



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

**Please check the most appropriate category:**

	<b>Teacher and/or Principal Practice Rubric</b>	<b>Required Submission</b>
<input checked="" type="checkbox"/>	<p>This is an application for providing <b>Teacher Practice Rubric services</b>. Please check the most appropriate category below:</p> <p><input type="checkbox"/> This rubric is for classroom observation, <b>only</b>.</p> <p><input checked="" 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 <b><u>each*</u></b> 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 <b>Principal Practice Rubric services</b>. Please check the most appropriate category below:</p> <p><input type="checkbox"/> This rubric is for principal observation, <b>only</b>.</p> <p><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 <b><u>each*</u></b> 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 Framework for Teaching itself has undergone several validation studies at various points in time. Initially validated by Educational Training Services, other studies conducted on the Framework for Teaching as an evaluation tool include:**

**1. Evaluation scores as a result of the Framework were stronger predictors of student achievement than were teacher education and experience (Kimball, White, Milanowski, and Borman, 2004).**

**2. A multi-year study was conducted through the Excellence in Teaching Project in the Chicago Public Schools, which measured the reliability and validity of the Framework in measuring teaching practice and principal and teacher perceptions of the pilot evaluation. Researchers found that (1) principals and trained evaluators used the rating scale consistently overall, (2) more teachers were identified as low performing under the new evaluation system, (3) principals could easily identify unsatisfactory teaching practices, and (4) over half of principals were highly enthusiastic about the evaluation process (Sartain, Stoelinga, Brown, Luppescu, and Matsko, 2009).**

**3. A correlation study to compare student achievement with teachers' evaluation scores in Cincinnati Public Schools (246 teachers total) found that teachers who received "Distinguished" ratings in Domain 3 (Instruction) had students with higher-than-expected test scores, and those who had received "proficient" ratings had students with average gains (Holtzapple, 2003).**

**4. A multi-year, mixed-methods study was conducted in Cincinnati, OH; Los Angeles, CA; Reno/Sparks, NV; and Coventry, RI, to analyze the validity of teacher evaluation. The study found a "fairly high correlation"**

	<p>between teacher activities observed in the classroom and student achievement gains in two of the four sites. The authors noted these high correlations could be from use of data from multiple observations and highly trained evaluators, and a common understanding of good teaching (Heneman, Milanowski, Kimball, and Odden, 2006).</p> <p>5. A study still in progress ("The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers," National Bureau of Economic Research [NBER] Working Paper No. 16877, 2011) shows preliminary indications that the act of going through a year-long evaluation process in Cincinnati improves teacher performance. Researchers are also finding that teacher effectiveness increases not only in the year of the evaluation, but also in the years after the evaluation, with even greater effects.</p> <p>6. A study of the correlation between teachers' scores on Domains 1 and 3 (Planning and Preparation and Instruction) and student achievement found that teacher quality defined by standards-based evaluation through the Framework for Teaching contributed slightly to student achievement (Borman &amp; Kimball, 2005).</p> <p>7. A mixed-methods study of a Los Angeles elementary charter school with approximately 1,200 students found significant differences in student achievement relative to teacher evaluation scores using the Framework for Teaching. For example, literacy and composite evaluation scores were significantly related to student achievement (although mathematics and language arts were not). This study also found that teacher certification and experience did not correlate to student test scores.</p> <p>8. A correlation study in a large midwestern school district using value-added measures with 212 teachers in grades 3 through 8 found small to moderate correlations between teacher evaluation scores and student achievement in science (0.27), reading (0.32) and mathematics (0.43).</p>
<p>2. What is the methodology used to collect evidence of the demonstrated professional achievement for teach-</p>	<p>The empirical studies noted used various methodologies. A brief description of methodology for three of the studies is below (and included in Appendix</p>

ers or principals (*i.e. measures and analyses used, comparison groups, etc.*)?

C):

**(1) For the Evaluation of the Excellence in Teaching Pilot project Year 1 report, the study implemented an experimental research design. The study benefits from a two-level stratified selection plan. At the first level, schools were randomly selected for participation in the Excellence in Teaching pilot in the 2008-09 school year. The pilot was randomly implemented in four elementary Chicago Public Schools (CPS) Areas (2, 8, 13, and 16), and school selection took place at the Area level. Prior to randomization into the pilot, schools with first-year principals and Fresh Start schools were removed from the sample. Then, half the remaining schools in each of the Areas were randomly selected to implement the Danielson Framework as a teacher evaluation tool. At the school level, teachers were randomly selected from teachers in the pilot school who were eligible for formal evaluation in the 2008-09 school year.**

**Because a major component of this study is to determine if the Danielson Framework can be used reliably, the researchers used a Many-Facet Rasch Measurement (MFRM) Analysis. Rather than use a simple Rasch model, which would not take into account the fact that there are many different raters or judges, the researchers applied the MFRM method. MFRM extends the Rasch model to include additional facets. The facets included in the analysis are teacher, Framework component, rater (includes three external observers and each principal), observation round, subject area, and CPS Area.**

**(2) For the Identifying Effective Classroom Practices Using Student Achievement Data study (Kane, Taylor, Tyler Wooten) the researchers used a quasi-experiential research design to relate student achievement gains to teacher effectiveness scores and predict future student growth connected to teacher effectiveness. A variety of statistical models including value-added models were used to correlate and predict student and teacher performance. Both the model used to relate student achievement growth and teacher effectiveness scores and the formula to predict future student achievement growth effects are provided in Appendix D.**

**(3) For the Evaluation of the Excellence in Teaching Pilot project Year 2 report an experimental design was used. Principals and external observers collected classroom observation data using the Danielson**

	<p><b>Framework for Teaching. The Framework reliability study hinges on collecting two sets of Framework ratings from two independent observers—the principal and the external observer. Both parties go into the classroom simultaneously, observe a less (usually 30-45 minutes), and align their evidence from the observation with the Framework to assign a level of performance for 10 components. Principals and external observers do not discuss the lesson and assign rating independently.</b></p> <p><b>Because a major component of this study is to determine if the Danielson Framework for Teaching can be used reliably, the researchers used a Many-Facet Rasch Measurement (MFRM) Analysis. Rather than use a simple Rasch model, which would not take into account the fact that there are many different raters or judges, the researchers applied the MFRM method. MFRM extends the Rasch model to include additional facets. The facets included in the analysis are teacher, Framework component, rater (includes three external observers and each principal), prior checklist evaluation rating, observation year, principal cohort, subject area and grade level. The MFRM model shows the probability that a teacher will get a particular rating (unsatisfactory, basic, proficient, or distinguished) taking into consideration these categories, or facets, including rater severity. The model also provides us with a measure of rater severity for each of the observers and principals. What results, then, is a measure of teacher ability controlling for rater severity.</b></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><b>The research design for these findings is quasi-experimental.</b></p>
<p>4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.</p>	<p><b>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</b></p> <p><b>Please refer to Appendix B for a detailed description of the Framework for Teaching rubric and rating system.</b></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><b>The Framework for Teaching can easily be adapted to meet the local needs of each LEA.</b></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><b>The initial face-to-face training, provided by members of The Danielson Group, will help the district's evaluators gain a baseline level of knowledge and understanding with regard to the district's teacher evaluation system. This face-to-face training session can be augmented by online professional development resources that enable evaluators to focus deeply on the elements of the Framework for Teaching and render valid and reliable judgments. Online training resources are made available on an ongoing basis so that evaluators will have access to just-in-time learning opportunities.</b></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><b>Districts can implement the Framework for Teaching itself at a very low cost. LEAs may purchase Ms. Danielson's books describing the Framework for Teaching, its research basis, and guidance for implementation, for a nominal price.</b></p> <p><b>To assist with implementation, Teachscape offers a variety of tools, training, and resources that supplement and support districts' implementation of the Framework for Teaching. These include face-to-face training services; online training featuring videos of classroom exemplars aligned to the Framework for Teaching, and an online certification test for evaluators that districts can implement to ensure they have proficient evaluators making valid and reliable judgments. Please see the enclosed sealed envelope entitled "Estimated Service Costs" for general pricing information related to these services.</b></p> <p><b>Teachscape has a long history of working with districts to implement the Framework for Teaching and provide both face-to-face and online professional development for teachers and evaluators. We are happy to discuss the local needs of each LEA and tailor services and tools to meet those needs and ensure a successful implementation with positive and sustainable results.</b></p> <p><b>Teachscape has a long history of working with districts to implement the Framework for Teaching and provide both face-to-face and online professional development for teachers and evaluators. We are happy to discuss the local needs of each LEA and tailor services and tools to meet those needs and ensure a successful implementation with positive and sustainable results.</b></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><b>Teachscape is a school effectiveness company that was founded in 1999 as Educational Standards and Certifications, Inc. and has been providing research-based, professional development, resources and coaching support to teachers and leaders for twelve years.</b></p> <p><b>Teachscape works with school districts and state departments of education across the nation to provide focused and targeted support. Our work with school districts includes providing workshops, programs of study, and extended job-embedded professional learning and coaching for school leaders and teachers to help them rapidly improve student achievement while supporting that human capital development with technology tools and processes to synchronize instruction, curriculum, assessment, and professional learning. With 142 permanent staff and a network of over 100 contractor consultants, Teachscape's headquarters is located in San Francisco, and field staff and consultants are located throughout the U.S.</b></p> <p><b>Please refer to the organizational chart attached to this application.</b></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><b>Teachscape provides professional services and technology tools to over 5,000 school districts across the U.S. Canada, and Australia. Our staff is currently providing teacher evaluation consulting and facilitation services in school districts in Texas as well as for the Kentucky Department of Education.</b></p> <p><b>Charlotte Danielson and the Danielson Group provide training in the Framework for Teaching, and have served as consultants to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state (including Ohio, Illinois, Maryland, Florida, Arkansas, Wisconsin, and Oregon), and in several other countries.</b></p> <p><b>In her consulting work, Ms. Danielson has specialized</b></p>

	<b>in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson has consulted and developed training materials with ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards.</b>
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.	<b>Please clearly identify and attach this documentation in the Appendix section.</b>
4. Copy of the organization's 501(c)3 certificate or State license.	<b>Please clearly identify and attach this documentation in the Appendix section.</b>
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.	<b>No lawsuits have been filed against Teachscope for educational or fiscal mismanagement, civil rights violations, criminal acts, or any other reason.</b>
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.	<b>Teachscope has not been denied the ability to conduct business in any state.</b>
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	<b>Teachscope has not been debarred or suspended from doing business with any local government, state, or the federal government.</b>
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).	<b>The Danielson Framework for Teaching is being used to develop teacher evaluation systems in many states including Ohio, Illinois, Arkansas, Florida, Idaho, Maryland, Oregon, Wisconsin, and Wyoming. Teachscope currently is providing consulting and facilitation services in the area of teacher evaluation in the state of Texas and the commonwealth of Kentucky.</b>





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

- |    |  |   |
|----|--|---|
| 1. | Name of organization:<br>Primary location:<br>Contact information:<br>(phone / email / website):                                       | Teachscape<br>San Francisco, California<br>(415) 369-3700<br>mnathan@teachscape.com<br>www.teachscape.com   |
|    | LEAs where service will be provided (or is intended to be provided):   | Teachscape can provide services in all LEAs in the state of New York.   |
| 2. | The number of years the provider has delivered service:  | 12 years  |
| 3. | Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):   | Danielson Framework for Teaching  |
| 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):                 | Hundreds of thousands   |
| 6. | Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:                                 | Charlotte Danielson and The Danielson Group conduct roughly 2,160 days of instructional sessions per year. Teachscape provides on average approximately 2,250 total days of training and professional development in teacher effectiveness, effective classroom observation and teacher evaluation each year. |
| 7. | Average length of each training session for the training of evaluators (minutes/hours):  | Training in observation skills typically requires three (3) full days of sessions. For rater calibration and certification, an additional one (1) to two (2) days are generally required.   |

**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)(II), 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) Teachscape	4. Signature of Authorized Representative  (PLEASE USE <b>BLACK/BLUE</b> INK) 
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Ken Cucarola	5. Date Signed 6-8-11
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Chief Financial Officer	

