TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Name of Entity	Michael Kim Marshall, Educational Consultant
Address	222 Clark Road
City, State Zip	Brookline, MA 02445
Phone	617-566-4353
Fax	877-538-6549
E-mail	kim .marshall48@gmail.com
Name and Title of Authorized Contact	Michael Kim Marshall, consultant
Address (if different from above)	Same as above
City, State Zip	
Phone	
Fax	
E-mail ***(REQUIRED)***	kim.marshall48@gmail.com
Tax I.D. Number	Social Security number

The organization is: (Please indicate by clicking on the appropriate boxes below:)

Local Educational Agency (LEA)	☐	
For-profit corporation.	☐	Click either: ☐ **NY corp.** or ☐ **Foreign corp.**
Non-profit corporation	☐	Click either: ☐ **NY corp.** or ☐ **Foreign corp.**
Limited Liability Company (LLC)	☐	Click either: ☐ **NY LLC** or ☐ **Foreign LLC**
Other	☒	Please specify: Sole proprietor, consultant, based in Massachusetts

IMPORTANT: For-profit corporations, non-profit corporations, and LLCs, are required to attach the following document(s), as applicable:

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.[18] (See important footnote below.)
- **If a foreign corporation**: (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If a New York State LLC**: the Articles of Organization, together with any amendments to such document filed to date. * (See important footnote below.)
- **If a foreign LLC**: (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date. * (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State**: the certificate of Assumed Name

[18] **Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the SED Office of Counsel website at www.counsel.nysed.gov or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.**

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**.	A full application with all required m aterials (including this cover page) shall be submitted for **each*** rubric. Your rubri c(s) must be attached in the Appendix section of your submission.
☒	This is an application for providing **Principal Practice Rubric services**.	A full application with all required m aterials (including this cover page) shall be submitted for **each*** rubric. Your rubri c(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.** **Numerous schools and districts are using these rubrics and revised versions of them, including schools that are getting very high student achievement (Greater Newark Academy, Friendship Charter Schools, and Hamilton County Schools (TN). More research is needed on the role of rubrics, but initial evidence is that clear definitions of quality teaching and leadership have played an essential role in improving student achievement.**
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.)?*	**Most of the methodology has been in finding correlates of effective teaching and student achievement and incorporating those criteria into both rubrics.**
3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc)*	**Schools and districts using the Marshall rubrics are beginning to do this kind of analysis.**
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 rubrics have four levels: Highly Effective (for truly exemplary, master-level performance; Effective (for solid professional practice); Improvement Necessary (for mediocre performance); and Does Not Meet Standards (for unsatisfactory performance). There is a clear description of performance at each level. Page 9 of the rubrics packet is a chart showing how data from a faculty or school district might be displayed to highlight strong and weak areas.**

5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric to align with the requested needs of participating LEAs.	**These rubrics have gone through nine revisions since their original form in 2006. Kim Marshall has a track record of responding to feedback and suggestions and continuously improving the rubrics.**
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.*	**Marshall has conducted hundreds of training workshops, courses, and consulting visits with principals, central-office personnel, teacher leaders, instructional coaches, and teacher union officials. The agenda for these sessions focuses on problems with the conventional teacher supervision and evaluation process, the "logic model" for how supervision and evaluation should work under ideal conditions, and a four-part model for reaching the ideal: (a) unannounced, frequent mini-observations, ten per teacher per year, with face-to-face feedback to each teacher each time, followed up with brief written summaries; (b) principals working with teacher teams to backwards-design curriculum units so there is clarity on the broader purpose of each lesson, including Big Ideas and Essential Questions; (c) principals working with teacher teams to analyze and follow up on interim assessment results, constantly asking what's working and what's not working in classrooms based on student learning and adopting the most effective practices to bring all students to high levels of achievement; and (d) using the rubrics to sum up each teacher's performance at the end of each year, based on formative information from the mini-observations and teachers' performance in the other two domains. Training to implement this model does not have to be extensive and time-consuming. Kim Marshall has found that a single full-day workshop is usually enough to get principals started, with regular staff and leadership inservice time providing reinforcement and follow-up. In some districts, Marshall has done a follow-up workshop for principals once the process has been in motion for some months. The key success factor is the district's central-office administrators working closely with principals and conveying a clear understanding of the logic model and the best practices in each area**
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 in-	**The rubrics themselves are free of charge and open source, so there is no cost associated with adopting them, unless the school or district decides to commit staff time to revising them (as Hamilton County, Tennessee did; they took two days with committees for each of the six domains). Marshall estimates that gearing up to implement the rubrics would involve a full-**

volved *(i.e. training/ instruction, implementation costs, materials, etc.).*	**day training session for all administrators ($1,000 for his time, perhaps more for other consultants) and a follow-up meeting mid-year to fine-tune and trouble-shoot ($500). Further training, practice, videotape simulations, role-playing, and problem-solving should take place in regularly-scheduled administrative meetings; introduction of the rubrics to teachers should take place in regularly-scheduled school-based staff meetings.**

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.	**Marshall has been conducting workshops, teaching graduate courses, and writing articles and a book about this approach to teacher supervision and evaluation since 1996, and on principal evaluation since 2010. In 2011 alone, he conducted 125 workshops around the United States. He has formed a partnership with the Leadership and Learning Center to support his work on teacher evaluation, should there be more demand that Marshall can handle.**
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.	**As above. Numerous school districts, charter management organizations, and individual schools have adopted all or parts of Marshall's approach, including Hamilton County, Tennessee, and urban-suburban district centered in Chattanooga, the Friendship Charter Schools in Washington, D.C., and Westwood, Massachusetts. Manhasset and Mamaronek, NY have adopted Marshall's rubrics and approach to teacher supervision and evaluation. A full list is available on request.**
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 Kim Marshall, educational consultant, regarding his work with teacher supervision and evaluation and the rubrics he has written.**
6. Information as to whether the organization has been denied the ability to conduct business in any	**This has not occurred.**

state and indicate th e reason(s) for such denial.	
7. Information as to whether the organization has been debarred or suspended from doing business with any local governm ent, state, or the federal government.	**This has not occurred.**
8. Information as to whether the organization has been approved as a teacher and/or principal evaluation service p rovider in an other state and specify such state(s).	**Tennessee is in the proces of deciding on whether rubrics developed by Hamilton County (based on Marshall's) will be approved for statewide use. New York and New Jersey have approved Marshall's teacher and principal evaluation rubrics, and he has done a number of trainings around that state, as well as New York. Other states and charter management organizations are using the rubrics as baseline documents as they develop their own evaluation rubrics. Since the Marshall rubrics are "open source", there is no way to get an accurate count of districts and others using them.**

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

1.	Name of organization:	Michael Kim Marshall, Educational Consultant
	Primary location:	222 Clark Road, Brookline, MA 02445
	Contact information: (phone / email / website):	617-566-4353, kim.marshall48@gmail.com, www.marshallmemo.com
	LEAs where service will be provided (or is intended to be provided):	I will respond to requests from any New York State LEA, depending on availability
2.	The number of years the provider has delivered service:	16 years
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	Marshall Teacher Evaluation Rubrics, Marshall Prinipal Evaluation Rubrics
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	Superintendents, central-office supervisors of principals, curriculum directors, principals and other school-based administrators, teacher leaders, teachers, teacher union officials
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	10,000 (a rough estimate)
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	125 (during 2011)
7.	Average length of each training session for the training of evaluators (minutes/hours):	3-7 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.

1. Name of Organization (PLEASE PRINT/TYPE) Michael Kim Marshall, Educational Consultant	4. Signature of Authorized Representative (PLEASE USE **BLACK/BLUE** INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Michael Kim Marshall	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Consultant	