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.** Silver Strong & Associates (SSA)'s work in equipping teachers with the best research-based strategies and administrators with the tools to improve classroom practice spans over 37 years, predating by many years the current teacher effectiveness movement. And yet the core of our work has always been about helping teachers use research-based strategies to make their classrooms more thoughtful and more effective places for students to learn. In pursuing this work in schools, we have achieved a national reputation as professional development trainers and coaches, as well as researchers and authors, who make research practical and classroom-friendly for educators. We call this body of work The Thoughtful Classroom. As teacher-effectiveness expert Dr. Robert Marzano has noted, "the great power of The Thoughtful Classroom lies in its ability to explain thirty-five years of research in a way that's immediately accessible to teachers." The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) represents our effort to codify this work and to turn it into a comprehensive system for evaluating and enhancing teacher effectiveness—a system that works for both teachers and administrators. Dr. Harvey Silver has presented this framework and its capacity to make the teacher evaluation process simpler and more effective at a number of national and regional educational conferences, including: • ASCD Annual Conference – Special Feature Speaker Session, San Francisco, California (March 2011) • Florida Sterling Council – 2nd Annual Florida Educational Summit, Orlando, Florida (May 2011) • Miami-Dade Public Schools, Center for Professional Learning, Miami Springs, Florida (June 2011) • Pioneer Central Schools – The Three Keys for Improving Teacher Effectiveness, Yorkshire, New York (July 2011) • Boone County Schools – 2011 Summer Leadership Conference, Lexington,

	Kentucky (July 2011) • University of Kentucky PIMSER Outreach – Implementing Standards and Assessment Practices Conference, Lexington, Kentucky (July 2011) Currently we are piloting the TCTEF in a number of schools and districts across the country, including Durand Public Schools in central Michigan and Manhattan Hunter Science High School in New York City. While these schools have not been using the TCTEF as presented in this RFQ for a long enough period to produce measurable results, the TCTEF's constituent instructional strategies and classroom observation tools have been central to the professional development efforts of many Thoughtful Classroom schools and districts. For example, beginning in 2004, SSA worked with over 2,000 teachers across ten districts in Green River Regional Educational Cooperative (GRREC) in Southwestern Kentucky. We helped GRREC to increase teacher effectiveness by training teachers in research-based strategies and training administrators in how to assess the quality of classroom instruction. For three years, this model served as GRREC's primary professional development initiative. Over that time, all ten districts saw gains on the state accountability index, with nine of the ten districts exceeding the state average and two of the districts more than doubling the state average. In the second year of the initiative, Kentucky's number one and number three districts showing the greatest gains on the state accountability index were part of this initiative. When compared against GRREC districts that did not participate in the initiative, participating districts fared better on average by more than 1.5 points on the state accountability index. (See Appendix D: Research & Studies for the full white paper.) More recently, in Kentucky's Hardin County School District, a district of roughly 14,500 students with diverse populations and school settings, the effect of The Thoughtful Classroom initiative was evaluated by tracking third-, fourth-, and fifth-grade reading scores in eleven schools between 2007-2009. As with the GRREC initiative, the Hardin County Thoughtful Classroom initiative was designed to improve teacher effectiveness through teacher and administrator training. Over the course of the three-year initiative, Hardin County's students made consistent gains in their reading scores, as measured on the Kentucky Core Content Test. In Grade 3, the number of "proficient" and "distinguished" students rose from 70% to 76%; in Grade 4, the number rose from 62% to 70%; and in Grade 5 the number rose from 61%

	to 66%. (See Appendix D: Research & Studies for the full white paper.) In general terms, The Thoughtful Classroom has been tied consistently to increased academic achievement as measured by standardized tests, classroom performance, and faculty attitudes in districts throughout New York State and across the country. To help provide a better sense of the scope and effect of this work over the last ten years, we have included six case studies in Appendix D. Case studies include these New York districts: Niagara-Wheatfield School District, Harrison Public Schools, Geneva City School District, and Liverpool Central School District. SSA's technology partner, School Improvement Network (SINET), has done five studies examining the student achievement impact of PD 360--the on-demand professional development platform that will provide resources aligned to the TCTEF. Each study has independently shown a significant improvement in students' reading and mathematics achievement (P<.001) from one school year to the next at schools that have used PD 360, as compared to the overall district-wide student achievement scores. A more detailed overview of the most recent study is included in Appendix D. That study looked at the 176 schools across the United States that used PD 360 the most, as measured by the number of staff members that used PD 360 and the average number of minutes of professional development video viewed by each staff over the school year. The achievement changes of these schools between 2008-2009 and 2009-2010 were compared with the respective school's district changes between 2008-2009 and 2009-2010. Mathematics scores at the high-usage schools improved at a rate nearly five times higher than their district's mathematics improvement rate (P<.001). Reading scores at the high-usage schools improved at a rate nearly nine times higher than their district's reading improvement rate (P<.001). (Full details are available in Appendix D.)
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.)?*	In the GRREC study above, professional achievement was calculated by comparing the achievement gains made by districts on the state accountability index. Participating districts' gains were compared to the gains made by non-participating districts within GRREC and against the state average gain. In the Hardin County study above, professional achievement was calculated by measuring the percentage of students who achieved at the "proficient" or "distinguished" levels on the Kentucky Core Content Test over the three-year period in which The Thoughtful Classroom initiative was in place.

3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc)*	The GRREC study and the School Improvement Network study cited above used quasi-experimental designs. All other studies tracked student performance data over the course of implementation of The Thoughtful Classroom initiative.
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 TCTEF uses a four-level rating system containing these categories: Novice, Developing, Proficient, and Expert. These four categories have been developed to reinforce the idea that teachers are on a journey "from novice to expert" as they strive to become highly effective educators. To support teachers and administrators in this endeavor of enhancing every teacher's effectiveness, the TCTEF includes an Administrator's Observation Guide (Appendix A) and a Teacher Self-Assessment Guide (Appendix B). ***Administrator's Observation Guide*** For the observing and assessing administrator, the Administrator's Observation Guide includes: • Pre- and post-observation forms that help put the observing administrator and the teacher "on the same page" before the observation and reflect on the results after the observation. • Observation forms for each dimension of the framework. These observation forms provide the administrator with instructional "look-fors" and student behaviors that are signs of effective practice in each of the nine instructional dimensions that make up the TCTEF. A tenth dimension assessing non-instructional professional practice is also included. • A place to collect evidence of the teacher's commitment to each dimension and a simple "Praise, Probe, and Propose" format for providing quality feedback to the teacher. • A summative assessment rating scale in which the administrator evaluates the teacher's effectiveness in each dimension after multiple observations, conversations, and/or meetings. The rating scale quantifies the teacher's effectiveness in terms on the quality of the teacher's practice and the effects of the teacher's practice on student learning: ***4 - Expert*** – The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

	3 - Proficient – The teacher applies relevant instructional practices that have a positive impact on student learning. ***2 - Developing*** – The teacher is using relevant instructional practices but the practices need refinement. With refinement, the impact on student learning can be increased. ***1 - Novice*** – The practices being used need reconsideration because they are having little to no positive impact on student learning. Because the teacher's effectiveness in each dimension can be quantified using this 1-4 scale, the administrator can easily assess a teacher's effectiveness across the framework by averaging the scores in each dimension. ***Teacher Self-Assessment Guide*** As part of the growth process, teachers can and should assess themselves and their practice multiple times throughout the school year, using the indicators and rating scales in the Teacher Self-Assessment Guide to help them identify strengths and target areas needing development. This process of self-assessment is critical to the development of meaningful professional growth plans. To conduct their self-assessment, teachers review the indicators within the Teacher Self-Assessment Guide and rate themselves on how well they believe they apply the practices described in the indicators. Teachers use the following scale to conduct a self-assessment: ***4 - Expert*** – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement. ***3 - Proficient*** – I do this well and notice consistent positive effects on student learning. ***2 - Developing*** – I do this in my classroom, but only notice positive effects on student learning sometimes. ***1 - Novice*** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning. The Teacher Self-Assessment Guide also includes forms within each dimension that help teachers collect evidence of how well they apply particular practices and ideas for how to improve planning and implementation of particular practices. The Teacher Self-Assessment Guide can be used to great effect in professional learning community settings, with teachers working together to discuss patterns of strength and weakness and exchange ideas and practices for addressing areas of need.
5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric to align with the requested needs of	Silver Strong & Associates (SSA) has been a provider of professional development for over 37 years. During these years, we have worked with hundreds of schools and have built up our staff so that we have adequate support in all

participating LEAs.	areas necessary for developing and implementing customized professional development programs for multiple school districts nationwide. SSA will enter into a partnership with each LEA to develop the district's capacity to improve the quality of instruction and learning in every classroom. In a typical partnership, we begin with an assessment of school culture and a collaborative meeting with key faculty members to identify needs. In the second phase, we will work with each LEA to convert our findings into a meaningful plan that aligns the identified needs with the TCTEF. The third phase of this model focuses on putting the plan into action. SSA trainers and coaches will provide workshops and coaching sessions for teachers and school administrators throughout the partnership.
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.*	Before any professional development work begins, SSA commits to learning about each LEA's unique culture and needs. Depending on the size of the LEA and number of schools (or districts) involved in the professional development, this initial consultation and assessment can be as simple as a conference call with key school leaders or expand to an on-site observation day including school and classroom walk-throughs. All professional development partnerships in support of the TCTEF include: • ***Leadership Training*** – two (or more) intensive days of training for administrators and school leaders to learn about the TCTEF process and acquire research-based protocols for gathering data, providing feedback, and supporting teachers' professional growth • ***Staff Orientation*** – a critical day of training for the entire faculty that lays the foundation for the TCTEF and explores the What, the Why, and the How of teacher effectiveness Beyond these essential training components, SSA will work with an LEA to further tailor their professional development with these training options: • ***Leadership Coaching and Technical Assistance*** – as needed coaching visits to support and refine administrators' and school leaders' use of protocols • ***Foundation Training*** – a comprehensive three-day session exploring research-based resources aligned to the TCTEF that will help teachers enhance their planning and practice • ***PLC Training*** – as needed training to establish and support effective PLCs focused on research-based "best bets" for improving classroom practice • ***Teacher Leadership Training*** – as needed

	training to develop a group of teachers into a cadre of teacher-leaders that will continue to support implementation of the TCTEF • ***Video Conferencing and Online Coaching*** • ***Online Professional Development*** (provided by School Improvement Network) For a more complete description of these professional development options, please consult the confidential "Estimated Pricing of Services" document enclosed with this application.
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.).*	For a detailed projection of costs associated with the TCTEF, please see the enclosed sealed envelope labeled, "Estimated Pricing of Services."

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.	Founded in 1974, Silver Strong & Associates (SSA) is an educational consulting and publishing company that provides custom professional development and practical resources to schools and districts throughout the country. At its central office in Ho-Ho-Kus, New Jersey, SSA employs a staff of ten professionals who provide material and logistical support for its professional development work. Conducting this on-site work with schools and districts is a national network of seventeen trainers and consultants led by SSA's CEO and founder, Dr. Harvey Silver. The central office is also home to the Thoughtful Education Press, SSA's publishing division, which produces a range of resources for educators from customized workshop packets, to award-winning books, to online learning-style and teaching assessments. School Improvement Network (SINET), SSA's technology partner, has been in the business of providing high quality video-based professional development through technology since 1991. Founded by educators, the focus of SINET has always been to show practical ways to implement research-based best practices--and this guiding philosophy has carried through the original product line of *The Video Journal of Education* to the award-winning PD 360. Since 1991, SINET has filmed the best practices in over 3,000 schools throughout the United States and Canada. PD 360, the award-winning on-demand professional development platform is now used by over 3,000 districts, over 15,000 schools, and is licensed to over 800,000 educators. SINET's headquarters are in Salt Lake City, Utah and the company employs over 150 full-time individuals, plus dozens of consultants based throughout the United States.
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.	Over its 37-year history, SSA has partnered with hundreds of schools, districts, and state education organizations throughout the United States and Canada to provide high-quality professional development for teachers, administrators, and school leaders. In that time, SSA has executed over 3,200 professional development contracts, including many multi-year, multi-district contracts. SSA has worked successfully with schools in urban, suburban, and rural communities to meet the needs of diverse learners. Nearly one-third of these 3,200 contracts have

	been conducted with districts in New York State. SSA currently employs seventeen professional development leaders, based around the country, who serve as consultants, trainers, and coaches to schools and districts. SSA's founder, CEO, and lead trainer, Dr. Harvey Silver, is a nationally recognized professional development expert and author who has conducted thousands of professional development workshops for school districts and state education departments. He was the principal consultant for the Georgia Critical Thinking Skills Program and the Kentucky Thoughtful Education Teacher Leadership Program. With the late Richard Strong, Harvey developed The Thoughtful Classroom—a renowned professional development program dedicated to the goal of "Making Students as Important as Standards." Dr. Silver is the author of such educational bestsellers as *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson* (2007), *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* (2000), *Tools for Promoting Active, In-Depth Learning* (2001), winner of a Teachers' Choice Award in 2004, and a new line of professional learning resources developed in partnership with ASCD called Strategic Teacher PLC Guides. All seventeen SSA trainers are experienced educators, many of whom have served in leadership positions in state and national associations. SSA's distinguished professional development staff consists of trained experts in customizing professional development to help teachers and administrators raise the quality of instruction at the classroom, school, and district level. SSA's trainers have conducted workshops at hundreds of sites across the country. SSA's central office employs a staff of ten professionals who provide support in all areas necessary for developing and implementing customized professional development programs for multiple school districts nationwide, including staff writers and graphic designers who are responsible for the development and production of customized and user-friendly workshop materials. The client management department establishes strong relationships with partner schools and districts, managing the logistics and providing the support schools need to keep the improvement process running smoothly. SSA also has its own publishing division--Thoughtful Education Press--which assists in the creation of workshop materials and develops full-length books on a variety of topics for educators. The School Improvement Network (SINET) provides a teacher and principal evaluation and improvement

	platforms with PD 360 and Observation 360 that's optimized to support the TCTEF in an electronic and scalable way--aligned to educators' needs as identified by the TCTEF. PD 360 is being used by thousands of districts throughout the United States, and since its launch one year ago, Observation 360 has now been adopted by hundreds of districts and thousands of schools. SINET has entered into many thousands of contracts for PD 360 and Observation 360 with schools and districts in every state of the United States and in every province in Canada. Whether it is large urban systems like Houston ISD, Chicago, or New York City, or any of the thousands of small rural systems that are using PD 360--PD 360 and Observation 360 are designed to deliver scalable observation tools and effective professional development to districts and schools of all sizes.
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 Silver Strong & Associates LLC or School Improvement Network.
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.	Neither Silver Strong & Associates LLC nor School Improvement Network have 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.	Neither Silver Strong & Associates LLC nor School Improvement Network have 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).	SSA has not submitted a formal Request for Qualification to any other states at this time; however, we are currently working with school districts in New York, Colorado, Michigan, and Florida who are adopting our framework as part of their district's teacher effectiveness initiative for 2011/2012. SINET has not submitted an application to any other state to be an approved provider. However, the PD 360 and Observation 360 platforms are being used as the primary tools to track and administer teacher evaluations, with an approved framework, in at least the following states that SINET knows of: Florida, Tennessee, Georgia, Virginia, North Carolina, New York, Illinois, Missouri, and Kentucky. Given the broad user base of PD 360, and the flexibility of the PD 360 and Observation 360 platforms, it is highly likely that these tools are being used for teacher evaluation in many other states as well.

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

1.	Name of organization:	Silver Strong & Associates LLC
	Primary location:	New Jersey
	Contact information: (phone / email / website):	201-652-1155 tlayden@thoughtfulclassroom.com www.thoughtfulclassroom.com
	LEAs where service will be provided (or is intended to be provided):	New York
2.	The number of years the provider has delivered service:	37 years
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF)
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	Teachers, principals, administrators
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Silver Strong & Associates (SSA) developed pilot programs at the end of the 2011 school year with two districts. As part of this process, 120 teachers were observed using our framework. However, tens of thousands of teachers and administrators have been trained in The Thoughtful Classroom professional development program. Additionally, School Improvement Network (SINET), our partner in this venture, has been using PD 360 in thousands of districts throughout the United States, and since its launch one year ago, Observation 360 has now been adopted by hundreds of districts and thousands of schools. SINET has entered into many thousands of contracts for PD 360 and Observation 360 with schools and districts in every state in the United States and in every province in Canada.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	18 full-day instructional sessions have been completed so far in 2011
7.	Average length of each training session for the training of evaluators (minutes/hours):	7 hours per day

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) Silver Strong & Associates LLC	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK) T Layden
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Trisha Layden	5. Date Signed 09/14/2011
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Contract Manager	