



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

Name of Applying Entity: Learning Quest, Inc. (dba LoTi Connection)

Name of Rubric: New York LoTi® Principal Practice Rubric

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
<input type="checkbox"/>	This is an application for providing Teacher Practice Rubric services.	<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 checked="" type="checkbox"/>	This is an application for providing Principal Practice Rubric services.	<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 (*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 NY LoTi® Teacher and Principal Practice Rubrics were developed based on Digital Age Best Practices and the statistically-significant achievements experienced by students, teachers, and principals of schools following the LoTi® School Improvement Model. School systems following the LoTi® School Improvement Model—otherwise known as LoTi® Digital Age Schools—use the critical components of 21st Century learning as articulated by the Partnership for the 21st Century Skills (i.e., critical thinking, collaboration, problem-solving, and self-directed investigations) to increase student academic achievement in core content areas based on AYP targets. The emphasis is on contextual learning that enables students to transfer their content understanding to real world situations using the available technology assets in the classroom. Teachers and Principals at LoTi® Digital Age Schools undergo thorough staff development training and regular informal walkthrough observations that prepare them to meet professional and personal goals.

As part of the LoTi® School Improvement Process, LoTi® Connection collected pre, post, and interim observation evidence throughout each school year, and conducted statistical analyzes on four distinct measures of achievement: Statewide Achievement Test Scores to measure student achievement, Levels of Teaching Innovation (LoTi) to measure teacher/principal professional achievement, Current Instructional Practices (CIP) to measure teacher/principal professional achievement, and the H.E.A.T.® Framework (Higher order thinking, Engaged learning, Authentic connections, Technology & resources) to measure classroom best practices.

Student achievement test scores were analyzed by using both a Chi-Square Test of General Association and a Z Test for Proportions. A Chi-Square test shows whether the association between grade level and passing the

statewide achievement tests from one year to the next was statistically significant. A Z Test for Proportions determines whether the differences in the percentage of students who passed the statewide achievement tests from one year to the next or over the span of several years was statistically significant.

Teacher/principal achievements observed via LoTi®, CIP, and H.E.A.T.® scores were analyzed using a T Test for Proportions. A T Test shows whether there is a statistically significant difference between the mean of two data sets (pre/post). These measures identified statistically significant increases in student, teacher, and principal achievement. A summary of the 2011-2012 School Year H.E.A.T.® increases (measured through informal classroom walkthroughs) are included as Appendix C. Additional information on statistical evidence include:

School System: Camden's Promise Charter School - Camden, NJ
Target Instructional Group: Grades 5-8 Mathematics.
Math Results: Passing rate percentages on the NJ ASK in Grades 5-8 Math increased from 62.8% in 2010-2011 to 76.3% in 2011-2012. The 13.5% increase in pass rate percentages is considered extremely statistically significant ($p=.0001$).

School System: Community Academy of Philadelphia Charter School - Philadelphia, PA.
Target Instructional Group: Grades 3-8 Mathematics.
Math Results: Passing rate percentages on the PSSA in Grades 3-8 Math increased from 21.2% in 2009-2010 to 35.6% in 2011-2012. The 14.4% increase in pass rate percentages is considered extremely statistically significant ($p=.0001$).

School System: Atlantic City Board of Education - Atlantic City, NJ.
Target Instructional Group: Districtwide Grades 5-8 Mathematics.
Math Results: Passing rate percentages on the NJ ASK in Grades 5-8 Math increased from 38.8% in 2005-2006 to 61.1% in 2010-2011. The 22.4% increase in pass rate percentages is considered extremely statistically significant ($p=.0001$).

