and assessment;
       2. Implementing and modifying intensity of evidence-based interventions;
       3. Monitoring intervention fidelity and student progress; and
       4. Using data to evaluate student progress, need, and make individualized instructional decisions.
    9. Professional development from the supplier will only include information, strategies, and recommended interventions that are evidence-based and student-centered. The supplier will include information regarding evidence-base within their proposal.
    10. The successful supplier will have clearly identified competencies for two “tracks” of participants: those who are pursuing a micro-credential and those who are not.
        1. The supplier will identify competencies for the general participant track.
        2. The supplier will identify competencies for the micro-credential track and related assignments, quizzes, and/or other evidence that the participant has achieved these competencies.
        3. For participants seeking micro-credential, the professional development must allow for engagement and interaction with other participants, as well as modeling of the content and opportunities for participants to practice new skills with expert feedback. All professional development will be grounded in adult learning principles.
    11. The successful supplier will have the capacity to provide training throughout the state.
    12. The supplier will provide OSDE with quantitative data, at least quarterly, to demonstrate professional development reach, effectiveness, and impact.
    13. All training fees and materials, including venue rental if applicable, should be included in the proposal, and the proposed budget should be itemized and outline a per participant cost.

## Performance Activities

The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

* + 1. The supplier will engage in pre-session planning and post-session reflection with OSDE program lead(s).
    2. The supplier will provide the OSDE program lead(s) with agendas and content for all sessions prior to online professional development sessions.
    3. The supplier will engage in written and verbal communication with OSDE program lead(s) and participants throughout the duration of the training sessions to support their understanding.