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.** **Due to the newness of this evaluation system, McREL does not yet have empirical or statistical evidence that suggests a strong correlation between the use of this evaluation system and improved professional achievement. However, McREL's research and evaluation division continues to collect data, analyze and report the results to this end.** **Balanced Leaderhip, the research-based professional development series that is the foundation of McREL's evaluation instruments, is based on research that demonstrates a connection between specific leadership responsibilities and student achievement. This professional development has been studied through an Institute of Education Sciences (IES) -funded efficacy study. The results of this study will be published early in 2012.**
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.)?*	**McREL's research and evaluation division follow a prescribed plan to study and report on the effects of our evaluation instruments across various applications and contexts. One example of this work is the development and validation of the principal and teacher evaluation systems currently used by the North Carolina Department of Public Instruction. The McREL Principal and Teacher Evaluation Systems were derived from our work to develop the North Carolina evaluation systems. A validation of the teacher and principal evaluation systems was completed January 2011 using a representative sample of North Carolina personnel that included 1,413 teachers, 70 principals and 81 assistant principals. The mixed-methods validation study took place during the 2009-10 school year and used the following analyses:** **1. Correlation between evaluation scores and student performance to determine predictive validity.** **2. Growth in leadership performance checking the evi-**

	dence against the quality and depth of leadership performance. **3. Rater reliability and distribution scores.** **4. Examination of rating by teacher/principal characteristics.** **5. Examination of rating distributions by school characteristics including academic performance history of the school.** **6. Correlations between primary elements and sub-elements to determine proper "loading."** **7. Focus groups/interviews with study participants** **8. Survey of study participants.**
3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc)*	**See above.**
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.** **See Appendix A for the McREL Principal Evaluation Rubrics and Documentation Forms. The process for implementing the Principal Evaluation System is described in Appendix D.** **The McREL Principal Evaluation System uses an evidence based approach that includes the examination of work artifacts combined with scoring a formative rubric that rolls into a summary rating form. McREL has clearly defined a process for scoring the rubrics. This scoring system helps to establish a process that is fair and consistent among evaluations and between buildings in each school district. The rubrics are designed as cumulative and additive across the five categorical ratings. Each categorical rating has a clear definition that establishes performance parameters:** **a. Developing: demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on**

	standard(s) of performance. **b. Proficient: demonstrated basic competence on standard(s) of performance.** **c. Accomplished: exceeded basic competence on standard(s) of performance most of the time.** **d. Distinguished: consistently and significantly exceeded basic competence on standard(s) of performance.** **e. Not Demonstrated: did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)** **To ensure rater consistency, the system has a defined process for scoring the rubrics (see Appendix D– McREL's Princial Evaluation System User Guide). To determine a level (categorical rating) of performance, begin in the first column (Developing). If the practice listed in the Developing column describes the principal's performance throughout the year, mark the box beside the descriptor. Continue to work down the column of Developing practices. The evaluator should continue to the Proficient category and work down that column, marking all of the practices that describe the principal's work throughout the year. The evaluator should continue to mark all practices that describe the principal's performance under the Accomplished and Distinguished categories. Each responsibility (sub-category) captured in each of the three framework components should be rated in a similar fashion. If practices are checked in the Distinguished category, the evaluator should provide an explanatory comment in the space provided at the end of each standard. If nothing is checked for the element, the princial must be rated Not Demonstrated and the evaluator must provide an explanatory comment in that column.** **To ensure consistency in scoring, McREL encourages the district to continue to analyze the rubrics and internally establish agreements on what educational practice looks like at each categorical rating. Internal conversation will continue in the district to clearly articulate how each descriptor (behavior) captured in the rubrics will be defined, identified and supported through artifacts, actual performance and/or**

	collaborative dialogue.
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.	**McREL has provided services to adapt the existing Principal Evaluation Sytem to meet local needs in** **- San Diego Unified School District, CA,** **- Houston Independent School District, TX, and** **- the Commonwealth of the Northern Mariana Islands Public School system.** **While McREL recommends not altering the "Theory of Action" employed in the rubric construction, categorical ratings, and evaluation process, we will work with districts to adapt our existing instruments to meet local needs. We do this work in a manner that will maintain the integrity of the research that supports the evaluation rubrics and instrumentation. In addition we require piloting and field testing any adaptations to ensure a degree of validity.** **Building on and leveraging its many years of research and experience in developing school leaders, McREL will develop and validate a set of customized elements and related practices that exemplify specific expectations and goals of LEAs. In addition to information provided by key stakeholders, McREL staff members will draw from their considerable expertise and experience gained from conducting similar work in other locations. Further, McREL will conduct a validation study to determine whether the "Adapted" principal evaluation tool, as modified, is valid and reliable for the purposes for which it is designed. At the conclusion of this task, LEAs will have a principal evaluation instrument customized to the district's needs that accurately and fairly measures principal performance. Further, the district will have a set of customized principal performance reports based on annual principal evaluations that may be used to develop school and district leadership professional development plans and assist decision makers in the development of district policies and procedures related to recruitment, training and retention of highly effective principals.**
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 obli-*	**As part of the Principal Evaluation System, McREL requires a two-day professional development workshop. The training includes:** **• two-day professional development session for up to 40 participants,** **• copies of user guides and technical support docu-**

gated to buy training from providers.	**ments for participants,** **• PDFs of user guides and technical support documents,** **• a follow-up technical support webinar,** **• access to the Balanced Leadership Profile (BLP), and** **• access to a McREL consultant for implementation questions that may arise during the initial year of implementation.** **• If you choose to purchase both the Teacher and Principal software, we can customize the professional development workshop to meet your needs.**
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.).*	**Detailed Pricing Information is also provided in the labelled, sealed envelope.** **Pricing for the software package:** **- 1–25 principals: $300/principal/year (Minimum subscription of $1,500 per year)** **If you are in this category, please contact McREL to discuss possible options.** **- 26–49 principals: $275/principal/year** **- 50 or more principals: $250/principal/year** **The annual licensing fees include help desk support for technical issues pertaining to the online system.** **As part of the Principal Evaluation System, McREL requires a two-day professional development workshop. The cost to implement the system is $8,000, plus actual travel expenses for one McREL facilitator.** **The cost includes:** **• two-day professional development session for up to 40 participants,** **• copies of user guides and technical support documents for participants,** **• PDFs of user guides and technical support documents,**

	• a follow-up technical support webinar, **• access to the Balanced Leadership Profile (BLP), and** **• access to your McREL consultant for implementation questions that may arise during the initial year of implementation.** **• If you choose to purchase both the Teacher and Principal software, we can customize the professional development workshop to meet your needs.** **• Additional features for both systems:** **o No additional hardware required** **o Highly secure Web site that meets industry standards** **Proposed option for building state capacity:** **McREL can train New York Regional Service Agency (NYRSA) providers to build statewide capacity to deliver the professional development to LEAs across the state. This model will help to ensure implementation sustainability and maximize financial resources of LEAs by allowing the Regional Service Providers to charge their daily rate for professional development services which, most likely, are lower than the rate requried by McREL. In addition, trained NYRSA's can provide the "on the ground" assistance often required to facilitate the implemetation of such significant initiatives.** **McREL proposes to invite regional service agency providers to come to the McREL offices located in Denver CO and be trained free of charge. The expense to the RSA would be their travel and expenses to Denver. Alternatively, McREL can deliver the training in New York for our daily rate of $4000 plus travel and expenses. Three days are required to train Regional Service Agency or State Education personnel to facilitate the professional development and implementation of the McREL Principal Evaluation System.**

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.	**Established in 1966, Mid-continent Research for Education and Learning (McREL) is a 501(c)(3) private non-profit organization whose purpose is to improve education through applied research and development. McREL has 45 years of experience conducting research and evaluation, developing resources and tools, and providing technical assistance, professional development, and consultation in system improvement, standards-based programs, assessment, evaluation and policy studies, strategic planning, out-of-school-time learning, and leadership.** **McREL has an operating budget of approximately $20,000,000 and employs around 110 staff in offices in Denver, Colorado; Omaha, Nebraska; and Honolulu, Hawai‘i. Over 80 percent of McREL staff are classified as professional staff. Of those professional staff, over 70 percent hold advanced degrees. Many McREL staff members are widely published and recognized nationally and internationally for their expertise. Staff work closely with educators and policymakers at local, state, regional, and national levels and have served as consultants to government agencies, private organizations, and foundations in this country and abroad.** **McREL staff offer breadth and depth in both research and evaluation capacities and field services. Field services staff provide a variety of technical assistance, professional development, and consulting services to federal, state, and local agencies. These complementary staff capacities allow McREL to link research to policy and to the field.** **McREL’s client list includes federal, regional and state agencies, school districts, institutions of higher education, foundations, private organizations, and international entities. State departments of education figure prominently among McREL’s clients, along with school districts and intermediate service agencies. McREL’s scope of work with local, intermediate, and**

	state education agencies and other partners range from consultation to professional development to evaluation services.
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.	**Specific Experience Related to Educator Evaluation Systems** **McREL provides the following seven recent projects as evidence of our ability to manage similar contracts and of the quality and breadth of services provided under similar contracts:** **1. Development and Validation of Educator Evaluation Systems (North Carolina Department of Public Instruction)** **2. Creation and Validation of an Evaluation System for Assessing the Performance of Principals (Houston Independent School District, Texas)** **3. Education Leaders Evaluation Project (Commonwealth of the Northern Mariana Islands Public School System)** **4. Development and Implementation of Teacher and Principal Evaluation Systems (Central Valley School District, Washington)** **5. Professional Development for School Leaders and Development and Implementation of Teacher and Principal Evaluation Systems (Englewood Schools, Colorado)** **6. Wyoming Educator Evaluation Professional Development and Implementation (27 Wyoming School Districts)** **7. Validation of Georgia's Teacher and Principal Evaluation Systems (In collaboration with the University of West Georgia for the Georgia Department of Education)** **Project 1. Development and Validation of Educator Evaluation Systems** **North Carolina Department of Public Instruction** **Project period: 2007-2011** **Description of services provided: McREL developed a personnel evaluation system for K-12 teachers, principals, and superintendents. The personnel and program evaluation systems are standards-based and aligned to one another. In addition, the personnel evaluation systems are aligned to the North Carolina State Board of Education's mission and goals and the standards they approved for school executives (principals), teachers, and superintendents. The evaluation**

	processes developed by McREL were subjected to rigorous pilot tests, including a systematic investigation of measurement quality and adherence to personnel evaluation standards. Twenty school districts in North Carolina provided participants for the initial validation study of the personnel evaluation for principals, held in fall 2007. Study participants provided personal and professional background data, self-assessment reports, consolidated assessment reports, and the improvement plan written by the superintendent. Using these data, McREL analyzed the documents, processes, and ratings for principal evaluations and investigated how well the pilot version functioned in terms of validity and adherence to the personnel evaluation standards. The principal evaluation instrument is currently being used by all North Carolina principals. NCDPI also contracted with McREL to study the measurement quality of the Teacher and School Executive Personnel Evaluation systems, following the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council for Measurement in Education [AERA et al.], 1999). The School Executive and Teacher Evaluation pilot tests and initial validation were held at school districts across North Carolina from October to December, 2007. Two-hundred-fifty-four principals and 540 teachers participated in the pilot studies. Mean ratings and standard deviations were calculated for respondent data. The dispersion of ratings for each standard was examined and the instruments were found to be valid. **McREL's project management and communications team produced the printed materials that support implementation and use of the educator evaluation systems. The teacher evaluation system implementation was designed to be phased in according to a three-year plan. The state was strategically divided into three sections. Each section was assigned a "phase-in" year and McREL field staff employed a "train the trainer" model to facilitate this process. McREL supplemented those trainings with webinars and several on-site follow-up trainings. McREL provides technical support to the North Carolina Department of Public Instruction with compliance reporting procedures to meet state and federal reporting requirements. McREL continues to solicit feedback from the NCDPI regarding the functionality of the software and make appro-**

