



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

Please check the most appropriate category:

<p>Principal Evaluation Survey Instrument*</p> <p><input type="checkbox"/> Free <input checked="" type="checkbox"/> For Cost</p>
<p>If for cost, to which do fees 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 Principal Evaluation Survey is intended for use:</p> <p><input type="checkbox"/> School-wide <input checked="" type="checkbox"/> District-wide</p>
<p>This Principal Evaluation Survey is intended for use in the following grade levels:</p> <p><input type="checkbox"/> PreK <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1</p> <p><input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7</p> <p><input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10</p> <p><input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12</p>
<p>This Principal Evaluation Survey is intended for use by the following audience(s):</p> <p><input type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Parents / Guardians / Families</p> <p><input type="checkbox"/> Teachers</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.



**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.

<p>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.</p>	<p>Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.</p> <p>Since the survey was recently rolled out and is still in the pilot deployment phase (see above) there has not yet been a sufficient amount of time or data collected to make definitive assertions or evidence about the impact to professional achievement. Large scale data collection efforts are underway and the data collected will be used to provide this evidence.</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>See above. While intended methodology is subject to change, the development team's current plan is to use data collected following the large-scale administrations to evidence the scales' validity. This could include traditional approaches such as examining the associations between the survey scales and theoretically related measures (convergent validity) as well as theoretically unrelated measures (discriminant validity). However, the team also want to ensure that these scales are useful for predicting important educational outcomes. Towards this end, they are collecting a range of other measures to help establish the validity and utility of these scales. These may include: student achievement data, other school administrative data (e.g., student attendance), behavioral measures of parental participation, and student perceptions of their school. To ensure that the measures can be used effectively with home-school relationship interventions, they will also plan to use them in conjunction with at least one school or district which is conducting an es-</p>

	<p>established intervention. As a final, important piece of understanding how these measures work, the development team acknowledge that surveys can simultaneously function as mechanisms of data collection and interventions. Towards this end, they will continue to pursue opportunities to experimentally test whether the administration of the survey bolsters outcomes such as parental involvement - in other words, we might expect that schools who signal that they value a strong family-school relationship by collecting data on parental opinions, might in turn be perceived more favorably by parents.</p> <p>Cambridge Education has many years of experience in designing and delivering data collection projects across schools and districts that deliver high quality and actionable data. We are highly interested in working with districts to implement these methodologies.</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>Since the survey was recently rolled out and is still in the pilot deployment phase (see above) there has not yet been a sufficient amount of time or data collected to make definitive assertions or evidence about the impact to professional achievement.</p> <p>An initial paper (Schuler and Gehlback, HGSE, attached as Exhibit 5) reviewing over 1,000 responses is attached including insights into scale development, item development, key concepts covered in the survey and the instrument's validity and reliability. This paper is in draft format. Before citing publically, we would respectfully ask to be informed.</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</p>	<p>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</p> <p>The development team are still building the dataset of responses to make sure we have a sufficient amount of data across districts, school types, and populations before being able to formu-</p>

<p>bargained. Districts and their collective bargaining units will determine whether to adopt the proposed method for distinguishing.</p>	<p>late a scoring or rating system. It is planned that guidance will be provided to schools on how to analyze and interpret their data in the future. Furthermore the development team plan to make possible benchmarking so schools will be able to see how they compare to other schools or districts in their state or across the country on any given question to gauge relative performance.</p> <p>An intial paper (Schuler and Gehlback, HGSE, attached as Exhibit 5) reviewing over 1,000 responses is attached including insights into scale development, item development, key concepts covered in the survey and the instrument's validity and reliability. This paper is in draft format. Before citing publically, we would respectfully ask to be informed.</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 survey instrument is currently available for implementation through SurveyMonkey. SurveyMonkey is the world's largest survey company and has historically been the trusted and accessible tool utilized by thousands of LEAs, schools and other K-12 educational institutions across the country for deploying millions of surveys to gather parent, teacher, student and community feedback for more than a decade. We believe the demonstrated flexibility and power of SurveyMonkey as a tool for survey administration, feedback collection and data analysis combined with our partnership with leading researchers in parent feedback at the Harvard Graduate School of Education will enable us to support the needs of participating LEAs.</p> <p>Cambridge Education and their staff have over a decade of experience of delivering high quality data collection services to schools, districts and states through their implementation of the Tripod Project. The Tripod Project</p>

	<p>Student and Teacher Surveys, designed by Dr Ronald Ferguson of Harvard University, are research validated surveys implemented using a rigorous and robust data collection methodology. Cambridge Education had managed large scale projects delivering actionable data to teachers and school- and district-leaders.</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>

	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).
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).	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): <ul style="list-style-type: none"> - Arizona - California - Florida - Hawaii - Massachusetts - Michigan - North Carolina - Virginia - Washington

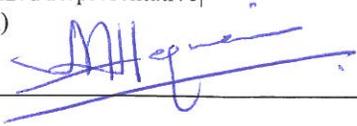


**TEACHER AND PRINCIPAL EVALUATION SURVEY PROVIDERS
Assurances and Signature**

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)(ll), 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>11/16/12</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Divisional Manager</p>	