

Questions for RFP #251-27-124 – Instructional Leadership & Coaching Professional Learning Series

Reference	Vendor Question	Answers
Scope of Work, p. 7	How many total participants are anticipated for the series, and approximately how many in each role group (principals, assistant principals, instructional coaches, etc.)?	The district anticipates approximately 50–60 principals participating in the principal cohort. A separate cohort of assistant principals is anticipated, with participation numbers expected to be similar in size. School-based instructional coaches may participate in select sessions and learning lab experiences as determined by the district. Vendors should design the professional learning to support approximately 100–120 school leaders across the two cohorts, recognizing that final participation numbers may vary.
Scope of Work, p. 7 Deliverables, p. 9	Are the seven half-day sessions intended for a single cohort progressing through the full series, or will the sessions be repeated for multiple cohorts? If multiple, approximately how many cohorts does the district anticipate?	The district anticipates two primary cohorts progressing through the professional learning series: one cohort of principals and one cohort of assistant principals. Vendors should assume that the seven half-day sessions will be delivered to both cohorts, with opportunities to tailor facilitation and application to the unique responsibilities of each leadership role. The district values consistency in content and language across cohorts while recognizing the need for differentiated examples, coaching practices, and implementation supports.
Scope of Work, p.7-8, Deliverables, p.9	Are the coaching labs, learning labs, classroom visits, observation cycles, and walkthrough support expected to take place within the seven half-day sessions, or are they additional engagement days beyond the seven? If additional, approximately how many days does the district envision?	The coaching labs, learning labs, classroom visits, observation cycles, and walkthrough support are intended to occur in addition to the seven half-day professional learning sessions. The district envisions these experiences as job-embedded opportunities for leaders to apply learning in authentic school settings and to strengthen instructional leadership practices through observation, reflection, feedback, and coaching. Vendors should propose a recommended structure and estimated number of engagement days necessary to achieve the desired outcomes, including opportunities for observation, modeling, practice, and reflection. The district is open to vendor recommendations regarding the optimal balance of professional learning sessions and field-based application experiences.

Exhibit B – Insurance Requirements, p 16	Given that the primary audience is school leaders and coaches, please confirm which insurance lines the district requires for this engagement, specifically whether Sexual Misconduct/Abuse Liability and Professional Liability (Errors & Omissions) are required in light of vendor presence in buildings during classroom observations.	Vendors should comply with all district procurement, contracting, and insurance requirements applicable to service providers working within district facilities. Specific insurance requirements, including any requirements related to Professional Liability (Errors & Omissions), Sexual Misconduct/Abuse Liability, General Liability, Workers' Compensation, and other applicable coverages, will be communicated through the district's contracting and risk management review process. Vendors are encouraged to identify and disclose their current insurance coverages as part of their proposal submission.
Proposal Evaluation/ Method of Award, p. 3-4	Will the district publish the evaluation criteria and their relative weighting (for example, qualifications, relevant experience, proposed approach, and cost)?	No. The district will conduct a comprehensive review of all proposals based on the overall quality of the submission, alignment to the goals and desired outcomes outlined in the RFP, demonstrated experience and expertise, proposed approach, and overall value to the district. Evaluation criteria and relative weighting will not be published.
Cost Proposal, p. 10	Is there an anticipated budget range or not-to-exceed amount for the full professional learning series? I want to make sure that I am in a range that is acceptable for Wake County Schools.	Budget will not be disclosed.
Cost Proposal, p. 10	Should the seven half-day face-to-face professional learning sessions be priced as the base package, with learning labs, coaching labs, classroom visits, walkthrough support, and additional implementation support listed as optional costs with an hourly base rate conditional on need? I'm trying to figure out how to best create the budget for the multiple components requested.	Yes. Vendors should price the seven half-day face-to-face professional learning sessions as the base package. Learning labs, coaching labs, classroom visits, walkthrough support, and other implementation support services may be proposed as optional components with associated pricing structures, including hourly or daily rates, to allow the district flexibility in determining the level of support needed based on budget and implementation priorities.
Cost Proposal, p. 10	For materials, does WCPSS prefer that vendors include all participant materials in the base cost, or should materials be priced separately based on the number of participants? For example, if I do a cost analysis for printed materials for 70 individuals with that rate to be	Yes. Vendors may provide materials costs separately and may use participant-based pricing assumptions. It is acceptable to provide a cost range based on an estimated number of participants (e.g., 70 participants), along with any assumptions and adjustment factors should participation numbers increase or decrease. The district encourages vendors to clearly identify all

	adjusted due to participant size, would that be acceptable as a range.	costs and pricing assumptions to support transparency during the proposal review process.
Scope of Work, p. 7	Are the training dates set? If so, what dates?	We are looking at dates in the following months: September, October, November, February, April and May. Exact dates are still being finalized.
Deliverables, p, 9	How many walk-throughs are required throughout the year?	The district has not established a required number of walkthroughs at this time. Vendors are encouraged to propose a recommended scope and sequence that includes walkthrough experiences aligned to the goals, outcomes, and professional learning design outlined in the RFP. The district will consider the quality, coherence, and feasibility of the proposed approach when determining the appropriate level of implementation support.
Scope of Work, P. 7	Approximately how many participants are expected to attend each half-day session (e.g., combined principals, APs, and coaches across the district)?	The district anticipates approximately 50–60 principals participating in the principal cohort. A separate cohort of assistant principals is anticipated, with participation numbers expected to be similar in size. School-based instructional coaches may participate in select sessions and learning lab experiences as determined by the district. Vendors should design the professional learning to support approximately 100–120 school leaders across the two cohorts, recognizing that final participation numbers may vary.
Scope of Work, p. 7	Will all seven half-day sessions be held at a single WCPSS location, or are sessions expected to be delivered across multiple school sites?	The district anticipates a combination of both centralized and school-based learning experiences. Some professional learning sessions may be conducted at a district-designated location, while others may be intentionally embedded within school settings to support learning labs, classroom visits, observation cycles, and walkthrough experiences. Vendors should design their proposals with the flexibility to support both formats and should clearly identify any assumptions related to travel, logistics, or facilitation across multiple sites.
Scope of Work, p. 7-8	Is there a preferred cadence or timeline for delivering the seven sessions (e.g., monthly, once per quarter), and are all seven sessions expected to be completed within a single school year?	We are looking at dates in the following months: September, October, November, February, April and May. Exact dates are still being finalized.

Continuity & Alignment, p. 9	Does WCPSS have existing walkthrough tools, observation frameworks, or coaching protocols currently in use that the selected vendor should align to or build upon rather than replace?	Yes. The district has existing instructional resources, tools, and frameworks aligned to the WCPSS Learning Model and instructional levers. Vendors should demonstrate how their proposed approach will align with, complement, and build upon existing district structures and practices rather than replace them. Continuity, coherence, and alignment with current district priorities are important considerations in the proposal review process.
Deliverables/Coaching Labs, p. 8-9	Is there a preferred or required structure for the coaching and feedback labs, or is the vendor expected to propose their own approach aligned to the stated domains?	The district does not have a prescribed structure for the coaching and feedback labs. Vendors are expected to propose a research-based approach aligned to the domains identified in the RFP—Pattern Recognition, Retrieval Fluency, and Feedback & Coaching Skills—and demonstrate how the proposed structure will support the desired outcomes of the professional learning series.
Vendor Qualifications, p. 9	Will solo practitioners or small consulting firms be considered for this contract, or does WCPSS require a vendor organization with multiple facilitators on staff?	Yes. WCPSS will consider proposals from solo practitioners, small consulting firms, and larger organizations. The district's primary consideration will be the vendor's demonstrated ability to successfully deliver the scope of work, provide high-quality professional learning and implementation support, and meet the needs of the district throughout the engagement.
Scope of Work, p. 7	What hours are considered half-day training?	The typical hours are from 8:30 am – 12:30 pm
Required Components, p. 8	Under Coaching & Feedback Labs, the RFP references learning labs and classroom visits. Does the district expect classroom visits to occur within actual WCPSS schools during the school day, or should vendors propose simulated observation/lab structures?	The classroom visits are expected to occur during the school day.
Project Background, p. 6	The RFP references continuity with "existing successful school-based practices" and "former instructional leadership and coaching professional learning." Will WCPSS share any materials, frameworks, or documentation from prior professional learning efforts to inform vendor proposals?	To ensure a fair and consistent procurement process, materials from prior professional learning efforts will not be shared during the proposal development phase. Upon award of the contract, the selected vendor will be provided with relevant materials, frameworks, and resources necessary to support alignment, continuity, and successful implementation.