School System: Roselle School District - Roselle, NJ.
Target Instructional Group: Grace Wilday Junior High School Grade 6 Mathematics & Language Arts Literacy.
Math Results: Passing rate percentages on the

	<p>NJ ASK in Grade 6 Math in-creased from 40.6% in 2009-2010 to 59.3% in 2010-2011. The 18.7% increase in pass rate per-centages is considered extremely statistically sig-nificant (p=.0001). Language Arts Literacy Re-sults: Passing rate percentages on the NJ ASK in Grade 6 Language Arts Literacy increased from 34.2% in 2009-2010 to 49.7% in 2010-2011. The 15.5% increase in pass rate percentages is con-sidered extremely statistically significant (p=.0001).</p> <p>School System: Pittsgrove Township School Dis-tract - Pittsgrove, NJ. Target Instructional Group: Districtwide Grades 6-8 Mathematics & Grades 3-5 Language Arts Literacy. Math Results: Pass-ing rate percentages on the NJ ASK in Grades 6-8 Math increased from 57.6% in 2009-2010 to 68.8% in 2010-2011. The 11.0% increase in pass rate percentages is considered extremely statisti-cally significant (p=.0001). Language Arts Liter-acy Results: Passing rate percentages on the NJ ASK in Grades 3-5 Language Arts Literacy in-creased from 51.7% in 2009-2010 to 57.2% in 2010-2011. The 5.5% increase in pass rate per-centages is considered statistically significant (p=.0348).</p> <p>The NY LoTi® Teacher and Principal Practice Rubrics implore the same tenets used by teachers and principals following the LoTi® School Improvement Model and data will be collected and analyzed in a similar manner. Teachers and Principals using the NY LoTi® Teacher and Principal Practice Rubrics are encouraged to fol-low the same 5-step observation process (e.g., pre-observation conference, observation, post-observation conference, observation analysis, and professional im-provement action plan) to maximize the effectiveness of their own professional achievement.</p>
<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>The methodology used to collect evidence of the demon-strated professional achievement of teachers and princi-pals using the NY LoTi® Principal Practice Rubrics is modeled after the observation protocol used at schools following the LoTi® School Improvement Model. Teachers will receive in-depth training on the rubric and performance descriptor examples of best practices in preparation for observing/being observed as part of the</p>

	<p>professional achievement process. After all trainings have concluded, observations will be conducted on teachers whereby observees will receive a rating for each of the 29 categories of the NY LoTi® Principal Practice Rubric. At the conclusion of each observation, the evaluator can review the observation online and add additional notes and comments before sending an observation report to the observee. Once the evaluator has completed all notes related to an observation and marked it as completed, the observee will receive a NY LoTi® Principal Practice Observation Report (Appendix D) summarizing the ratings and scoring for each category of the rubric. This summary details the ratings and scoring that will be further expounded upon in a post-observation conference between the teacher and evaluator. In addition, the report includes specific "Strengths" and "Areas to Address" related to each Domain of the NY LoTi® Principal Practice Rubric that can be used for the observee's professional growth plan.</p> <p>At the end of the school year, each individual will receive a single summative report that aggregates and averages the scores received on all observations conducted throughout the school year. Since teachers are able to complete the NY LoTi® Principal Feedback Survey pertaining to their own principal's best practices, the aggregated data from the survey will also be incorporated into an individual principal's annual summative report. District administrators responsible for their own school system's account will be able to assign a weighted percentage (0%-100%) pertaining to the incorporation of the survey scores. In other words, the district can decide how much weight the teacher feedback component should carry for principal observations within their own school system.</p>
<p>3. What type of research design has been established to support these findings? <i>(e.g., experimental, non-experimental, quasi-experimental, etc)</i></p>	<p>LoTi Connection's observation process follows an Action Research design model.</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>Each observee will receive a NY LoTi® Principal Practice Observation Report (Appendix D) after each observation summarizing the ratings and scoring for each category of the rubric. This report details the</p>

	<p>ratings and scoring that will be further expounded upon in a post-observation conference between the evaluatee and evaluator. The NY LoTi® Principal Practice Observation Report includes a word rating and corresponding numerical score for each of the 29 categories scored by the rubric. The scoring for each rating of the NY LoTi® Principal Practice Rubric is as follows:</p> <p>Ineffective = 1 point Developing = 2 points Effective = 3 points Highly Effective = 4 points</p> <p>The scores for each category are totaled for each of the seven Domains according to the number of categories under that Domain, and a cumulative average rating for each Domain is included. Evaluators have the option to include notes on “Strengths” and “Areas to Address” related to each Domain that also appear on the report. Finally, an overall collective rating is assigned based on the total scores for each category. The final average rating for an observation is scored according to the following scoring system:</p> <p>Ineffective = 1.00 to 1.49 Developing = 1.50 to 2.49 Effective = 2.50 to 3.49 Highly Effective = 3.50 to 4.00</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>As an educational consulting firm, LoTi Connection specializes in customized professional development training and assessment options. LoTi Connection has implementation and customization options to accommodate any identified needs of participating LEAs or school systems.</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>The NY LoTi® Teacher/Principal Practice Rubric system offers a Train-the-Trainer implementation option so that trainer/facilitators such as LEAs can be certified to conduct the Orientation Training for Teachers with the highest level of fidelity. LoTi Connection is also open to creating customized implementation options designed to best benefit both participating LEAs and LoTi Connection. The Train-the-Trainer implementation model involves three components: the Inter-Rater Reliability Training for Evaluators (12 hours), the Train-the-Trainer Workshop (6 hours), and the Orientation Training Course Content.</p>

Inter-Rater Reliability Training for Evaluators:

This is a 12-hour onsite or blended (onsite/online) training for school and district administrators who will be conducting observations. The focus of this training is twofold: to promote inter-rater reliability on the use of the NY LoTi® Teacher/Principal Practice Rubric and to train evaluators in conducting observations using the LoTi® Observer tool. This component includes:

- In-depth training and discussion about each category of the NY LoTi® Teacher/Principal Practice Rubric.
- Specific scenario examples of classroom teaching practices at the Ineffective, Developing, Effective and Highly Effective levels.
- Discussion of how to read and interpret both individual and aggregate campus results for future planning of targeted professional development interventions based on the needs of staff.
- Annual access to an online Moodle support course with written and video scenario examples for each category of the NY LoTi® Teacher/Principal Practice Rubric.

Train-the-Trainer Workshop:

This is a 6-hour onsite training for school and district administrators who have already attended the Inter-Rater Reliability Training for Evaluators and who intend to conduct the Orientation Training for Teachers within the school system or educational agency. The focus of this professional development is to ensure that trainer/facilitators are proficient with the content of the Orientation Training for Teachers course and can conduct the training session with the highest level of fidelity. Participants completing the 6-hour Train-the-Trainer course will be certified to facilitate the Orientation Training for Teachers within their school system or educational agency.

Orientation Training Course Content:

The Orientation Training Course Content is a self-paced online version of the Orientation Training for Teachers focusing on establishing a collective vision of classroom best practices as supported by the school system and the Standards. School systems or educational agencies adopting the Train-the-Trainer implementation model will purchase the Orientation

	<p>Training Course Content in lieu of the onsite Orientation Training for Teachers. This component includes:</p> <ul style="list-style-type: none"> • In-depth discussion on each category of the NY LoTi® Teacher/Principal Practice Rubric • Specific scenario examples of classroom teaching practices at the Ineffective, Developing, Effective, and Highly Effective levels. The intent is for teaching staff to view the evaluation process as an opportunity for continuous improvement and communication throughout the school system. • Discussion of how to read and interpret the results of individual evaluations and then make appropriate professional choices to further professional growth. • Annual access to an online Moodle support course with written and video scenario examples for each category of the NY LoTi® Teacher/Principal Practice Rubric.
<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>The projected costs of implementing the NY LoTi® Teacher and/or Principal Practice Rubrics vary widely depending on the size of the school system and their existing resources (e.g., single campus, entire district, Train-the-Trainer model). A detailed description of the included service options and projected service costs associated with adopting the NY LoTi® Teacher and/or Principal Practice Rubrics have been included as Appendix I: Service Cost Options.</p>



**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.

<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>Learning Quest, Inc. (LoTi Connection) is an educational consulting company specializing in the integration of 21st Century skills into K-12 classrooms. Over the past 27 years, LoTi Connection has served educators in 37 states, Puerto Rico, China, Japan, Korea, Australia, and Saudi Arabia from its office in Carlsbad, California. LoTi Connection's staff and qualified pool of educational consultants currently provide a variety of educational staff development, teacher/principal evaluation, assessment, and school improvement services to schools and districts throughout the country and beyond.</p> <p>Rather than searching for one initiative that promises turnkey success, LoTi Connection considers factors that have yielded statistically significant outcomes to aid school systems in creating their own "recipe" for high performance. Its founder, Dr. Chris Moersch, is the author of "Improving Achievement through Digital Age Practices" (Fall 2013, Corwin Press) and the author of the internationally-recognized and research-based LoTi® (Levels of Teaching Innovation) Framework which has been used in over 100 research studies and dissertations worldwide. For the past seven years, Dr. Moersch has been the principal investigator of the LoTi® Digital Age School movement—a school improvement initiative focused on increasing student academic achievement in low performing schools nationally through the strategic integration of 21stCentury skills in the core content areas.</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>For over 27 years, LoTi Connection has provided assessment, evaluation, and professional development services to thousands of school systems throughout the nation and the world. The LoTi® assessment has been taken by 150,000+ teachers and principals; over 2,000 Certified LoTi® Mentors have been trained to conduct LoTi® Framework Orientations; and ten</p>

	<p>states have implemented LoTi assessments and/or professional development services as part of a statewide adoption.</p> <p>The culmination of successful outcomes from LoTi Connection's history in educational consulting has resulted in the components of the LoTi® School Improvement Model including teacher and principal evaluation as well as informal walkthroughs with H.E.A.T.® LoTi Connection's services have resulted in increased student academic achievement, improved campus cultures, continuous improvement at the campus level, and growing support for the tenets of digital age teaching, learning, and leadership. We have served a diverse group of educational agencies including schools, school districts, local educational agencies, and state educational agencies from both rural and metropolitan areas including a diverse array of students from lower income inner-city students to affluent gifted & talented suburban students.</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>No lawsuits or judgments have been filed against LoTi Connection over the past 27 years when conducting business as either Learning Quest, Inc. or LoTi Connection.</p>
<p>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.</p>	<p>LoTi Connection has not been denied the ability to conduct business in any state.</p>
<p>7. Information as to whether the or-</p>	<p>LoTi Connection has not been debarred or suspended</p>

<p>ganization has been debarred or suspended from doing business with any local government, state, or the federal government.</p>	<p>from doing business with any local , state, or federal government entity.</p>
<p>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).</p>	<p>LoTi Connection is an approved Teacher and Principal instrument provider in New Jersey as part of NJDOE's Excellent Educators for New Jersey (EE4NJ) Initiative. The NJ LoTi® Teacher/Principal Evaluation system is very similar to the proposed NY LoTi® Teacher/Principal Practice Rubric system; the principal practice rubric categories are identical, but the teacher practice rubric is organized into 10 domains to align with the New Jersey Professional Standards for Teachers rather than the 7 domains of the New York State Teaching Standards.</p>



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

FORM C

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:	Learning Quest, Inc. (dba LoTi Connection) (Please list "LoTi Connection" as name of organization on approval list if accepted.)
	Primary location (city/state):	Carlsbad, California
	Contact information: (phone / email / website):	760-431-2232, dennee@loticonnection.com, www.loticonnection.com
	LEAs where service will be provided (or is intended to be provided):	All
2.	The number of years the provider has delivered service:	27
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	NY LoTi® Teacher/Principal Practice Model
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	Teachers, Principals, and Administrations
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Approximately 3500 teachers and principals have been evaluated or are currently in the process of being evaluated using some version of the LoTi® Teacher or Principal Rubric evaluation tool. Since this tool was just approved in New Jersey as of September 2012, LoTi Connection is receiving repeated interest and the number of users is increasing daily.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	The number of evaluation instructional sessions provided per year may vary according to the school system or agency being served. Most organizations conduct one training session for administrators and 1-2 training sessions for teachers in the initial year, though LoTi Connection is able to offer additional training sessions if requested. Each following year will have options for conducting additional train-

		ings to orient/certify new staff members, refresh existing staff, or update staff on important rubric changes (if applicable).
7.	Average length of each training session for the training of evaluators (minutes/hours):	The initial training session for evaluators is a 12-18 hour session, depending on the selected implementation option. Optional follow-up training for evaluators will be conducted in 6-hour sessions.

Following is information provided as of 06/27/2013 date (contact the provider for the most up-to-date information):

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



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) Learning Quest, Inc. (dba LoTi)	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Dennee Saunders	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Assistant Executive Director	