FORM A

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Name of Applying Entity: Silver Strong & Associates

Name of Rubric: The Thoughtful Classroom Principal Effectiveness Framework (TCPEF)

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 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.**	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.**

FORM B-2

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – RUBRIC DESIGN AND IMPLEMENTATION

Rubric Design and Implementation (*INFORMATION-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 Thoughtful Classroom Principal Effectiveness Framework (TCPEF) is a relatively new evaluation model developed by Silver Strong & Associates (SSA), which has yet to be fully implemented by a school system. Therefore, there is not yet a significant amount of emprical or statistical data available. However, the TCPEF is currently being piloted by two districts: Durand Area Schools in Durand, MI and Morris Plains School District in Morris Plains, NJ.
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.)*?	Since the TCPEF is a newly developed framework, no significant amount of evidence has been collected on its use at the moment. However, the TCPEF has been aligned with the ISLLC 2008 Standards, and was developed with educators and administrators throughout the country to help ensure its efficacy.
3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc)*	As noted above, the TCPEF is a relatively new model and there is no established research design at this moment.
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 TCPEF is composed of three distinct components: The **Four Cornerstones *(Dimensions 1-4)*** are the foundations of a successful organization, and reflect an administrator's ability to manage his or her school effectively. The five phases of the **School Improvement Process *(Dimensions 5-9)*** lay out a process for administators to effect meaningful change and create continuous improvement throught their school. The administrator's commitment to **Professional Practice *(Dimension 10)***, specifically his or her commitment to professional growth, the school community, and professionalism.

For each of the first nine dimensions, observers use the General Rubric to assess a school leader's effectiveness within the dimension. Assessments are made according to four distinct levels of performance that represent progression from Novice to Expert.

General Rubric (for Assessing Dimensions 1-9)

(1) **Novice:** The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.

(2) **Developing:** The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.

(3) **Proficient:** The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.

(4) **Expert:** The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

In addition to the General Rubric used for Dimensions 1-9, Dimension 10: Professional Practice includes three additional specialized rubrics to assess a school leader's commitment to professional growth, the school community, and professionalism. Each of these specialized rubrics also features four distinct levels of performance: Novice, Developing, Proficient, Expert.

Speacialized Rubrics for Assessing Dimension 10: Professional Practice

10A: Commitment to Professional Growth

(1) **Novice:** The school leader shows minimal or no commitment to professional growth. Professional development efforts are either lacking or superficial in

	nature. (2) **Developing:** The school leader has made an initial commitment to the professional growth process. A professional development plan is in place, but the school leader has not assumed full responsibility for the process: professional growth goals and professional development opportunities are based mostly on supervisory suggestions and/or district requirements. (3) **Proficient:** The school leader is committed to the professional growth process. The school leader's professional growth plan moves beyond the suggestions of supervisors and is informed by data and self-assessment. The school leader seeks out relevant professional development opportunities and reflects periodically on progress toward goals. (4) **Expert:** The school leader has made a strong commitment to the professional growth process that shows a deep awareness of how improvements in leadership affect the entire school community. The school leader takes full responsibility for the professional growth process: using feedback, data analysis, and self-assessment to establish meaningful goals; actively seeking out professional development opportunities that support these goals; reflecting regularly on progress; and refining goals and plans in light of new learning. ***10B: Commitment to the School Community*** (1) **Novice:** The school leader shows little interest in contributing to the school community beyond professional requirements. (2) **Developing:** The school leader contributes to the school community beyond professional requirements when prompted by supervisors or circumstances. (3) **Proficient:** The school leader is an active contributor to the school community. The school leader promotes initiatives that support a positive relationship between the school and the community it serves. (4) **Expert:** The school leader willingly assumes a leadership role in working to enhance the school community. The school leader develops and promotes initiatives that support a positive relationship between school and community, and serves as an advocate for the community's needs and values. ***10C: Commitment to Professionalism*** (1) **Novice:** The school leader needs to be reminded of the standards of professional integrity. (2) **Developing:** The school leader demonstrates an

	understanding of professional standards and usually follows them. **(3) Proficient:** The school leader demonstrates a thorough understanding of professional standards and serves as a model of professionalism for the school community. **(4) Expert:** The school leader is seen by students, staff, and the community as an exemplar of professionalism and integrity. The school leader exhibits and models high professional standards at all times and inspires others to meet similarly high standards.
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.	Silver Strong & Associates (SSA) has been a provider of thoughtful professional development for over 38 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 areas necessary for developing and implementing customized professional development programs for multiple school districts nationwide. In a typical partnership with participating LEAs, we begin with an assessment of school culture and a collaborative meeting with key faculty members to identify needs. In the second phase, we work with each LEA to convert our initial discussions and findings into a meaningful plan that aligns the LEA's identified needs with the TCPEF. The third phase of this model focuses on putting the plan into action. As needed, SSA will provide training and coaching sessions for educators, building leaders, and administrators throughout the partnership. SSA has also developed The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF), which has been approved for use in multiple states, including New York. The TCTEF has been adopted by nearly 100 schools throughout the country, and our interactions and ongoing work with these LEAs has given us experience aligning our Framework to the unique needs of different schools and districts, as well as sustaining the effective use of our Framework over time.
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 that includes inperson meetings and school (or even classroom) walk-throughs.

	We highly recommend that all professional development partnerships in support of the TCPEF include, at minimum, Core Leadership Training. ***Core Leadership Training*** is two (or more) intensive and interactive days of training for administrators and school leaders to learn about the TCPEF process and acquire research-based protocols for gathering data, providing feedback, and supporting teachers' professional growth. Beyond this essential training, SSA will work with an LEA to further tailor its professional development program with additional training and coaching options, including • ***Leadership Coaching and Technical Assistance:*** A series of "as needed" coaching visits to support and refine administrators' and school leaders' use of TCPEF protocols. • ***"The CRAFT of Thoughtful Leadership":*** A two-day workshop to help leaders develop leadership skills and build working professional learning communities focused on improving educator effectiveness and student learning. • ***Web-Based Professional Development*** sessions customized to focus on key issues identified by the LEA.
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.).*	SSA strongly recommends that LEAs adopting the TCPEF receive, at minimum, two days of Core Leadership Training to ensure effective implementation of the model. This on-site training is provided at the cost of $5000.00 per day (including travel and expenses). In addition, all necessary books and workshop materials will be provided for all participants at the cost of $200.00 per person (including shipping and handling). LEAs wishing to forego Core Leadership Training may contact SSA directly for information on TCPEF licensing.

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – ORGANIZATIONAL CAPACITY

FORM B-3

Organizational Capacity (*INFORMATION-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 customized 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 learner and teacher assessments. [***Note:*** *Please see Appendix E: Organization Information for SSA's organization chart.*]
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 38-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 in New York State. SSA currently maintains a national network of seventeen independent 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 presenter, trainer, and coach who has conducted thousands of professional development workshops for school districts and state education organizations. 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." More recently, Harvey has collaborated with Matthew J. Perini and educators from across the country to develop The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF)—a comprehensive system for observing, evaluating, and refining classroom practice. Dr. Silver is also the author of such educational bestsellers as *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* (2012), *Tools for Thoughtful Assessment* (2012), *The Strategic Teacher* (2007), as well as a series of Strategic Teacher PLC Guides (2010-2012). [***Note:*** *Please see Appendix E: Organization Information for Dr. Harvey Silver's curriculum vitae.*] All of the independent consultants in SSA's network are experienced educators, many of whom have served as building- or district-level administrators, or in leadership positions with state and national associations. SSA's distinguished network of professional development consultants 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 is continuing to expand its capacity for high-quality professional development in support of the TCPEF, and has five experienced consultants able to deliver training and coaching immediately. 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 and school support team 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.

	[***Note:*** *Please see Appendix E: Organization Information for a concise profile of Silver Strong & Associates.*]
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.** [***Note:*** *Please see Appendix F: Financial Information for evidence of SSA's fiscal soundness.*]
4. Copy of the organization's 501(c)3 certificate or State license.	**Please clearly identify and attach this documentation in the Appendix section.** [***Note:*** *Please see Appendix F: Financial Information for a copy of SSA's state license.*]
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.
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.	Silver Strong & Associates 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.	Silver Strong & Associates has not been debarred or suspended from doing business with any local govenrment, 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 been approved as an educator evaluation service provider in the following states: ▪ **New Jersey *(principal)*** – The Thoughtful Classroom Principal Effectiveness Framework (TCPEF) has been approved for state-wide use. ▪ **New York *(teacher)*** – The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) has been approved for state-wide use. ▪ **New Jersey *(teacher)*** – The TCTEF has been approved for state-wide use. ▪ **Michigan *(teacher)*** – The TCTEF is part of a state-

	wide pilot program.

FORM C

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

Please complete this form if the applicant provides training or professional development services around evaluation and/or the use of their rubric. If the applicant does not provide additional services, please enter "N/A" into the first field below.

1.	Name of organization:	Silver Strong & Associates (SSA)
	Primary location (city/state):	Ho-Ho-Kus, New Jersey
	Contact information: (phone / email / website):	800-962-4432 tlayden@thoughtfulclassroom.com www.ThoughtfulClassroom.com
	LEAs where service will be provided (or is intended to be provided):	SSA is prepared to deliver professional development services related to the TCPEF to all districts/LEAs in the State of New York.
2.	The number of years the provider has delivered service:	SSA has recently developed the TCPEF as a model for measuring and enhancing the effectiveness of school leaders, but has been a provider of thoughtful professional development focused on educator effectiveness and student achievement for nearly 40 years.
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Thoughtful Classroom Principal Effectiveness Framework (TCPEF)
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	SSA has served, and is prepared to serve, all levels of educational professionals, including teachers, teacher-leaders, principals, and administrators, both at the school and district levels.
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	N/A – As previously noted, the TCPEF is a relatively new principal effectiveness model.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	N/A – As previously noted, the TCPEF is a relatively new principal effectiveness model.
7.	Average length of each training session for the training of evaluators (minutes/hours):	The current TCPEF training model highly recommends two days of intensive and interactive Core Leadership Training for observing administrators, approximately seven hours each day (including small breaks). This initial training is supported by ongoing training and

		coaching sessions, available online and on-site.

Following is information provided as of 5/1/13 **date (contact the provider for the most up-to-date information):**

Teacher/Principal Rubric Tool: ☐ Free ☒ For Cost
If for cost, to which does a fee apply: ☒ Rubric ☒ Related services (e.g., training or professional development associated with the use of the rubric)
If services are offered by the applicant, are any mandatory in order to use the rubric? ☐ Yes ☒ No
If approved as a provider of a teacher and/or principal practice rubric, we are prepared to provide services to: ☒ All Districts/LEAs in the State of New York, or ☐ Only to the following Districts/LEAs:

FORM D

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	4. Signature of Authorized Representative (PLEASE USE **BLACK/BLUE** INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Trisha Layden	5. Date Signed 5-21-2013
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Director of Client Management	