	priate scheduled updates. These evaluation systems align with the literature on best practice; articulate clearly the model of professional educator standards that align with the nationally recognized InTASC standards; and currently impact 116 districts, 9,000 schools, 100,000 teachers, and 1.4 million students across North Carolina. **American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education. (1999). Standards for Educational and Psychological Testing. Washington, DC: American Educational Research Association.** **Project 2. Creation and Validation of an Evaluation System for Assessing the Performance of Principals** **Houston Independent School District, Texas** **Project period: 2010-2011** **Description of services provided: McREL is designing and developing a principal evaluation for HISD using McREL's existing successful Principal Evaluation System as the foundation. The Principal Evaluation System provides (1) alignment with McREL's Balanced Leadership Framework (Waters & Cameron, 2007); (2) flexibility to customize the instrument to include specific items of interest to HISD; and (3) a strong and comprehensive professional development program for evaluators and persons being evaluated.** **With the input and guidance of an Oversight Taskforce, McREL revised its Principal Evaluation Process to more accurately align with HISD needs. In addition, McREL collaborated with HISD to develop a customized evaluation component designed to address district specific requirements such as expectations for growth in student achievement, district input into the definition of principal effectiveness, and methods for assuring that multiple measures are considered as part of the principal's responsibilities.** **To assure that HISD's Principal Evaluation System is of the highest quality possible, McREL is conducting a pilot test and field test of the new instrument. The ability of a system to differentiate between different levels of effective and ineffective leaders is critical (Weisberg, Sexton, Mulhern, and Keeling, 2009).** **McREL will obtain final approval on all materials, processes, and procedures developed as a part of this**

	project. The Oversight Taskforce will receive copies of all materials in advance of their being used in the project. Their approval will be critical toward the effective conduct of the pilot and field tests in anticipation of a system-wide implementation. **This project demonstrates McREL's ability and capacity to strategically modify existing research-based evaluation systems to meet the unique organizational and cultural needs of school system. We employ a theory of action to meet local expectations without compromising the integrity of the research that supports the evaluation system. Additionally, This project demonstrates McREL's capacity to scale large projects. This principal evaluation system will used by 1,500 school level leaders in the Houston Independent School District.** **Weisberg, D., Sexton, S., Mulhern, J, & Keeling, D. (2009) The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. Retrieved from www.widgeteffect.org** **Project 3. Education Leaders Evaluation Project Commonwealth of the Northern Mariana Islands Public School System** **Project period: 2010-2011** **Description of services provided: McREL content experts and researchers are assisting the Commonwealth of the Northern Mariana Islands (CNMI) in the adopting testing, and revision of system-wide evaluation systems for central office personnel, principals and teachers. This initiative is occurred in multiple phases including: adoption of an initial system, a pilot period, and an adaptation period.** **The initiative began with meetings between McREL and CNMI leadership to identify what the commonwealth intended to accomplish with the evaluation system and surface any unique challenges to its development and ultimate implementation. From this data gathering effort, McREL created a scope of work and timeline for the full initiative which began with the inaugural meeting of an Oversight Committee consisting of key stakeholders and tasked with providing guidance throughout the entirety of the work. CNMI leadership chose to adopt versions of McREL's evaluation systems and make adaptations where necessary. In addition to the development of the evaluation systems,**

	McREL also facilitated conversations about the development of policies and processes that would impact the efficacy of the systems. **A McREL research team worked with CNMI leadership to translate the goals of the system into answerable and practicable questions that would guide the pilot study. Based on restricted timelines, leadership chose to conduct a single pilot phase with all personnel and forego a separate field test. Participants were trained by McREL content experts on the adopted-versions of the evaluation systems and asked to implement the systems during an abbreviated pilot period. McREL researchers collected a range of pilot information including empirical data such as rating distributions on the evaluation, perception data including feedback on the training protocols and efficacy of the evaluation systems.** **We will use pilot test data and feedback to produce a final report for the CNMI. After completion of the pilot McREL researchers will use this information to facilitate a final adaptation period that incorporates unique commonwealth needs including culturally and politically relevant aspects into the evaluation systems. In addition to the finalization of the evaluation systems themselves, McREL will facilitate the completion of policies and processes that impact the evaluation system. Final reports will be presented to the Board of Education. Hand-over sessions will be conducted to ensure that CNMI is prepared to implement and maintain their evaluation systems.** **This project demonstrates McREL's ability to effectively train a diverse group of educators and administrators while working at remote locations, as well as McREL's ability to lead the development of educator evaluation systems and support mechanisms in a manner that incorporates unique district needs and incorporates the voices of diverse stakeholders in a manner sensitive to cultural needs. It also demonstrates McREL's experience and capabilities across a range of content and technical knowledge particular to the development of effective evaluations.** **Project 4. Development and Implementation of Teacher and Principal Evaluation Systems** **Central Valley School District** **Project period: 11/2008 - 06/2010**

	Description of services provided: McREL content experts and researchers are assisting the Central Valley School District (CVSD) in the development, testing, and revision of district-wide evaluation systems for principals and teachers. This initiative is occurring in multiple phases including: initial development, a pilot period, a preliminary revision period, a field test of the systems, and a period for final revisions. **The development initiative began with initial meeting between McREL and CVSD leadership to identify what the district intended to accomplish with the evaluation system and surface any potential problems with its development. From this data gathering effort, McREL created a scope of work and timeline for the full initiative which began with the inaugural meeting of an Oversight Committee consisting of key stakeholders and tasked with providing guidance throughout the entirety of the work. Working closely with district leadership and representatives from the administrator and teacher communities, a combined team of McREL experts in instruction, leadership, evaluation systems, and research drafted beta-versions of the principal and teacher evaluations. In addition to the development of the evaluation systems, McREL also facilitated conversations about the development of policies and processes that would impact the efficacy of the systems. A McREL research team worked with CVSD leadership to translate the goals of the system into answerable practicable questions that would guide the pilot study and subsequent field test. The McREL team also collaborated with district leadership to identify a pilot participant sample that would accurately represent the district across a range of student, faculty, and school characteristics. Once selected, participants were trained by McREL content experts on the beta-versions of the principal and teacher evaluation systems and asked to implement the systems during a abbreviated pilot period. McREL researchers collected a range of pilot information including empirical data such as rating distributions on the evaluation, perception data including feedback on training protocols and efficacy of the evaluation systems, and focus group feedback on areas for improvement.** **Pilot data and feedback was used to produce an interim report for the CVSD. Between school years McREL used information from this report to facilitate**

	a revision period overseen by the district Oversight Committee and the Board of Education. During this period, McREL again facilitated the continuing development of policies and processes that impact the evaluation system. After revisions of the beta-versions a full field test of the evaluation systems is led by the McREL research team. Similar to the pilot period, participants in the field test are trained by McREL content experts The purpose of the field test is to examine the functioning of the systems under a greater variety of users within "real world" conditions. The field test lasts one school year and is expected to produce a larger range of data allowing for more complex analyses and greater generalization of findings to the district population. **Field test data and feedback is used to produce a final report for the CVSD. After completion of the field test McREL researchers use this information to facilitate a final revision period overseen by the district Oversight Committee. In addition to the finalization of the evaluation systems themselves, McREL facilitates the completion of policies and processes that impact the evaluation system. Final reports are officially presented to the Board of Education. Hand-over sessions are conducted to ensure that CVSD is prepared to implement and maintain their evaluation systems.** **In addition to this specific project on personnel evaluation systems, McREL has worked with CVSD since 2008, providing professional development for school leaders, technical assistance for a guaranteed and viable curriculum, professional development for teachers in effective instructional strategies, and technical assistance and support for district school improvement efforts.** **Project 5. Professional Development for School Leaders and Development and Implementation of Teacher and Principal Evaluation Systems** **Englewood Schools, Colorado** **Project period: 2010 – present** **Description of services provided: Since 2010 McREL has worked with Englewood Schools in Colorado to provide professional development in the Balanced Leadership Framework to 25 district and school leaders. Balanced Leadership is based on McREL's studies of school-level leadership that have produced empirical support for the claim that leaders have a statis-**

