New York State Education Department ~ Request for Information (RFI) Principal Learning Framework

Attention: Education Service Providers

The New York State Education Department (NYSED) is committed to providing high-quality training and support to statewide turn-key trainers on the new Principal Annual Professional Performance Review system. NYSED is seeking information from educational service providers that offer proven services to assist the State in implementing and supporting effective and intensive training to statewide turn-key trainers on a principal evaluator learning framework. This Request for Information (RFI) is being conducted to solicit information regarding the depth and breadth of training services available to the State. The RFI appears in an announcement on the Department's web page at http://usny.nysed.gov/rttt/rfi/home.html and in an ad in the New York State Contract Reporter at http://www.nyscr.org.

Questions may be submitted to prinevalrfi@mail.nysed.gov through July 11, 2011, and a Question-and-Answer Summary will be posted no later than July 15, 2011.

Responses must be completed by July 20, 2011, or e-mailed to prinevalrfi@mail.nysed.gov by 5 pm July 20, 2011.

Name of Educational Service Provider or Organization:	
Street address:	
City:	
State:	
Zip code:	
Name of primary contact:	
Telephone number:	
Website address:	

Institutions Served
(Check all that apply.)
❑ School
❑ School district
❑ BOCES region
❑ State
❑ Nation

Types of Services Provided
(Check all services that you currently provide.)

BROAD-BASED SCHOOL IMPROVEMENT
- ❑ Existing, proven frameworks for diagnosing and improving school performance with descriptors of leadership, staff, and cultural contributors to advance schools to higher stages
- ❑ Services to design and develop such frameworks
- ❑ Design of training for district leaders and principal training staff to implement school improvement and principal development using such frameworks (in-person classroom training, virtual training, job-embedded support)
- ❑ Delivery of training for district leaders and principal training staff to implement school improvement and principal development using such frameworks (in-person classroom training, virtual training, job-embedded support)

As applicable, please provide information around this broad domain, describing your organization's theory of change and overall approach to providing the categories of services listed.

(Maximum of 2000 characters)

INDIVIDUAL PRINCIPAL LEADERSHIP AND SKILL DEVELOPMENT
Separately or integrated with above, services to train prospective new principals and in-service principals in the following competencies essential for achieving student learning growth and earning strong performance ratings under the New York State evaluation system.

- ❑ Evidence-based evaluation of teacher practice
- ❑ Coaching, feedback, designing systems of differentiated professional development and performance management of teachers to improve student learning results
- ❑ The use of principal practice rubrics and/or school improvement frameworks with related principal skills rubrics that are all aligned with the ISLLC leadership standards and otherwise meet the criteria for principal practice rubrics set forth in NYS Commissioner's Regulations
- ❑ Special considerations given to evaluating principals of schools with populations of English language learners and students with disabilities

- ❑ The application and use of performance assessment tools for teachers and schools (for example, surveys of teachers, students, parents)
- ❑ Understanding and use of a variety of measures of student achievement and growth consistent with NYS evaluation regulations for teachers and principals (e.g., growth/value-added measures of tested subjects and student growth goal-setting processes for "non-tested" subjects)
- ❑ Designing assessment and data-inquiry strategies for the school to systematically improve student learning results
- ❑ Understanding and leadership of school curriculum and instruction around NYW Common Core learning standards

Such training for principals must address or include
- ❑ Ways to scale training across the state so that quality and fidelity of implementation is assured, and
- ❑ Role-play, simulations, and case studies.

As applicable, please provide information around this broad domain, describing your organization's theory of change and overall approach to providing the categories of services listed.

(Maximum of 2000 characters)

DESIGN AND DELIVERY OF TRAINING FOR PRINCIPAL DEVELOPERS
- ❑ The use of principal practice rubrics and/or school improvement frameworks with related principal skills rubrics that are all aligned with the ISLLC leadership standards and otherwise meet the criteria for principal practice rubrics set forth in NYS Commissioner's Regulations
- ❑ Understanding and use of measures of student growth and achievement as required for principal evaluation according to NYS Commissioner's Regulations
- ❑ Specific focus on principal ability to use evidence-based observation of teacher practice
- ❑ Specific focus on principal ability to coach and develop teachers and design differentiated teacher professional development to ensure effective teacher practice
- ❑ Special considerations given to evaluating principals of schools with populations of English language learners and students with disabilities

- ❑ Application and use of performance assessment tools (for example, surveys of teachers, students, parents)
- ❑ Specific focus on the principal's ability to motivate and engage constructively with parents and other members of the school community
- ❑ Setting and assessing goals with principals to improve teacher effectiveness and to achieve other district priorities as district determines locally
- ❑ Ensure principal evaluators achieve inter-rater reliability and calibration

Such training for principals needs to address or include
- ❑ Ways to scale training across the state so that quality and fidelity of implementation is assured, and
- ❑ Role-play, simulations, and case studies

As applicable, please provide information around this broad domain, describing your organization's theory of change and overall approach to providing the categories of services listed.

(Maximum of 2000 characters)

TRAINING AND CERTIFICATION OF PRINCIPAL EVALUATORS
- ❑ Design and delivery of training for superintendents and other principal evaluators to certify them to conduct principal evaluations consistent with New York State law and regulations

As applicable, please provide information around this broad domain, describing your organization's theory of change and overall approach to providing the categories of services listed.

(Maximum of 2000 characters)