TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS

TECHNICAL PROPOSAL - APPLICATION

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
☒	This is an application for providing **Teacher Practice Rubric services**. Please check the most appropriate category below: ☐ This rubric is for classroom observation, **only**. ☒ This rubric is for all applicable teacher evaluation criteria, including classroom observation.	A full application with all required materials (including this cover page) shall be submitted for **each*** rubric. Your rubric(s) must be attached in the Appendix section of your submission.
☐	This is an application for providing **Principal Practice Rubric services**. Please check the most appropriate category below: ☐ This rubric is for principal observation, **only**. ☐ This rubric is for all applicable principal evaluation criteria, including principal observation.	A full application with all required materials (including this cover page) shall be submitted for **each*** rubric. Your rubric(s) must be attached in the Appendix section of your submission.

* **A separate technical proposal must be submitted for each rubric to be approved.**

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – RUBRIC DESIGN AND IMPLEMENTATION

Rubric Design and Implementation (*Informational-Only*):

In this section, the applicant should present evidence that their submitted practice rubric 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.** **The Teaching and Learning Framework is one part of IMPACT, DCPS's comprehensive evaluation system for school-based staff. As the system is only in its third year of implementation, evidence regarding improvements in teacher practice is somewhat limited. However, we are encouraged by initial findings indicating that 58% of the teachers who were identified as Minimally Effective during the 2009-2010 school year, and remained in DCPS for the 2010-2011 school year, improved their performance enough to earn Effective or Highly Effective ratings during the 2010-2011 school year. (Please see slide 7 in "2010-2011 IMPACT Results" in the appendix.)** **In addition, in an effort to leverage IMPACT in order to improve teacher practice, both school-based and central office staff use IMPACT data to make decisions about professional development. Principals and instructional coaches use IMPACT data to identify which teachers are struggling and what they most need help with, as well as to determine which aspects of instruction are most challenging for their staffs as a whole. In this way, IMPACT data shapes the job-embedded professional development that research shows is most effective in helping teachers to improve their practice.** **IMPACT data is instrumental in informing the decisions that central office makes about professional development as well. The Office of the Chief Academic Officer uses district-wide IMPACT data to plan the content for Professional Development days for teachers and Principals' and Assistant Principals' Academies. For example, during the 2010-2011 school year, Teach 3, "Engage students at all learning levels in rigorous work," and Teach 7, "Develop higher-level understanding through effective questioning," were the lowest standards district-wide after the first round of evaluations. Based on this data, these standards became a**

	primary instructional focus.
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.)?*	**We analyze teachers' overall average scores on the Teaching and Learning Framework as well as teachers' averages for individual standards within the rubric in order to identify areas of strength and weakness on the district and school levels. We also analyze teachers' overall IMPACT ratings, which take into account several other evaluation components in addition to classroom observations.** **In completing these analyses, we often control for certain teacher-level characteristics. For example, we compare all teachers in high-poverty schools, all first-year teachers, etc.**
3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc)*	**We conduct pre-post comparisons when analyzing IMPACT data. As IMPACT has only been implemented in DCPS, and has been implemented in every school district-wide, we are not able to conduct experimental or quasi-experimental studies.**
4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.	**Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.** **The framework has three domains: Plan (which has three standards), Teach (which has nine standards), and Increase Effectiveness (which has three standards).** **In DCPS, teachers are only currently evaluated on the nine Teach standards. An evaluator assigns a rating of 1, 2, 3, or 4 for each standard and then the nine ratings are averaged to calculate an overall score between 1 and 4. Teachers have five observations over the course of the school year: three are conducted by an administrator (see "Admin Cycle" in the Teaching and Learning Framework section of the sample score report in the appendix) and two are conducted by a master educator (see "ME Cycle" on the sample score report). The overall scores from the five observations are averaged together to calculate an overall observation rating for the year.**
5. Describe and detail your organization's demonstrated ability to adapt	**DCPS will continue to make revisions to the Teaching and Learning Framework and the IMPACT system as**

and sustain the submitted rubric to align with the requested needs of participating LEAs.	**necessary for our needs. We are not able to adapt the rubric according to other LEAs' needs.**
6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs? *Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.*	**DCPS is willing to share further information about the training we provide for our teachers and evaluators, but we are not able to provide training to other LEAs.**
7. Describe and detail the projected costs associated with the adoption of your teacher or principal rubric evaluation tool, which would include the projected cost(s) for the adoption of the practice rubric and any supplemental costs involved *(i.e. training/ instruction, implementation costs, materials, etc.).*	**The costs of implementing the Teaching and Learning Framework are entirely dependent on decisions made by individual LEAs regarding evaluator and teacher training, the number and type of evaluators, the quality and quantity of materials, etc.** **DCPS has elected to hire approximately 45 full-time, non-school-based evaluators, provide extensive training, and implement classroom observations as just one part of a comprehensive evaluation system for all school-based staff. Therefore, our costs are substantial. Should another LEA choose to implement the Teaching and Learning Framework using existing staff members as evaluators and provide limited or no training, costs could be minimal.**

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – ORGANIZATIONAL CAPACITY

Organizational Capacity (*Informational-Only*):

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

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.	**DCPS serves 45,000 students and is comprised of 123 schools, approximately 3,500 teachers, and approximately 2,300 support staff.**
2. A 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.	**The Teaching and Learning Framework was developed internally at DCPS and has only been implemented in this district. However, adapted versions of the framework are currently being implemented in a number of other states and districts including Indiana, Memphis City Schools, Houston Independent School District, Baltimore City Schools, and Chicago Public Schools.** **Memphis City Schools field tested the Teach domain of the Teaching and Learning Framework alongside two other rubrics during a pilot that included 50 schools, 73 evaluators, and 500 teachers. Observers who were trained on all three field-tested rubrics preferred the Teaching and Learning Framework. According to the Memphis City Schools website, members of the district's working group "noted the simplicity of the language of the IMPACT rubric and its clear examples of the different levels of performance for each indicator. The new MCS rubric patterned after the DC IMPACT rubric will be used for all teacher observations beginning SY 2011-2012." Observers also showed the strongest inter-rater reliability (.415) when using the IMPACT rubric, as opposed to the other two observation rubric (.319 and -.068).** **References:** **http://www.mcsk12.net/tem/observation.asp** **See slide 8 presenter notes** **http://www.mcsk12.net/tem/observation.asp**
3. Copies of the organization's tax returns for the past two years, or other evidence of fiscal soundness,	**Please clearly identify and attach this documentation in the Appendix section.**

e.g. annual financial statements, fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.	
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.	**Not applicable.**
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.	**Not applicable.**
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	**Not applicable.**
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).	**Not applicable.**

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - SERVICE SUMMARY (*INFORMATIONAL-ONLY*)

1.	Name of organization:	District of Columbia Public Schools (DCPS)
	Primary location:	1200 First Street NE, 10th Floor Washington, DC 20002
	Contact information: (phone / email / website):	Scott Thompson 202.725.8988 scott.thompson@dc.gov http://dcps.dc.gov
	LEAs where service will be provided (or is intended to be provided):	We are prepared to make the rubric available for use in all New York districts and LEAs but are unable to provide any additional services.
2.	The number of years the provider has delivered service:	The 2011-12 school year is the third year of implementation for this rubric.
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Teaching and Learning Framework
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	The rubric is used by school administrators and master educators (content experts who are not school-based) to evaluate teachers. We provide support and assistance to administrators, master educators, and teachers to ensure successful implementation.
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Approximately 3,500 teachers per year for two full years.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	DCPS provides extensive, ongoing training to evaluators. For master educators (outside evaluators), this includes six weeks of training. For principals and assistant principals, this includes one full day during the summer with additional follow-up sessions throughout the year. We would be willing to provide further information to LEAs who are interested in implementing the Teaching and Learning Framework, but we are not able to provide training.
7.	Average length of each training session for the	Individual sessions typically last 90-

	training of evaluators (minutes/hours):	120 minutes and are often delivered as part of a day-long training.

If approved as a provider of Teacher and/or Principal Practice Rubrics, we are prepared to provide services to:

Please indicate by clicking on the appropriate boxes below:

☒ **All** Districts/LEAs in the State of New York, or

☐ Only to those eligible Districts/LEAs indicated below:

We are prepared to make the Teaching and Learning Framework available for use to all New York districts/LEAs. However, we are not able to provide any further services.

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
Assurances and Signature

In submitting this application to be included in the State Education Department's Teacher and Principal Practice Rubric 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 LEA's 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 Practice Rubric 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.

1. Name of Organization (PLEASE PRINT/TYPE) District of Columbia Public Schools	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK) Scott Thompson
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Scott Thompson	5. Date Signed 10/4/11
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Director, Teacher Effectiveness Strategy	