

NEW YORK STATE EDUCATION DEPARTMENT
Bid Form Cost Proposals for Services 1 - 4

SCHEDULE OF DELIVERABLES FOR RFP#GT-12

Y1: 1/3/2012–4/30/2012 Y2: 5/1/2012–4/30/2013 Y3: 5/1/2013 –9/23/2014

Please include the following components for each deliverable¹:
 Total Staff Cost; Total Fringe Benefit Cost; Total Purchased Services (non-employee consultants, subcontractors); Total Non-Personal Services (supplies and materials, employee travel, etc.); Other Costs (indirect costs, overhead, etc.)

Year 1 Costs: 1/3/2012–4/30/2012

Service 1— Develop and Implement a Participant–Centered Case Method Training Plan for Principal Evaluators based on NYS Commissioners Regulations §100.2 (o) and 30-2.9					
ALL YEAR 1 SERVICE 1 ACTIVITIES MUST BE READY FOR USE / ROLLOUT/ IMPLIMENTATION BY 2/15/2012					
ACTIVITY 1				MONTH/ YEAR	Year 1 TOTAL COST
<i>Create a training plan to include:</i>					
(i) Learning objectives and measurable outcomes (ii) Well-designed case studies which would lead to an understanding of the systems, behaviors, practices, culture, and results of schools to enable an evaluator to assess a principal’s effectiveness against agreed-upon criteria (iii) Scope and sequence of learning events including:					
a. Training based on the ISLLC 2008 Leadership Standards b. Criteria for what constitutes meaningful evidence c. Evidence-based observation/evaluation skills d. Identification of evidence of effective implementation of Common Core learning standards in classrooms and its relation to the relevant sections of principal practice rubrics e. Identification of evidence of effective use of data-driven instructional techniques in classrooms and its relation to the relevant sections of principal practice rubrics f. Development of a high-performing school culture and assessment of such development g. Approach to differentiating basic training scope materials and delivery to support trainees in the use of up to three of the New York State approved principal practice rubrics h. Delivering actionable, evidence-based feedback to principals i. The methodology for and implementation of a system which establishes calibration (see below) of principal evaluators.					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

¹ Vendors should be prepared to show how they derived the amounts listed in each column for each activity should they be subject to audit by NYSED or the NYS Office of the State Comptroller.

ACTIVITY 2				MONTH/ YEAR	Year 1 TOTAL COST
<p><i>Develop and provide plans and materials for evaluating the leadership of instruction in schools serving all students, including, but not limited to English language learners (ELLs), Students with Disabilities (SWDs), and Students in Schools Identified as in Improvement Status. These plans and materials must include:</i></p> <ul style="list-style-type: none"> (i) Specific examples of how LEA's can target, through local measures of student achievement and learning objectives, the growth of diverse student groups (ii) Specific examples of student data from all groups of students that can be incorporated into a LEA's principal evaluation system (iii) Specific examples of observable principal behaviors for each ISLCC standard that supports diverse groups of students, including use of student data, and researched-based practices for instruction of different groups of students (iv) Specific examples of the use of practices such as Universal Design for Learning (UDL), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Assistive Technology (AT) (v) Specific examples of approaches and practices that foster a high performing school culture. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/ YEAR	Year 1 TOTAL COST
<p><i>Creation of training modules that can be replicated for training principal evaluators.</i></p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 4				MONTH/ YEAR	Year 1 TOTAL COST
<p><i>Explicit inclusion of linkages between the 2008 ISLLC Leadership Standards, the Principal Evaluation Rubrics, and the practices required to implement the Common Core Learning Standards in English Arts/Literacy and Mathematics.</i></p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 2— Design, develop, and produce learning materials and resources for principals and principal evaluators
ALL SERVICE 2 YEAR 1 ACTIVITIES MUST BE READY FOR USE / ROLLOUT/ IMPLIMENTATION BY 2/28/2012

ACTIVITY 1				MONTH/ YEAR	Year 1 TOTAL COST
<p><i>Design, develop, and produce training materials, tools, and resources must include, but are not limited to:</i></p> <ul style="list-style-type: none"> (i) Trainers' guides for train-the-trainer delivery of this scope and sequence including general guidance to trainers for differentiating program and materials for groups using up to three of the New York State approved principal practice rubrics per the training session. The specific three (3) required rubrics will be determined in discussion between NYSED and successful bidder (ii) Videos (and/or directions for locating/purchasing videos), and handouts (iii) A diagnostic element that allows for an evaluator's self-guided analysis followed by an action-oriented improvement plan (iv) Web-based calibration of evaluation of practice or a comparable process (v) Presentations, handouts, supplementary reading, worksheets or exercises used in each training event (vi) Case studies on the instruction, of all different types of students, that would promote analytical thinking and collaborative discussion with fellow evaluators (vii) Action planning tools for trainers (superintendents, other school LEA staff, BOCES staff, and key members of network teams) to plan the roll-out of their training (viii) Action planning tools for principal evaluators (mostly LEA-level administrators) to use as they implement evidence-based principal observation in their schools. (ix) Talking points for NYSED executive staff, BOCES, and LEA leadership to employ in field communications to ensure consistent guidance and support. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 3— Provide the Statewide Training Using a Train-the-Trainer Model

ALL SERVICE 3 YEAR 1 ACTIVITIES MUST BE READY FOR USE / ROLLOUT/ IMPLIMENTATION BY 3/15/2012

ACTIVITY 1				MONTH/YEAR	Year 1 TOTAL COST
<p><i>The training of the trainers must include:</i></p> <ul style="list-style-type: none"> (i) Five (5) days annually of in-person training for Year 1; seven (7) days annually of in-person training for Year 2; and seven (7) days annually of in-person training for Year 3. (ii) A process, using participant-centered case method system, which presents evidence and artifacts to measure a principal's effectiveness, including these important features of the state approved rubrics: supervision and evaluation of teachers, management of a high-performing culture, systematic and productive use of formative data (including periodic assessments), and alignment to the New York State Learning Standards, including the Common Core and to the New York State Teaching Standards (iii) Modular, highly-effective (as determined by specific measurements), and intensive training to at least 300 statewide principal evaluator trainers per year (iv) Ongoing calibration of the training cohort in-person and through the use of a vendor- provided, web-based tool. (v) Successive, duplicative trainings for second and third cohorts in the remaining years. (vi) Planning days with NYSED staff <ul style="list-style-type: none"> a. Up to 2 days of in-person planning meetings with the vendor (up to three -3- of the vendor's key personnel) for each yearly cycle (Year 1, Year 2, and Year 3 as defined in this contract) at NYSED location b. Biweekly telephone conferences between NYSED staff and vendor's key personnel c. Using collaborative document revisions using online applications between NYSED staff and vendor's key personnel. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 1 TOTAL COST
<p><i>Ensure, through calibration, that the trainees participating in this training:</i></p> <ul style="list-style-type: none"> (i) Have achieved inter-rater reliability, not just inter-rater agreement in determining effectiveness of principal practice. Inter-rater agreement, for the purposes of this RFP is defined as consistent scoring between raters. Inter-rater reliability is defined as the accurate assessment of principal practice by evaluators, including the correct use of evidence, against agreed upon criteria within an acceptable standard. (ii) Have been assessed based on skills, standards, explicit criteria, and demonstrated success (iii) Are equipped to train principal evaluators on evidence-based observation of principals and can apply the knowledge of the New York State Learning Standards, including the Common Core and Data Driven Instruction to the needs of all students, including but not limited to ELLs, SWDs, and Students in Schools in Improvement Status in their evaluation of and feedback to principals. (iv) Understand and can access and utilize tools and resources designed to support principals and principal evaluators. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 1 TOTAL COST
<p><i>The calibrations as a measure of effective training shall:</i></p> <ul style="list-style-type: none"> (i) Be designed so if trainees emulate it within their school LEAs, the LEA will be able to “certify” principal evaluators, consistent with the State’s regulations, Section 30-2.9. (ii) Be conducted four (4) times for each yearly cycle for principal evaluators consisting of 300 cohorts with results provided to NYSED in a web-based Microsoft Excel scoring format available for analysis and reporting no later than 15 business days post-calibration. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 4				MONTH/YEAR	Year 1 TOTAL COST	
<p><i>Ensure training will be flexible enough to accommodate contextual understandings given a variety of LEAs including urban, rural, suburban, low performing, high performing, affluent, and low income. Vendor will:</i></p> <ul style="list-style-type: none"> (i) Provide module-based training materials for each training event in a format appropriate for electronic posting on EngageNY.org. Items intended for hardcopy distribution should be supplied in MS Word (2003-compatible) or PDF (ii) Provide lesson plans for each training event to NYSED no later than two (2) week prior to the training occurrence, unless otherwise specified by NYSED (iii) Provide necessary technology to deliver effective training (iv) Provide necessary human resources to enable small- and large-group learning activities and to enable facilitated self-reflection and professional collaboration (NYSED expects that any co-facilitators who are deemed ineffective by participant survey and NYSED senior staff will be replaced during the training to maintain effectiveness of training). 						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		

<p align="center">Service 4— Design and Training Services for Administrators and Principals to Develop and Implement Student Learning Objectives (SLOs) as part of Principal Evaluation</p> <p align="center">ALL SERVICE 4 YEAR 1 ACTIVITIES MUST BE READY FOR USE / ROLLOUT/ IMPLIMENTATION BY 3/15/2012</p>					
ACTIVITY 1				MONTH/YEAR	Year 1 TOTAL COST
<p><i>Design tools and training for superintendents, other school LEA staff, BOCES staff, and key members of network teams to support principals and teachers in setting and assessing performance on student learning objectives to enable the evaluation of principals in subjects or grades where a state-provided measure of student growth does not exist.</i></p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 1 TOTAL COST
<i>Provide training plans and tools for superintendents, other LEA staff, and key members of Network Teams on how to set student learning objectives with principals and assess results</i>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 1 TOTAL COST
<i>Support other LEA staff, principal evaluators, principals, and teachers in implementing rigorous student learning objectives, including:</i>					
<ul style="list-style-type: none"> (i) A learning plan based NYS Commissioner's Regulations 100.2(o) that covers: <ul style="list-style-type: none"> a. Learning objectives and outcomes b. Scope and sequence of learning events c. Learning activities d. Instructional materials e. Human resource needs f. Train-the-trainer training materials, including guides, videos (and/or directions for locating/purchasing videos), and handouts. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 4				MONTH/YEAR	Year 1 TOTAL COST
<i>Represent the scope and sequence as learning modules that can be replicated in the field. Plan must ensure that attendees learn the material and prepare to deliver training in their own LEAs. Training scope should include:</i>					
<ul style="list-style-type: none"> (i) Role of Student Learning Objectives (SLOs) in New York State principal evaluation system (ii) Elements of an effective SLO that meets the requirements of Education Law §3012-c, that LEAs must develop student learning objectives to be used for principal evaluation in the non-tested areas (iii) Steps LEAs and schools must take annually to implement SLOs for all applicable principals and teachers (iv) Assessing rigor of SLOs as they are established. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 5				MONTH/YEAR	Year 1 TOTAL COST
<i>Provide information exchange on SLO services, initial knowledge-sharing, and will include:</i> <ul style="list-style-type: none"> (i) successes (ii) lessons learned (iii) risks (iv) issues (v) logistical/deployment strategies (vi) most effective training styles and tactics 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Year 2 Costs: 5/1/2012–4/30/2013

Service 1— Maintain, Develop, and Implement a Participant– Centered Case Method Training Plan for Principal Evaluators based on NYS Commissioners Regulations §100.2 (o) and 30-2.9					
ACTIVITY 1				MONTH/YEAR	Year 2 TOTAL COST
<p><i>Create a training plan to include:</i></p> <ul style="list-style-type: none"> (iv) Learning objectives and measurable outcomes (v) Well-designed case studies which would lead to an understanding of the systems, behaviors, practices, culture, and results of schools to enable an evaluator to assess a principal’s effectiveness against agreed-upon criteria (vi) Scope and sequence of learning events including: <ul style="list-style-type: none"> a. Training based on the ISLLC 2008 Leadership Standards b. Criteria for what constitutes meaningful evidence c. Evidence-based observation/evaluation skills d. Identification of evidence of effective implementation of Common Core learning standards in classrooms and its relation to the relevant sections of principal practice rubrics e. Identification of evidence of effective use of data-driven instructional techniques in classrooms and its relation to the relevant sections of principal practice rubrics f. Development of a high-performing school culture and assessment of such development g. Approach to differentiating basic training scope materials and delivery to support trainees in the use of up to three of the New York State approved principal practice rubrics h. Delivering actionable, evidence-based feedback to principals i. The methodology for and implementation of a system which establishes calibration (see below) of principal evaluators. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 2 TOTAL COST	
<p><i>Develop and provide plans and materials for evaluating the leadership of instruction in schools serving all students, including, but not limited to English language learners (ELLs), Students with Disabilities (SWDs), and Students in Schools Identified as in Improvement Status. These plans and materials must include:</i></p> <ul style="list-style-type: none"> (vi) Specific examples of how LEA's can target, through local measures of student achievement and learning objectives, the growth of diverse student groups (vii) Specific examples of student data from all groups of students that can be incorporated into a LEA's principal evaluation system (viii) Specific examples of observable principal behaviors for each ISLCC standard that supports diverse groups of students, including use of student data, and researched-based practices for instruction of different groups of students (ix) Specific examples of the use of practices such as Universal Design for Learning (UDL), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Assistive Technology (AT) (x) Specific examples of approaches and practices that foster a high performing school culture. 						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		
ACTIVITY 3				MONTH/YEAR	Year 2 TOTAL COST	
<p><i>Creation of training modules that can be replicated for training principal evaluators.</i></p>						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		
ACTIVITY 4				MONTH/YEAR	Year 2 TOTAL COST	
<p><i>Explicit inclusion of linkages between the 2008 ISLLC Leadership Standards, the Principal Evaluation Rubrics, and the practices required to implement the Common Core Learning Standards in English Arts/Literacy and Mathematics.</i></p>						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		

Service 2— Maintain, Design, develop, and produce learning materials and resources for principals and principal evaluators

ACTIVITY 1				MONTH/YEAR	Year 2 TOTAL COST
<p><i>Design, develop, and produce training materials, tools, and resources must include, but are not limited to:</i></p> <ul style="list-style-type: none"> (x) Trainers’ guides for train-the-trainer delivery of this scope and sequence including general guidance to trainers for differentiating program and materials for groups using up to three of the New York State approved principal practice rubrics per the training session. The specific three (3) required rubrics will be determined in discussion between NYSED and successful bidder (xi) Videos (and/or directions for locating/purchasing videos), and handouts (xii) A diagnostic element that allows for an evaluator’s self-guided analysis followed by an action-oriented improvement plan (xiii) Web-based calibration of evaluation of practice or a comparable process (xiv) Presentations, handouts, supplementary reading, worksheets or exercises used in each training event (xv) Case studies on the instruction, of all different types of students, that would promote analytical thinking and collaborative discussion with fellow evaluators (xvi) Action planning tools for trainers (superintendents, other school LEA staff, BOCES staff, and key members of network teams) to plan the roll-out of their training (xvii) Action planning tools for principal evaluators (mostly LEA-level administrators) to use as they implement evidence-based principal observation in their schools. (xviii) Talking points for NYSED executive staff, BOCES, and LEA leadership to employ in field communications to ensure consistent guidance and support. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 3— Maintain, Provide the Statewide Training Using a Train-the-Trainer Model

ACTIVITY 1				MONTH/YEAR	Year 2 TOTAL COST
<p><i>The training of the trainers must include:</i></p> <ul style="list-style-type: none"> (vii) Five (5) days annually of in-person training for Year 1; seven (7) days annually of in-person training for Year 2; and seven (7) days annually of in-person training for Year 3. (viii) A process, using participant-centered case method system, which presents evidence and artifacts to measure a principal's effectiveness, including these important features of the state approved rubrics: supervision and evaluation of teachers, management of a high-performing culture, systematic and productive use of formative data (including periodic assessments), and alignment to the New York State Learning Standards, including the Common Core and to the New York State Teaching Standards (ix) Modular, highly-effective (as determined by specific measurements), and intensive training to at least 300 statewide principal evaluator trainers per year (x) Ongoing calibration of the training cohort in-person and through the use of a vendor- provided, web-based tool. (xi) Successive, duplicative trainings for second and third cohorts in the remaining years. (xii) Planning days with NYSED staff <ul style="list-style-type: none"> d. Up to 2 days of in-person planning meetings with the vendor (up to three -3- of the vendor's key personnel) for each yearly cycle (Year 1, Year 2, and Year 3 as defined in this contract) at NYSED location e. Biweekly telephone conferences between NYSED staff and vendor's key personnel f. Using collaborative document revisions using online applications between NYSED staff and vendor's key personnel. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 2 TOTAL COST
<p><i>Ensure, through calibration, that the trainees participating in this training:</i></p> <ul style="list-style-type: none"> (v) Have achieved inter-rater reliability, not just inter-rater agreement in determining effectiveness of principal practice. Inter-rater agreement, for the purposes of this RFP is defined as consistent scoring between raters. Inter-rater reliability is defined as the accurate assessment of principal practice by evaluators, including the correct use of evidence, against agreed upon criteria within an acceptable standard. (vi) Have been assessed based on skills, standards, explicit criteria, and demonstrated success (vii) Are equipped to train principal evaluators on evidence-based observation of principals and can apply the knowledge of the New York State Learning Standards, including the Common Core and Data Driven Instruction to the needs of all students, including but not limited to ELLs, SWDs, and Students in Schools in Improvement Status in their evaluation of and feedback to principals. (viii) Understand and can access and utilize tools and resources designed to support principals and principal evaluators. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 2 TOTAL COST
<p><i>The calibrations as a measure of effective training shall:</i></p> <ul style="list-style-type: none"> (iii) Be designed so if trainees emulate it within their school LEAs, the LEA will be able to “certify” principal evaluators, consistent with the State’s regulations, Section 30-2.9. (iv) Be conducted four (4) times for each yearly cycle for principal evaluators consisting of 300 cohorts with results provided to NYSED in a web-based Microsoft Excel scoring format available for analysis and reporting no later than 15 business days post-calibration. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 4				MONTH/YEAR	Year 2 TOTAL COST
<p><i>Ensure training will be flexible enough to accommodate contextual understandings given a variety of LEAs including urban, rural, suburban, low performing, high performing, affluent, and low income. Vendor will:</i></p> <p>(v) Provide module-based training materials for each training event in a format appropriate for electronic posting on EngageNY.org. Items intended for hardcopy distribution should be supplied in MS Word (2003-compatible) or PDF</p> <p>(vi) Provide lesson plans for each training event to NYSED no later than two (2) week prior to the training occurrence, unless otherwise specified by NYSED</p> <p>(vii) Provide necessary technology to deliver effective training</p> <p>(viii) Provide necessary human resources to enable small- and large-group learning activities and to enable facilitated self-reflection and professional collaboration (NYSED expects that any co-facilitators who are deemed ineffective by participant survey and NYSED senior staff will be replaced during the training to maintain effectiveness of training).</p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 4— Maintain, Design and Training Services for Administrators and Principals to Develop and Implement Student Learning Objectives (SLOs) as part of Principal Evaluation					
ACTIVITY 1				MONTH/YEAR	Year 2 TOTAL COST
<p><i>Design tools and training for superintendents, other school LEA staff, BOCES staff, and key members of network teams to support principals and teachers in setting and assessing performance on student learning objectives to enable the evaluation of principals in subjects or grades where a state-provided measure of student growth does not exist.</i></p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 2 TOTAL COST
<i>Provide training plans and tools for superintendents, other LEA staff, and key members of Network Teams on how to set student learning objectives with principals and assess results</i>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 2 TOTAL COST
<i>Support other LEA staff, principal evaluators, principals, and teachers in implementing rigorous student learning objectives, including:</i>					
<ul style="list-style-type: none"> (ii) A learning plan based NYS Commissioner's Regulations 100.2(o) that covers: <ul style="list-style-type: none"> g. Learning objectives and outcomes h. Scope and sequence of learning events i. Learning activities j. Instructional materials k. Human resource needs l. Train-the-trainer training materials, including guides, videos (and/or directions for locating/purchasing videos), and handouts. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 4				MONTH/YEAR	Year 2 TOTAL COST
<i>Represent the scope and sequence as learning modules that can be replicated in the field. Plan must ensure that attendees learn the material and prepare to deliver training in their own LEAs. Training scope should include:</i>					
<ul style="list-style-type: none"> (i) Role of Student Learning Objectives (SLOs) in New York State principal evaluation system (ii) Elements of an effective SLO that meets the requirements of Education Law §3012-c, that LEAs must develop student learning objectives to be used for principal evaluation in the non-tested areas (iii) Steps LEAs and schools must take annually to implement SLOs for all applicable principals and teachers (iv) Assessing rigor of SLOs as they are established. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 5				MONTH/YEAR	Year 2 TOTAL COST
<i>Provide information exchange on SLO services, initial knowledge-sharing, and will include:</i> (vii) successes (viii) lessons learned (ix) risks (x) issues (xi) logistical/deployment strategies (xii) most effective training styles and tactics					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Year 3 Costs: 5/1/2013 –9/23/2014

Service 1— Maintain, Develop, and Implement a Participant– Centered Case Method Training Plan for Principal Evaluators based on NYS Commissioners Regulations §100.2 (o) and 30-2.9					
ACTIVITY 1				MONTH/YEAR	Year 3 TOTAL COST
<p><i>Create a training plan to include:</i></p> <ul style="list-style-type: none"> (vii) Learning objectives and measurable outcomes (viii) Well-designed case studies which would lead to an understanding of the systems, behaviors, practices, culture, and results of schools to enable an evaluator to assess a principal’s effectiveness against agreed-upon criteria (ix) Scope and sequence of learning events including: <ul style="list-style-type: none"> a. Training based on the ISLLC 2008 Leadership Standards b. Criteria for what constitutes meaningful evidence c. Evidence-based observation/evaluation skills d. Identification of evidence of effective implementation of Common Core learning standards in classrooms and its relation to the relevant sections of principal practice rubrics e. Identification of evidence of effective use of data-driven instructional techniques in classrooms and its relation to the relevant sections of principal practice rubrics f. Development of a high-performing school culture and assessment of such development g. Approach to differentiating basic training scope materials and delivery to support trainees in the use of up to three of the New York State approved principal practice rubrics h. Delivering actionable, evidence-based feedback to principals i. The methodology for and implementation of a system which establishes calibration (see below) of principal evaluators. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 3 TOTAL COST	
<p><i>Develop and provide plans and materials for evaluating the leadership of instruction in schools serving all students, including, but not limited to English language learners (ELLs), Students with Disabilities (SWDs), and Students in Schools Identified as in Improvement Status. These plans and materials must include:</i></p> <ul style="list-style-type: none"> (xi) Specific examples of how LEA's can target, through local measures of student achievement and learning objectives, the growth of diverse student groups (xii) Specific examples of student data from all groups of students that can be incorporated into a LEA's principal evaluation system (xiii) Specific examples of observable principal behaviors for each ISLCC standard that supports diverse groups of students, including use of student data, and researched-based practices for instruction of different groups of students (xiv) Specific examples of the use of practices such as Universal Design for Learning (UDL), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Assistive Technology (AT) (xv) Specific examples of approaches and practices that foster a high performing school culture. 						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		
ACTIVITY 3				MONTH/YEAR	Year 3 TOTAL COST	
<p><i>Creation of training modules that can be replicated for training principal evaluators.</i></p>						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		
ACTIVITY 4				MONTH/YEAR	Year 3 TOTAL COST	
<p><i>Explicit inclusion of linkages between the 2008 ISLLC Leadership Standards, the Principal Evaluation Rubrics, and the practices required to implement the Common Core Learning Standards in English Arts/Literacy and Mathematics.</i></p>						
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs		

Service 2— Maintain, Design, develop, and produce learning materials and resources for principals and principal evaluators

ACTIVITY 1				MONTH/YEAR	Year 3 TOTAL COST
<p><i>Design, develop, and produce training materials, tools, and resources must include, but are not limited to:</i></p> <p>(xix) Trainers’ guides for train-the-trainer delivery of this scope and sequence including general guidance to trainers for differentiating program and materials for groups using up to three of the New York State approved principal practice rubrics per the training session. The specific three (3) required rubrics will be determined in discussion between NYSED and successful bidder</p> <p>(xx) Videos (and/or directions for locating/purchasing videos), and handouts</p> <p>(xxi) A diagnostic element that allows for an evaluator’s self-guided analysis followed by an action-oriented improvement plan</p> <p>(xxii) Web-based calibration of evaluation of practice or a comparable process</p> <p>(xxiii) Presentations, handouts, supplementary reading, worksheets or exercises used in each training event</p> <p>(xxiv) Case studies on the instruction, of all different types of students, that would promote analytical thinking and collaborative discussion with fellow evaluators</p> <p>(xxv) Action planning tools for trainers (superintendents, other school LEA staff, BOCES staff, and key members of network teams) to plan the roll-out of their training</p> <p>(xxvi) Action planning tools for principal evaluators (mostly LEA-level administrators) to use as they implement evidence-based principal observation in their schools.</p> <p>(xxvii) Talking points for NYSED executive staff, BOCES, and LEA leadership to employ in field communications to ensure consistent guidance and support.</p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 3— Maintain, Provide the Statewide Training Using a Train-the-Trainer Model

ACTIVITY 1				MONTH/YEAR	Year 3 TOTAL COST
<p><i>The training of the trainers must include:</i></p> <ul style="list-style-type: none"> (xiii) Five (5) days annually of in-person training for Year 1; seven (7) days annually of in-person training for Year 2; and seven (7) days annually of in-person training for Year 3. (xiv) A process, using participant-centered case method system, which presents evidence and artifacts to measure a principal's effectiveness, including these important features of the state approved rubrics: supervision and evaluation of teachers, management of a high-performing culture, systematic and productive use of formative data (including periodic assessments), and alignment to the New York State Learning Standards, including the Common Core and to the New York State Teaching Standards (xv) Modular, highly-effective (as determined by specific measurements), and intensive training to at least 300 statewide principal evaluator trainers per year (xvi) Ongoing calibration of the training cohort in-person and through the use of a vendor- provided, web-based tool. (xvii) Successive, duplicative trainings for second and third cohorts in the remaining years. (xviii) Planning days with NYSED staff <ul style="list-style-type: none"> g. Up to 2 days of in-person planning meetings with the vendor (up to three -3- of the vendor's key personnel) for each yearly cycle (Year 1, Year 2, and Year 3 as defined in this contract) at NYSED location h. Biweekly telephone conferences between NYSED staff and vendor's key personnel i. Using collaborative document revisions using online applications between NYSED staff and vendor's key personnel. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 3 TOTAL COST
<p><i>Ensure, through calibration, that the trainees participating in this training:</i></p> <ul style="list-style-type: none"> (ix) Have achieved inter-rater reliability, not just inter-rater agreement in determining effectiveness of principal practice. Inter-rater agreement, for the purposes of this RFP is defined as consistent scoring between raters. Inter-rater reliability is defined as the accurate assessment of principal practice by evaluators, including the correct use of evidence, against agreed upon criteria within an acceptable standard. (x) Have been assessed based on skills, standards, explicit criteria, and demonstrated success (xi) Are equipped to train principal evaluators on evidence-based observation of principals and can apply the knowledge of the New York State Learning Standards, including the Common Core and Data Driven Instruction to the needs of all students, including but not limited to ELLs, SWDs, and Students in Schools in Improvement Status in their evaluation of and feedback to principals. (xii) Understand and can access and utilize tools and resources designed to support principals and principal evaluators. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 3 TOTAL COST
<p><i>The calibrations as a measure of effective training shall:</i></p> <ul style="list-style-type: none"> (v) Be designed so if trainees emulate it within their school LEAs, the LEA will be able to “certify” principal evaluators, consistent with the State’s regulations, Section 30-2.9. (vi) Be conducted four (4) times for each yearly cycle for principal evaluators consisting of 300 cohorts with results provided to NYSED in a web-based Microsoft Excel scoring format available for analysis and reporting no later than 15 business days post-calibration. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 4				MONTH/YEAR	Year 3 TOTAL COST
<p><i>Ensure training will be flexible enough to accommodate contextual understandings given a variety of LEAs including urban, rural, suburban, low performing, high performing, affluent, and low income. Vendor will:</i></p> <p>(ix) Provide module-based training materials for each training event in a format appropriate for electronic posting on EngageNY.org. Items intended for hardcopy distribution should be supplied in MS Word (2003-compatible) or PDF</p> <p>(x) Provide lesson plans for each training event to NYSED no later than two (2) week prior to the training occurrence, unless otherwise specified by NYSED</p> <p>(xi) Provide necessary technology to deliver effective training</p> <p>(xii) Provide necessary human resources to enable small- and large-group learning activities and to enable facilitated self-reflection and professional collaboration (NYSED expects that any co-facilitators who are deemed ineffective by participant survey and NYSED senior staff will be replaced during the training to maintain effectiveness of training).</p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

Service 4— Maintain, Design and Training Services for Administrators and Principals to Develop and Implement Student Learning Objectives (SLOs) as part of Principal Evaluation					
ACTIVITY 1				MONTH/YEAR	Year 3 TOTAL COST
<p><i>Design tools and training for superintendents, other school LEA staff, BOCES staff, and key members of network teams to support principals and teachers in setting and assessing performance on student learning objectives to enable the evaluation of principals in subjects or grades where a state-provided measure of student growth does not exist.</i></p>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 2				MONTH/YEAR	Year 3 TOTAL COST
<i>Provide training plans and tools for superintendents, other LEA staff, and key members of Network Teams on how to set student learning objectives with principals and assess results</i>					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 3				MONTH/YEAR	Year 3 TOTAL COST
<i>Support other LEA staff, principal evaluators, principals, and teachers in implementing rigorous student learning objectives, including:</i>					
<ul style="list-style-type: none"> (iii) A learning plan based NYS Commissioner's Regulations 100.2(o) that covers: <ul style="list-style-type: none"> m. Learning objectives and outcomes n. Scope and sequence of learning events o. Learning activities p. Instructional materials q. Human resource needs r. Train-the-trainer training materials, including guides, videos (and/or directions for locating/purchasing videos), and handouts. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	
ACTIVITY 4				MONTH/YEAR	Year 3 TOTAL COST
<i>Represent the scope and sequence as learning modules that can be replicated in the field. Plan must ensure that attendees learn the material and prepare to deliver training in their own LEAs. Training scope should include:</i>					
<ul style="list-style-type: none"> (i) Role of Student Learning Objectives (SLOs) in New York State principal evaluation system (ii) Elements of an effective SLO that meets the requirements of Education Law §3012-c, that LEAs must develop student learning objectives to be used for principal evaluation in the non-tested areas (iii) Steps LEAs and schools must take annually to implement SLOs for all applicable principals and teachers (iv) Assessing rigor of SLOs as they are established. 					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

ACTIVITY 5				MONTH/YEAR	Year 3 TOTAL COST
<i>Provide information exchange on SLO services, initial knowledge-sharing, and will include:</i> (xiii) successes (xiv) lessons learned (xv) risks (xvi) issues (xvii) logistical/deployment strategies (xviii) most effective training styles and tactics					
Total Staff Cost	Total Fringe Benefit Cost	Total Purchased Services	Total Non-Personal Service	Other Costs	

NEW YORK STATE EDUCATION DEPARTMENT
Three Year Budget Summary
Total Length: 1/3/2012 – 09/23/2014
Y1: 1/3/2012–4/30/2012
Y2: 5/1/2012–4/30/2013
Y3: 5/1/2013 –9/23/2014

TOTAL COST

Service Number	Total Cost Year 1	Total Cost Year 2	Total Cost Year 3	3 Year Grand Total
Service 1				
Service 2				
Service 3				
Service 4				
GRAND TOTAL ALL 3 YEARS				