

**DETERMINATION AND FINDINGS
FOR A SOURCE PROCUREMENT**

AGENCY: District of Columbia Public Schools
Office of Teaching and Learning

PROPOSED CONTRACTOR: Harvard University (Presidents and Fellows)
"Project 0"

Contract NO. RQ951121

FINDINGS

1. AUTHORIZATION:

D.C. Code 2-354.04.5 and 27 DCMR, Section 1304 and 1702.

2. MINIMUM NEED:

DC Public Schools has an immediate need to procure the services of Harvard University's Project Zero to support the development and implementation of a professional development series/curriculum/program and teacher support at the District's three new global studies schools: H.D. Cooke Elementary School, MacFarland Middle School, and Roosevelt High School.

3. ESTIMATED COST:

The estimated cost is \$115,000

4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:

Background:

In 2016, DCPS opened three new global studies school sites at H.D. Cooke Elementary School, MacFarland Middle School, and Roosevelt High School. A critical part of ensuring the success of this work was a focus on building teacher's global competence through an extended professional learning program. This professional development was required to share the importance of nurturing global competence among K-12 educators and students as a means to prepare them for life, work, college and citizenship in a globally interdependent world. The goal was to discover best practices for global education in K-12 DCPS classrooms, and to develop a set of resources, tools and content from select DCPS teachers that can be shared broadly among all DCPS educators.

Justification:

A partner with expertise in providing accessible global education professional development that promotes expanded global competence among students was critical for this work. Harvard University's Project Zero has been a leader in the K-12 global education movement, helping to author the Global Competency Matrix adopted by the US Department of Education in 2011. Their work is considered a national and

international leader in the field.

Examples of successful teacher programs previously hosted by Project Zero:

- Each year Project Zero hosts one of the most popular professional development institutes at the Harvard Graduate School of Education: The Project Zero Classroom (founded in 1996). With the Center for the Advancement and Study of International Education (CASIE), Project Zero also convenes two international “Project Zero Perspectives” conferences at schools around the world. (See more at: <http://www.pz.harvard.edu/professional-development#sthash.VOCvH01Z.dpuf>)
- Globalizing the Classroom. Collaborating with PZ to plan and implement educational outreach around the centers' research. Globalizing the Classroom is a professional development program for high school and community college educators that will merge the content expertise of the Global Studies Outreach Committee (GSOC) and the Harvard Area Research Centers (HARC, regional and internationally-focused centers and programs at Harvard) with Project Zero’s educational expertise, focusing on the Global Competence framework and drawing on practices and approaches from Making Learning Visible, Teaching for Understanding, and Visible Thinking. This collaboration will be led by a four-day workshop entitled Global Migration in the 21st Century: Understanding How and Why People Move to be held at Harvard in August 2015. This 4-year program, situated within the IdGlobal Project at Project Zero, will also support a group of up to ten Globalizing the Classroom Teacher Fellows through the development of materials and instructional units that: 1) incorporate HARC's content and PZ's frameworks; 2) are pilot tested and documented in the classroom; and 3) will be shared on GSOC’s and Project Zero’s websites for broader dissemination. Working with Project Zero has provided our project with an educational framework upon which we can build our programs. Our staff now have the tools they need to better engage our workshop participants and fellows in a dialogue about the value of the content we provide and how they can best use it with their students. (See more at: <http://www.pz.harvard.edu/projects/globalizing-the-classroom#sthash.6vOX2YGh.dpuf>)
- Global Children: Connecting teachers in the US and Japan to nurture global competence in early childhood. The Global Children project brings together a group of early childhood educators in the US and Japan to examine the teaching and learning demands associated with nurturing global competence among children ages 3-5. We ask: How do children make sense of the world and multiple cultures within and beyond their immediate environments? How do they learn to deploy the many languages of childhood to communicate with children far away? How do children begin to take perspective and expand their universe of care? How do they participate to make a difference in their worlds? How do we as educators deepen our own global competence as we learn to teach about, with and for the world? Through a dynamic dialog between theory, practice, documentation, and reflection our project examines ideas of inquiry, culture, dialog, empathy, altruism and action as foundational to the development of global competence among the youngest of our citizens. Our research group is composed by teachers from School within School, a public school in Washington DC, and Poppins’ Nishigotanda, Magome, and PALIS Nursery Schools in Tokyo. (See more at: <http://www.pz.harvard.edu/projects/global-children#sthash.KDIcE1Md.dpuf>)
- Signature Pedagogies in Global Education: Examining how exemplary teachers design signature learning experiences. Despite widespread consensus on the importance of fostering global competence in young people today, as well as abundant recommendations for productive pedagogical directions that

support such efforts, little is known about how exactly instruction like cooperative learning, interdisciplinary themes, community-based learning and portfolio assessment, maximize students' global competence. In this study, we examine how exemplary teachers design signature learning experiences based on their understanding of (a) the world and why certain topics matter over others; (b) their disciplines and their standards in global terms; (c) the specific learning challenges that students confront when learning about the world; and (d) effective pedagogy. Our team is conceptualizing a signature pedagogies framework for global education that will prepare future teachers to teach about the world. Our project spans across grades and disciplines. We are currently working on a study of exemplary high school teachers. (See more at: <http://www.pz.harvard.edu/projects/signature-pedagogies-in-global-education#sthash.f5uOxHJl.dpuf>)

Conclusion:

As exemplified by their work, Harvard University's Project Zero has extensive knowledge and evaluation experience with K-12 global education. This experience gives them a unique advantage for executing this professional learning contract, and separates their team from other evaluators who do not meet this specific requirement. In summary, Harvard University meets the needs for an immediate sole source based on the following:

1. Involvement in the creation, implementation and evaluation of the Global Competency Matrix, which dictates how global education programs are developed within DCPS.
2. Proven track record of successful teacher learning programs.
3. Partnerships with vital national and international organizations, and a deep understanding of global education.
4. Experience and background needed to move this work forward in the timeframe required.

Based on the aforementioned information, it is both necessary and in the best interest of DCPS, Office of Teaching and Learning, to contract with Harvard University's Project Zero as the sole source for providing a professional development model to DCPS. A sole source award is the most efficient and most cost effective procurement method.

CERTIFICATION BY THE DCPS PROGRAM OFFICE

I hereby certify that the above findings are correct and the anticipated cost to DCPS is fair and reasonable.

Date

Signature

CERTIFICATION AND DETERMINATION

Based on the above certified findings in accordance cited authority, I hereby determine that it is not feasible or practical to invoke the competitive bidding process under Section 402 or 403 of the District of Columbia Procurement Practices Reform Act of 2010 (D.C. Law 18371; DC Code 2354 and 27 DCMR 1304 and 1702.

Date

Contracting Officer