Alignment to Instructional Levers, p. 5-6	Kagan strategies are listed as "preferred" under Lever 2. Should vendors assume proficiency with Kagan structures among participants, or should the professional learning include foundational Kagan content?	Vendors should not assume a consistent level of proficiency with Kagan structures across all participants. Proposals should include an approach that is flexible enough to support varying levels of familiarity and experience while maintaining a focus on the broader goal of strengthening student engagement and high-impact instructional strategies.
Project Background/ Alignment, p. 5-6	Beyond the frameworks and resources explicitly named in the RFP (e.g., Hattie's research, Kagan strategies, the WCPSS Learning Model), are there additional North Carolina or district-level frameworks, tools, or materials that WCPSS expects the selected vendor to align to or incorporate into the professional learning series?	Vendors should demonstrate an ability to align their proposed work with the WCPSS Learning Model, district instructional priorities, and relevant North Carolina initiatives and expectations. The district is seeking a partner that can effectively connect research-based practices to local and state priorities while supporting coherent implementation across schools and leadership teams.
Scope of Work, p. 8	What is the anticipated start date for the professional learning series, and are there preferred months or constraints (e.g., not during testing windows, summer vs. school year)?	We are looking at dates in the following months: September, October, November, February, April and May. Exact dates are still being finalized.
Scope of Work, p. 7-8	Does WCPSS have a preferred timeline or scheduling cadence for the seven half-day sessions (e.g., monthly, within a specific semester, or tied to existing professional learning days)?	We are looking at dates in the following months: September, October, November, February, April and May. Exact dates are still being finalized.
Scope of Work/ Deliverables, p. 7-9	The RFP references coaching labs and coaching capacity-building as components of the series. Is WCPSS also seeking any direct, individualized coaching support for principals or instructional coaches (e.g., between-session coaching cycles or job-embedded coaching visits), or is the scope limited to group professional learning and lab structures?	The district's primary focus is on group professional learning, coaching labs, learning labs, walkthrough experiences, and leadership capacity-building structures. Vendors may identify additional coaching supports as optional services; however, individualized coaching cycles are not a required component of the current scope of work.
Proposal Requirements, p. 10	Regarding the references requirement, should vendors provide reference contact information for WCPSS to conduct outreach directly, or formal written reference letters? Additionally, how many references does WCPSS prefer vendors to include?	Vendors should provide reference contact information that allows WCPSS to conduct outreach directly, including the organization, contact name, title, email address, phone number, and a brief description of the work performed. The district requests a minimum of two (2) professional references from clients for whom similar services have been provided.

Proposal Requirements, p. 10	For the cost proposal, should vendors provide a single all-inclusive price, or does WCPSS prefer a detailed line-item breakdown (e.g., per-session facilitation fee, materials, travel)?	WCPSS requests a detailed line-item breakdown of costs, including professional learning sessions, materials, travel, and any optional implementation supports, as well as a total all-inclusive cost for the proposed services. Clear pricing assumptions and cost structures will assist the district in evaluating proposals and determining the most appropriate level of support.
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