	tically significant effect on student achievement (Marzano, Waters, & McNulty, 2005). Whether the effect is positive depends on the focus of the leadership initiative, leaders' ability to lead second order change, and their use of research-based practices to fulfill essential responsibilities. McREL's professional development introduces leaders to six major research findings from McREL's meta- and factor-analyses on principal leadership, and the concepts of shared leadership, balanced leadership, and the Balanced Leadership Framework™. **McREL brought together 25 district and school leaders in a collegial learning environment to provide intensive, ongoing professional development aimed at raising student achievement in their schools. McREL provided large group professional development sessions focused on developing a purposeful community, managing change, and choosing the right focus. McREL also provided technical assistance support for implementation of school improvement plans in eight Englewood schools.** **In addition to the professional development and technical assistance Englewood Schools has a site license for McREL's Principal Evaluation System and Teacher Evaluation System. Staff received training in the system processes and have been implementing both systems for almost two years.** **Project 6. Wyoming Educator Evaluation Professional Development and Implementation** **27 Wyoming School Districts** **Project period: 2011** **Description of services provided: This large-scale project delivered professional development services to 27 schools districts in the state of Wyoming for implementing McREL's Teacher and Principal evaluation systems. These professional development sessions were configured to scale the training in a condensed time schedule using a consortia model. Seven (7) separate trainings were held in strategic locations throughout the state. McREL employed a train the trainer model to key leadership teams from each of the participating school districts. McREL provided technical assistance to key central office staff to self-support the use of the web-based evaluation software. McREL also delivered follow-up webinars designed to support implementa-**

	tion. **Project 7. Validation of Georgia's Teacher and Principal Evaluation Systems** **In collaboration with the University of West Georgia for the Georgia Department of Education** **Project period: 2010** **Description of services provided: McREL worked with the University of West Georgia to validate the Georgia Department of Education teacher (CLASS KEYS) and principal (Leader Keys) evaluation systems that were developed and field tested by researchers at the University of Georgia.** **The study used both quantitative and qualitative methods to collect evidence on system reliability, content, construct, and the use and interpretation evidence. The study was divided into four distinct tasks based on the type of evidence. Task 1 was a quantitative analysis of data collected by the GaDOE during the field test. Task 2 used both quantitative and qualitative analysis to examine survey data. The surveys were developed by McREL and administered to teachers to provide evidence of their experience with the system and perception of system reliability, content, construct, and the use and interpretation of the evaluation system. Task 3 was a qualitative interview analysis. The interviews were developed to collect more detailed information about the system than could be gathered by surveys. Task 4 was a qualitative analysis of a subset of the evaluation documents collected during the field test. The final report integrated evidence in all four tasks into one comprehensive validity report.**
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	**No lawsuits have been filed against McREL.**

mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.	
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.	**McREL 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.	**McREL has not been debared or suspended from doing business with any local, state, or federal government or government agency.**
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).	**New Jersey** **North Carolina** **Oklahoma** **Wyoming** **System has been implemented in some districts in the following states:** **Arizona (teacher/principal)** **California (principal)** **Georgia (principal)** **Indiana (teacher)** **Michigan (teacher/principal)** **Montana (teacher)** **Texas (principal)** **Utah (principal)** **Washington (teacher/principal)**

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

1.	Name of organization:	Mid-continent Research for Education and Learning (McREL)
	Primary location:	Denver, Colorado
	Contact information: (phone / email / website):	303.337.0990 info@mcrel.org www.mcrel.org
	LEAs where service will be provided (or is intended to be provided):	All
2.	The number of years the provider has delivered service:	45
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	McREL Principal Evaluation System
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	Teacher evaluation system serves core content and teachers of non-tested subject areas. Principal evaluation system serves principals/assistant principals and other administrative non-teaching personnel.
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Teachers = 130,000 Principals/Assistant Principals = 9,300
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	Initial Training: Teachers two days Initial Training: Principals three days Additional technical support sessions (in-person or webinar) are available upon request Recommended professional development in subsequent years of implementation: Continuing teachers and principals: minimum of 1 day. New to the system: 2 days for principals and central office personnel and 1 day for teachers
7.	Average length of each training session for the training of evaluators (minutes/hours):	2 days, approximately 14-16 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: