



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

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
<input checked="" type="checkbox"/>	<p>This is an application for providing Teacher Practice Rubric services. Please check the most appropriate category below:</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> This rubric is for classroom observation, only.</p> <p style="padding-left: 40px;"><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 each rubric.</p> <p>Your rubric(s) must be attached in the Appendix section of your submission.</p>
<input type="checkbox"/>	<p>This is an application for providing Principal Practice Rubric services. Please check the most appropriate category below:</p> <p style="padding-left: 40px;"><input type="checkbox"/> This rubric is for principal observation, only.</p> <p style="padding-left: 40px;"><input 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 each 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.

1. Describe and detail any empirical or statistical evidence of demonstrated professional achievement for teachers and/or principals over time as a result of provider services.

Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.

The CLASS framework has been proven to be an effective model for improving teacher-student interactions and student academic, behavioral, and social-emotional skills. CLASS-based professional development has proven effective at increasing effective teacher-student interactions among both secondary and preschool teachers. Three forms of professional development have been tested: A video library of annotated video exemplars of effective practices scored using CLASS, a teacher coaching model called MyTeachingPartner™ (MTP) and a college course.

The CLASS Video Library is a set of hundreds of video exemplars (1-2 minute clips) that demonstrate effective teacher-student interactions within the CLASS dimensions. These clips are annotated with specific descriptions of the behaviors that are effective. Students of early career teachers exposed to this resource showed greater gains on early reading and vocabulary tests than those not exposed to these videos.

MTP is a structured coaching program in which a teacher works one-on-one with a coach for a 10 month period. Every two weeks, the teacher sends a video of his or her own teaching to the coach. The coach asks the teacher to focus on specific aspects of each video and together they discuss the effective and ineffective interactions that took place in the video. Over the 10 month program, the coach encourages the teacher to improve the effectiveness of his or her interactions with students.

In a randomized controlled trial recently published in the journal Science (Allen et al., 2011), secondary school teachers were assigned to receive either MTP or business-as-usual in-service professional development. Teachers in the MTP group significantly increased the effectiveness of their interactions with students. After teachers had participated in MTP for one year, their

students showed significantly higher scores on the statewide assessment of achievement, with an average difference of 9 percentile points between students in the MTP classrooms versus the control classrooms.

Work with preschool teachers further supports the use of the CLASS framework for improving teacher-student interactions. In a randomized controlled trial, participation in the preschool version of MTP led to significant gains in teacher-student interactions in all three CLASS domains. Appendix A shows this effect for Language Modeling (in the Instructional Support domain); effects in the other domains were nearly identical (Pianta et al., 2008). Students in the MTP classrooms made greater language and literacy gains compared to students in the control group, and showed significant gains in behavior development (Pianta et al., 2008).

In a second, larger randomized controlled trial in preschool, participation in preschool MTP led to significant increases in Concept Development, Quality of Feedback, and Language Modeling. Effects approaching significance were seen for Regard for Student Perspectives and Teacher Sensitivity. This study is currently under review for publication in a peer reviewed journal.

The third empirically-tested intervention based on the CLASS is a college-style course. The CLASS course provides teachers with in-depth instruction on each of the CLASS dimensions, and includes ample opportunities for teachers to identify effective teacher-student interactions by watching authentic classroom videos.

In a randomized controlled study of the CLASS course for preschool teachers, participation in the course led to significant gains in Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling. Appendix B illustrates these effects. This study is under review for publication in a peer reviewed journal.

These findings demonstrate that teacher-student interactions, as measured by the CLASS, can be the basis for improving teacher effectiveness as well as boosting student outcomes. Furthermore, this framework is consistent across age levels of students.

<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>In the studies described above, teachers participated in CLASS-based professional development and were evaluated using the CLASS observation tool. Their students were assessed using standardized tests of achievement, either the Woodcock-Johnson or the state-standards assessment.</p> <p>The studies were randomized field trials, meaning that teachers were randomly selected to be in the professional development group or the control group. This type of experimental field study provides causal evidence of the effect of the professional development, the highest quality of evidence.</p> <p>Analyses to compare groups were conducted using multilevel modeling with controls for a range of background characteristics of students and teachers in addition to random assignment..</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>The evidence supporting the use of CLASS-based professional development comes from randomized field trials (experimental studies with random assignment to the treatment and control groups).</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>All age levels of the CLASS tool are scored in the same way. Observers observe typical classroom activities for 15-20 minute periods. During the observation period, observers take detailed notes on the activities and interactions that occur in the classroom. At the end of the observation period, the observer takes 10 minutes to assign codes (on a scale of one to seven) to each CLASS dimension, using the CLASS manual and their notes to assign accurate codes.</p> <p>This cycle, consisting of 15-20 minutes of observation and 10 minutes of coding, is repeated four or more times. After the cycles have been completed, scores for each CLASS dimension are averaged across the cycles to create average dimension scores for the classroom. CLASS domain scores can be calculated by averaging the dimension scores within each domain.</p>

	<p>CLASS domain scores are then averaged together to assign a single score for each teacher. This score is transferred to a score sheet that translates the score into the appropriate effectiveness category. Scores in the 1.00-2.99 range indicate an ineffective teacher. Scores in the 3.00-3.99 range indicate a teacher who is developing effectiveness. Scores in the range of 4.00-4.99 indicate an effective teacher. Scores in the range of 5.00-7.00 are highly 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 participating LEAs.</p>	<p>Teachstone was founded by two of the authors of the CLASS tools in order to disseminate the CLASS tools at scale. Teachstone has built the organizational capacity to provide trainings and expert consultation to LEAs. Teachstone has over 40 certified CLASS Trainers that provide CLASS Observation trainings and a staff that has over 50 years of cumulative experience with the CLASS tool. Teachstone has successfully trained more than one thousand observers in 50 states; it operates several trainings per month.</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>CLASS observers are trained to reliability during two-day trainings provided by Teachstone. Each training can accommodate up to 15 trainees. Trainees are asked to complete pre-training activities (watching video clips of effective student-teacher interactions and reviewing the CLASS manual) prior to attendance. During the training, trainees learn about each CLASS dimension and the behaviors that indicate the presence or absence of each dimension. They learn how to conduct observations and how to assign codes to each dimension on a one- to seven-point scale. Trainees then watch and code five training videos (15 to 20 minutes each) and discuss each video as a group, comparing their codes to the codes assigned by master CLASS observers. The CLASS trainer helps each trainee calibrate their coding to become reliable with the master CLASS observers.</p> <p>After the training, each trainee takes a CLASS reliability test. This test involves watching and coding five videos. The trainees must code the videos correctly (within one point of the master codes) at least 80% of the time, and must score each dimension correctly on at least two out of five videos. If trainees meet these criteria, they are considered reliable CLASS observers. If they fail the first test, they can take the test up to two additional times (with different videos each time) and receive follow-up support from their CLASS trainer to help them get reliable. Teachstone</p>

	<p>procedures to fidelity and quality control in training result in more than 80% of trainees reaching an acceptable level of reliability on their first try.</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 and any supplemental costs involved (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	<p>Teachstone provides two CLASS Observation training options as follows:</p> <p>1) Onsite Training at \$4,000 for up to 15 participants, 2-day training, plus trainer travel expense reimbursement. Supplemental required material costs: CLASS Manual at \$49.95 per participant and Scoring Sheets at \$28 for one 10-pack of scoring sheets. Each participant will need one score sheet during the Observation Training.</p> <p>2) Individual Training at \$670 per participant. Regional CLASS trainings for individual participants with offerings across the country, throughout the year. See www.teachstone.com for a list of training dates and locations. Includes the CLASS Manual and one score sheet per participant. Participant travel costs are not included.</p> <p>Additional fees as follows: One Score Sheet for each classroom assessment conducted by an Observer - \$28 for a 10-pack. Annual Observer Recertification at \$35/participant.</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>Teachstone was founded in 2008 by two of the CLASS authors, Bob Pianta and Bridget Hamre. Teachstone's corporate office is located in Charlottesville, VA. Total of 36 employees. 22 staff members are based in Charlottesville and include our Education Development, Technology, Research and Evaluation, Quality Assurance and Finance & Operations departments. The remaining 14 staff are located across the country and are members of our Implementation team including trainers and professional development program service providers.</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>Teachstone has worked with hundreds of organizations to provide CLASS-based teacher evaluation and professional development programs. We have provided programs and services to organizations at the national, state and local levels. Appendix D provides further detail by contract.</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 Appendices.</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>
<p>4. Copy of the organization's 501(c)3 certificate or State license.</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>
<p>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.</p>	<p>None</p>
<p>6. Information as to whether the organization has been denied the ability to conduct business in any</p>	<p>None</p>

state and indicate the reason(s) for such denial.	
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	None
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 CLASS tool has been adopted at the state level as follows: Georgia Department of Early Care and Learning and First 5 California.



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

- | | | |
|----|--|---|
| 1. | Name of organization:
Primary location:
Contact information:
(phone / email / website): | Teachstone Training, LLC
Charlottesville, VA
434-293-
3909/vivi.rogers@teachstone.com/w
ww.teachstone.com |
| | LEAs where service will be provided (or is intended to be provided): | ALL |
| 2. | The number of years the provider has delivered service: | 2.5 years |
| 3. | Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate): | Classroom Assessment Scoring System (CLASS) |
| 4. | Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.): | Teachers |
| 5. | Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately): | 25,000 |
| 6. | Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable: | 200 |
| 7. | Average length of each training session for the training of evaluators (minutes/hours): | 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: