



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION**

Please check the most appropriate category:

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

* 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.

<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>Although there is no empirical or statistical evidence currently available demonstrating improvement as a result of use of VAL-ED, significant research exists demonstrating the impact on student performance the specific leadership behaviors that are measured by VAL-ED. VAL-ED is the most researched and scrutinized principal evaluation instrument and is currently the subject of dozens of ongoing studies. There are 6 IES-funded studies currently underway involving:</p> <ul style="list-style-type: none"> –Use of Evidence Study – Does checking sources of evidence improve the quality of the principal effectiveness ratings? –Known Group Study – Does the VAL-ED reliably distinguish principals who are identified by others as more or less effective? –Test/Retest Reliability –Consequences Study – Study of How the VAL-ED was used and to what effect. –Longitudinal Study – Does effectiveness as measured by the VAL-ED predict future gains in student achievement? –Convergent/Divergent Validity Study <p>We have included in the appendix a variety of documents summarizing the foundational research on which VAL-ED was developed. Please visit www.valed.com for more research documents. In addition, we have included the Technical Manual detailing the studies documenting the validity and reliability of the instrument measuring the desired leadership behaviors.</p>
<p>2. What is the methodology used to collect evidence of the demonstrated professional achievement for teachers or principals (<i>i.e. measures and analyses used, comparison groups, etc.</i>)?</p>	<p>See above.</p>

<p>3. What type of research design has been established to support these findings?</p> <p><i>(e.g., experimental, non-experimental, quasi-experimental, etc)</i></p>	<p>See above.</p>
<p>4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.</p>	<p>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</p> <p>The VAL-ED utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to how leaders create those core components.</p> <p>The VAL-ED behavior inventory provides information on a total score, six subscales for core components and six subscales for key processes separately for each respondent group and overall averaged across respondent groups. The core components and key processes are based on the same information, so while their information is redundant, the two separate profiles offer diagnostic information as to how a principal's behaviors might be improved leading to a more effective school and, in turn, improved student achievement.</p> <p>The most fundamental score resulting from the VAL-ED is the Principal's Overall Total Effectiveness score. This score is based on the average ratings of all respondents where each respondent group is equally weighted and is report in the 5-point effectiveness metric used to rate each of the 72 items on the instrument. Thus, the Principal's Overall Total Effectiveness score and the Core Component and Key Process subscale scores are all reported on a continuous scale from a low of 1.0 (Ineffective) to a high of 5.0 (Outstandingly Effective).</p>
<p>5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric to align with the requested needs of</p>	<p>Discovery Education services are currently in use in over half of US schools nad has delivered thousands of days of onsite professional development customized to meet the needs of each district and school. Discovery Education will</p>

<p>participating LEAs.</p>	<p>collaborate with each LEA to support the efficient and effective implementation of VAL-ED and advise on the most appropriate use of VAL-ED results.</p> <p>VAL-ED was developed over several years and analyzed through rigorous psychometric studies. While some aspects of VAL-ED implementation and reporting can be adapted to requested needs of an LEA, the strength of the program depends on its stability, standardization and comparability of the instrument and its scores.</p>
<p>6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs?</p> <p><i>Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.</i></p>	<p>Implementation planning for using VAL-ED requires a collaborative planning conversation with the Discovery Education Professional Development Team. The focus of this conversation is to answer and plan for how and when to roll out the use of VAL-ED as well as appropriate messaging throughout the educational system.</p> <p>During this conversation the following topics will be discussed:</p> <ul style="list-style-type: none"> • Three phases of Implementation Planning: Prepare & Organize, Implement, Analyze & Professional Growth • Implementation timelines and schedules • Internal project management responsibilities • Communication with State, District, or School stakeholders <p>Phase 1 – Prepare & Organize Audience: Educational system VAL-ED Committee, Internal VAL-ED Coordinator, Supervisors of Principals (those who will be having final data conversations with principals)</p> <p>The preparation phase means Discovery Education (DE) Specialists will work with educational systems to prepare for the new evaluation process.</p> <p>The preparation phase includes opportunities to:</p> <ul style="list-style-type: none"> • Understand the conceptual model for the role VAL-ED plays within an educational system as well as the need for comprehensive constructive feedback and how it will help a principal become a highly effective instructional leader • Develop knowledge about a 360 evaluation • Discuss who will be involved • Learn about the training process and discuss training groups, i.e. building principals, classroom teachers • Talk about positive outcomes, concerns, questions, and misconceptions

- Discuss and plan for the appropriate stakeholders to shepherd the process through the educational system
- Provide a detailed walkthrough of the VAL-ED instrument
- Assist in helping set up the implementation process
- Review security protocols while delivering the survey and collecting the data
- Review how to handle the technical aspects of the survey such as logins and passwords
- Make recommendations regarding the execution of the survey
- Help plan the details of the timeline for implementing the VAL-ED instrument

Discussions will include strategies for implementation of the program and monitoring usage within the district. A DE Specialist will focus on the data being used for growth and effective leadership for school administrators. The purpose of the day is to insure the educational system has all the necessary processes, technical components, and communications in place in order to be ready to implement the VAL-ED instrument. The VAL-ED coordinator will learn how to best deliver the instrument while insuring security.

Phase 2 – Implementation

Audience: Principals and School Representatives

The purpose of the implementation phase is to insure all principals and school representatives are familiar with the how the system works, answer questions/concerns and will then have participants complete the survey while the consultant is present. We recommend one day of implementation for principals and one day for school representatives.

During this phase the DE Specialist will:

- Provide a detailed orientation of the instrument for each group
- Bring understanding to critical terminology and provide opportunity for discussion and clarification
- Engage participants in a deep understanding of VAL-ED Framework, the standards, and behavioral expectations derived from the ISLLC Standards as it applies to their position
- Demonstrate and assist with analysis of sample reports, reporting processes, and thinking around the data found in the reports
- Review the set up process as well as discuss the

	<p>execution of the survey</p> <ul style="list-style-type: none"> • Participants will complete their own survey <p>The number of implementation days will be determined by the number of principals/schools participating in the process. The DE Specialist will provide participants with the tools and knowledge to understand what the survey is truly asking and what each source of evidence means. Strategies for proper implementation will also be discussed. The Specialist will focus on growth and effective leadership. We highly recommend that principals/teachers meet with the DE Specialist during implementation to encourage understanding and relax concerns. Principals/teachers will review the implementation process and complete their own surveys during this phase if time permits. Once again the DE Specialist will stress the use of this data, as not punitive, but one tool to aid in the growth and effectiveness of school leaders.</p> <p>Phase 3 - Analyze and Professional Growth Audience: Educational system VAL-ED Committee, Internal VAL-ED Coordinator, Principals’ Supervisors (original group from Phase 1 plus anyone who will be having survey data conversation with principals)</p> <p>The DE Specialist review with the original group from Phase 1 the educational system’s aggregated reports as well as individual reports. The Specialist will facilitate and analyze survey results and focus on the proper context. Once participants have a clear understanding of how to read and understand the reports from the VAL-ED instrument, the Specialist will assist the group in making appropriate recommendations and finding resources regarding specific professional development and leadership training opportunities to support areas of growth for building principals. Time may be added to have this same discussion for the principals as needed. These recommendations may include professional development opportunities from a variety of educational, professional, or training organizations as well as lists of resources.</p>
<p>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</p>	<p>Costs are included in a separate sealed-envelope per RFQ instructions in section 2.4 Estimated Service Provider Costs on page 7 of 30.</p> <p>VAL-ED is licensed on an annual basis for each principal evaluated. Training costs are priced on a per day</p>

<p>and any supplemental costs involved (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	<p>or per hour basis. A collaborative planning conversation with Discovery Education Professional Development Team is suggested to identify a tailored professional development plan NYSED schools.</p>
--	---



**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.

<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>Discovery Education Assessment was established in 2000 as ThinkLink Learning, Inc, a for-profit company by Vanderbilt University, and became part of the Discovery Education family in 2006. Discovery Education is a division of Discovery Communications, the leading global real-world and knowledge-based media company. The leader in digital video-based learning, Discovery Education produces and distributes high-quality digital video content in easy-to-use formats, in all core-curricular subject areas. Its award-winning digital learning resources are licensed to more than 70,000 of the 105,000 schools across the United States, available to over one million educators and 35 million students. Discovery Education is committed to creating scientifically proven, standards-based digital resources for teachers, students, and parents. Through strategic partnerships with more than 25 public television stations across the country, its public service initiatives, products, and joint business ventures, Discovery Education helps educators around the world harness the power of broadband and media to connect their students to a world of learning.</p> <p>Discovery Education has over 200 employees, with more than 50 employed by Discovery Education Assessment. Discovery Communications has 39 offices across the world.</p>
<p>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.</p>	<p>In the 2010-2011 school year, Discovery Education provided the Vanderbilt Assessment of Leadership in Education to more than 1700 schools in over 200 districts. VAL-ED partners range from individual principals that have a desire to measure their own effectiveness to state departments of education, as well as colleges and universities. It is estimated that over 3500 principals have taken the VAL-ED.</p>
<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 Appen-</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>

dices.	
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 Discovery Education as of 6/15/2011.
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.	Discovery Education has never been denied the ability to conduct business in any state, and has school partners in all 50 states.
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	Discovery Education has never been debarred or suspended from doing business with any local government, state, or the federal government.
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).	The Vanderbilt Assessment of Leadership in Education has specifically been approved for use for leadership evaluation in the state of Ohio. The instrument is currently in use in over 200 districts across the country with many states completing the design of their principal evaluation model where VAL-ED is a key component.



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

1.	Name of organization:	Discovery Education, Incorporated
	Primary location:	Nashville, Tennessee
	Contact information: (phone / email / website):	866-814-6685 AssessmentInfo@Discovery.com DiscoveryEducation.com
	LEAs where service will be provided (or is intended to be provided):	ALL Districts/LEAs in the State of New York
2.	The number of years the provider has delivered service:	4 years
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	Vanderbilt Assessment of Leadership in Education (VAL-ED)
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	Principals
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Estimated 3000 Education Leaders, either Principals or Assistant Principals. Approximately 100,000 teachers have participated in the evaluation.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	approximately 1700
7.	Average length of each training session for the training of evaluators (minutes/hours):	6 hours

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:



**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.

<p>1. Name of Organization (PLEASE PRINT/TYPE)</p> <p>Discovery Education, Incorporated.</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Hardin Daniel</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Vice President</p>	