



**TEACHER EVALUATION SURVEY PROVIDERS
TECHNICAL PROPOSAL - APPLICATION**

Please check the most appropriate category:

<p>Teacher Evaluation Survey Instrument*</p> <p><input type="checkbox"/> Free <input checked="" type="checkbox"/> For Cost</p>															
<p>If for cost, to which does a fee apply:</p> <p><input checked="" type="checkbox"/> Survey Instrument <input checked="" type="checkbox"/> Related services (e.g., training or professional development associated with survey use)</p>															
<p>If services are offered by the applicant, are any mandatory in order to use the survey instrument?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>															
<p>This Teacher Evaluation Survey is intended for use:</p> <p><input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> District-wide</p>															
<p>This Teacher Evaluation Survey is intended for use in the following grade levels:</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> PreK</td> <td><input checked="" type="checkbox"/> Kindergarten</td> <td><input checked="" type="checkbox"/> Grade 1</td> </tr> <tr> <td><input checked="" type="checkbox"/> Grade 2</td> <td><input checked="" type="checkbox"/> Grade 3</td> <td><input checked="" type="checkbox"/> Grade 4</td> </tr> <tr> <td><input checked="" type="checkbox"/> Grade 5</td> <td><input checked="" type="checkbox"/> Grade 6</td> <td><input checked="" type="checkbox"/> Grade 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> Grade 8</td> <td><input checked="" type="checkbox"/> Grade 9</td> <td><input checked="" type="checkbox"/> Grade 10</td> </tr> <tr> <td><input checked="" type="checkbox"/> Grade 11</td> <td><input checked="" type="checkbox"/> Grade 12</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> PreK	<input checked="" type="checkbox"/> Kindergarten	<input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Grade 7	<input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Grade 9	<input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Grade 11	<input checked="" type="checkbox"/> Grade 12	
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<input checked="" type="checkbox"/> Grade 11	<input checked="" type="checkbox"/> Grade 12														
<p>This Teacher Evaluation Survey is intended for use by the following respondent(s):</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Parents / Guardians / Families</p>															

* A full application with all required materials, including this cover page, shall be submitted for each survey instrument. Your survey(s) must be attached in the Appendix section of your submission.



PRINCIPAL EVALUATION SURVEY PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Please check the most appropriate category:

Principal Evaluation Survey Instrument*		
<input type="checkbox"/> Free <input checked="" type="checkbox"/> For Cost		
If for cost, to which do fees apply:		
<input checked="" type="checkbox"/> Survey Instrument <input checked="" type="checkbox"/> Related services (e.g., training or professional development associated with survey use)		
If services are offered by the applicant, are any mandatory in order to use the survey instrument?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
This Principal Evaluation Survey is intended for use:		
<input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> District-wide		
This Principal Evaluation Survey is intended for use in the following grade levels:		
<input type="checkbox"/> PreK	<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Grade 1
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 4
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 7
<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10
<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12	
This Principal Evaluation Survey is intended for use by the following audience(s):		
<input type="checkbox"/> Students		
<input type="checkbox"/> Parents / Guardians / Families		
<input checked="" type="checkbox"/> Teachers		

* A full application with all required materials, including this cover page, shall be submitted for each survey instrument. Your survey(s) must be attached in the Appendix section of your submission.



TEACHER AND PRINCIPAL EVALUATION SURVEY PROVIDERS
TECHNICAL PROPOSAL – SURVEY DESIGN AND IMPLEMENTATION

Survey Design and Implementation:

In this section, the applicant should present evidence that its submitted survey instrument has a demonstrated record of effectiveness in contributing to teacher and/or principal achievement.

1. Describe and detail any empirical or statistical evidence of demonstrated professional achievement for teachers and/or principals over time as a result of provider services.

Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.

When our surveys lead to improvement, it is because people take the findings seriously and organize to respond by getting better. Does this always happen? The answer is no, definitely not. Does it sometimes happen? The answer is yes. Does it happen often enough to have generally important effects? We think so, but rigorous evidence of impact would require a large experimental or quasi-experimental study. We are currently engaged in such a study in the state of North Carolina (see response #3 below).

In the mean time, a good example comes from a large urban high school whose leaders have focused explicitly on responding to patterns in student survey results. This is a school that surveyed both students and teachers using our Tripod surveys three times from the spring of 2010 through the fall of 2011. Teachers each receive their classroom results and school administrators receive a report showing patterns across the whole school. Teachers set personal improvement priorities based on their personal reports. The school provides supports to help teachers work on their priorities.

From the first deployment to the third, the student surveys showed only very modest improvement in their assessment of instruction and their attitudes and engagement. However, the teacher survey showed impressive improvement in the degree to which teachers set about working with one another to improve their craft. School leaders report

	<p>that their standardized test scores also improved. Table A shows levels of agreement at each deployment on 27 teacher survey items for which there was at least a 10 percentage point improvement from the first to the third survey deployment. The assistant principal at this school reported that after the first deployment, teachers came by the office to say that their student survey results were the best feedback they had ever received on their teaching. Therefore, we believe that the improvement in professional learning community engagement, and perhaps even in test scores, has been at least partially a response to the feedback that the student surveys provided.</p>
<p>2. What is the methodology used to collect evidence of the demonstrated professional achievement for teachers or principals (i.e. measures and analyses used, comparison groups, etc.)?</p>	<p>So far, aside from the quasi-experimental findings that will be available by this time next year, the methodology for collecting evidence of impacts on teachers and principals has been mainly anecdotal. As detailed elsewhere in this proposal, the Tripod student survey measures have been proven to predict standardized test score gains on annual accountability exams. However, because the surveys are not a stand-alone intervention, we have not in the past structured research for the purpose of demonstrating impacts on professional achievement. The surveys are designed to measure professional achievement, but our theory has been that professional achievement is produced by professional learning activities, not surveys, per se. It is only very recently that we have aspired to measure the impact of student surveys, per se, as a catalyst for professional learning to occur.</p>
<p>3. What type of research design has been established to support these findings? (e.g., experimental, non-experimental, quasi-experimental, etc)</p>	<p>Whether improvements occur "as a result of" Tripod surveys is best determined using an experiment (with random assignment) or quasi-experiment (without random assignment) in which schools or teachers are assigned to either administer surveys (treatment group) or not</p>

	<p>(control or comparison group). We know of only one such experiment that has ever been conducted in the field of education, and that was over 40 years ago. However, we are currently conducting a quasi-experiment in the state of North Carolina, where a large and representative sample of schools and teachers were selected by the state to take the student survey in Spring 2012. Each school and teacher will receive their survey results. Tracking their progress (compared to comparisons schools and teachers) will provide the first methodologically strong evidence for whether Tripod surveys, per se, lead to improvement in teaching and learning. We expect to conduct case studies in a randomly selected group of treatment and comparison classrooms in order to help us interpret the statistical findings.</p>
<p>4. Describe and detail the proposed scoring or rating system associated with the survey being submitted that a district can use to distinguish among educators. Please note: Distinguishing among educators with this survey is collectively bargained. Districts and their collective bargaining units will determine whether to adopt the proposed method for distinguishing.</p>	<p>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</p> <p>Please Refer to Appedix B1I for scroing systems related to the survey instrument.</p>
<p>5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted survey to align with the requested needs of participating LEAs.</p>	<p>The Tripod Project has a history of innovation, partnering with districts, schools, and states in adapting the validated survey items to the needs of the district. District adaptations of the core Tripod survey have been developed to service specific initiatives in districts such as: Nova Scotia, Ontario National Center for Teacher Effectiveness Washoe County, NV The College Ready Promise</p> <p>The Tripod Project has an extensive catalogue of validated survey items that</p>

	<p>have been used in various districts at the request of its clients. We use only survey items that are grounded in research, and can be used to inform professional growth.</p>
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TEACHER AND PRINCIPAL EVALUATION SURVEY PROVIDERS
TECHNICAL PROPOSAL – ORGANIZATIONAL CAPACITY

Organizational Capacity:

In this section, the applicant should demonstrate that it has adequate human, organizational, and technical resources to provide the proposed teacher and/or principal evaluation survey services.

<p>1. A description of the organization, including information such as length of time in operation, number of existing locations, number of staff, an organization chart, etc.</p>	<p>Cambridge Education is a wholly owned subsidiary of the Mott MacDonald Group, a global independent multi-sector consulting company. The Group's diversity and \$1.6 billion in annual revenues make it a unique employee-owned firm, with values centered on a commitment to serving the public interest. Cambridge Education was founded in 1983 in the U.K. and works in over 45 countries around the world. Established in 2005, Cambridge Education LLC is the U.S.-based entity which makes available the worldwide consultancy, training, and change management experience of Cambridge Education to the U.S. market. The organization has since partnered with school districts, national and regional foundations, state departments of education and other reform support providers. Cambridge Education LLC is based in Westwood, Massachusetts with regional offices located in New Jersey, New York, and California, and consists of approximately 40 full-time members of staff as well as a network of external consultants. A copy of the company's organizational chart has been included as an appendix to this document.</p>
<p>2. A brief description of the organization's history of providing similar teacher and/or principal evaluation services, including the outcomes achieved, number of previous contracts, the diversity of clients, the number of students served, etc.</p>	<p>The firm has a wide range of experience developing and implementing Educator and Performance Evaluation systems both in the U.S. and internationally. In the U.S., Cambridge Education has led the use of its Tripod Student Survey Assessments as a core component of the Bill & Melinda Gates Foundation's Measures of Effective Teaching Project. We have also led large scale projects in Hillsborough County, Florida and Memphis, Tennessee, supporting the devel-</p>

	<p>opment of new educator evaluation systems. In addition, Cambridge Education was awarded a contract by the New York State Education Department to provide the services required under the Principal Evaluator Learning System project (RFP GT-12).</p>
3. Copies of the organization's tax returns for the past two years, or other evidence of fiscal soundness, e.g. annual financial statements, fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.	Please clearly identify and attach this documentation in the Appendix section.
4. Copy of the organization's 501(c)3 certificate or State license.	Please clearly identify and attach this documentation in the Appendix section.
5. Information as to whether lawsuits have been filed against the organization for educational and/or fiscal mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.	No lawsuits have been filed against Cambridge Education LLC for educational and/or fiscal mismanagement, civil rights violations, criminal acts or other reasons.
6. Information as to whether the organization has been denied the ability to conduct business in any state and indicate the reason(s) for such denial.	Cambridge Education LLC has not been denied the ability to conduct business in any state.
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	Cambridge Education LLC has not been debarred or suspended from doing business in any jurisdiction.
8. Information as to whether the organization has been approved as a teacher and/or principal evaluation service provider in another state and specify such state(s).	<p>Cambridge Education has been approved as a teacher and/or principal evaluation provider or currently provides related services for clients in the following states (other than our current contract with NYSED):</p> <ul style="list-style-type: none"> - Arizona - California - Florida - Hawaii - Massachusetts - Michigan - North Carolina - Virginia - Washington



**TEACHER AND PRINCIPAL EVALUATION SURVEY PROVIDERS
Assurances and Signature**

In submitting this application to be included in the State Education Department's Teacher and Principal Survey instrument Service Provider list, I certify that:

1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.
2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, Education Law §§305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(II), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), 3035 and Part 87 of the regulations of the Commissioner of Education.
3. All instruction and content will be secular, neutral, and non-ideological.
4. All instruction and content provided to LEAs will be aligned to the applicable professional standards of practice for teachers and/or principals, including but not limited to, the New York State Teaching Standards, ISLCC 2008 Leadership standards, New York State Education Law, and the Commissioner's regulations.
5. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed in the list of Teacher and Principal Survey instrument Service Providers or for removal from that same list. I further certify that the organization will comply with all of the assurances set forth herein.

<p>1. Name of Organization (PLEASE PRINT/TYPE)</p> <p>Mott Macdonald dba Cambridge Education LLC</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p> 
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Majid Haquani</p>	<p>5. Date Signed</p> <p>5/17/12</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Divisional Manager</p>	