



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

Name of Entity	Silver Strong & Associates LLC	
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Name and Title of Authorized Contact	Justin Gilbert, Assistant Director of Publishing	
Address (if different from above)	<same>	
City, State Zip	<same>	
Phone	<same>	
Fax	<same>	
E-mail (<i>REQUIRED</i>)	<same>	
Tax I.D. Number	22-3773550	
The organization is: (Please indicate by clicking on the appropriate boxes below:)		
Local Educational Agency (LEA)	<input type="checkbox"/>	
For-profit corporation	<input type="checkbox"/>	Click either: <input type="checkbox"/> NY corp. or <input type="checkbox"/> Foreign corp.
Non-profit corporation	<input type="checkbox"/>	Click either: <input type="checkbox"/> NY corp. or <input type="checkbox"/> Foreign corp.
Limited Liability Company (LLC)	<input type="checkbox"/>	Click either: <input type="checkbox"/> NY LLC or <input checked="" type="checkbox"/> Foreign LLC
Other	<input type="checkbox"/>	Please specify:
Vendor Responsibility Questionnaire (VRQ)		Click either: <input checked="" type="checkbox"/> Submitted online (preferred) <input type="checkbox"/> Paper form enclosed with application <input type="checkbox"/> Will not be filed due to exempt status as follows (please specify):

IMPORTANT: For-profit corporations, non-profit corporations, and LLCs, are required to attach the following document(s), as applicable:

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.¹ (See important footnote below.)
- **If a foreign corporation:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If a New York State LLC:** the Articles of Organization, together with any amendments to such document filed to date. * (See important footnote below.)
- **If a foreign LLC:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State:** the certificate of Assumed Name

¹ Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the SED Office of Counsel website at www.counsel.nysed.gov or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.



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

Name of Applying Entity: Silver Strong & Associates

Name of Rubric: The Thoughtful Classroom Teacher Effectiveness Framework™

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><input type="checkbox"/> This rubric is for classroom observation only.</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 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><input type="checkbox"/> This rubric is for principal observation only.</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 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.

<p>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.</p>	<p>Silver Strong & Associates (SSA)'s work in equipping teachers and administrators with the best research-based tools and strategies to improve classroom practice spans over 40 years, predating by many years the current teacher effectiveness movement. And yet the core of our work has always been about helping educators use research-based tools and strategies to make their classrooms more thoughtful and more effective places for all students to learn.</p> <p>In pursuing this work in schools, we have achieved a national reputation as professional development trainers and coaches, as well as researchers and authors, who make current research practical and classroom-friendly for educators. We call this body of work The Thoughtful Classroom™. As teacher-effectiveness expert Dr. Robert Marzano has noted, “the great power of The Thoughtful Classroom lies in its ability to explain thirty-five years of research in a way that’s immediately accessible to teachers.”</p> <p>The Thoughtful Classroom Teacher Effectiveness Framework™ (TCTEF) represents our effort to codify this work and to turn it into a comprehensive system for evaluating and enhancing teacher effectiveness—a system that works for both teachers and administrators. Currently, the TCTEF is being used in over 70 districts across the United States in New York, New Jersey, Michigan, California, Arizona, Pennsylvania, Illinois, and Ohio. The TCTEF is also currently being used by schools in Australia, Botswana, and the Czech Republic. In 2012, the TCTEF was named a Readers’ Choice Top 100 Product by <i>District Administration</i> magazine.</p> <p>The TCTEF has been previously approved for statewide use in both New York and New Jersey. And in Michigan, the TCTEF is one of only four models to have been piloted statewide and recommended by the Michigan Council for Educator Effectiveness (MCEE). For more information, including a University of Michigan report which found the TCTEF to have “the highest rated technical platform” and be “a well-functioning instrument from a psychometric standpoint,” see Appendix D (Case Studies & Reports).</p> <p>An essential component of the TCTEF is making sure that all teachers have the instructional tools and strategies they</p>
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	<p>need to improve classroom practice and student learning. The positive impact that Thoughtful Classroom tools and strategies have on professional practice and student learning has been documented in a number of studies, including the white papers, “The Strategic Teacher: Better Instruction, Deeper Learning, Higher Achievement” and “Thoughtful Classroom Professional Learning Portfolios: A Model for Strategic Planning <i>and</i> Strategic Instruction,” and a series of case studies/profiles of schools and districts from around New York State and the country (see Appendix D, Case Studies & Reports).</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>See Appendix D (Case Studies & Reports) for the complete reports/papers highlighted below:</p> <p>In the Spring of 2013, West Babylon UFSD (NY) commissioned an independent evaluation of their Strengthening Teacher & Leader Effectiveness (STLE) Initiative, in which the district was using the TCTEF and Thoughtful Classroom tools and strategies. Abacus Research conducted a two-year study using “a number of quantitative and qualitative data collection procedures to conduct the evaluation including document review, interviews of key project personnel, participant surveys, and review of extant data.” Findings from the year one report suggest “the project has established a strong foothold for ongoing development of their program for the preparation and induction of district teachers and leaders—the <i>TLE continuum</i>—to improve teacher and leader effectiveness and, ultimately, student learning.”</p> <p>In December 2013, the University of Michigan’s Institute for Social Research (ISR) released a preliminary report on the pilot of four educator effectiveness tools (of which the Thoughtful Classroom Framework was one) commissioned by the Michigan Council for Educator Effectiveness and conducted during the 2012-2013 school year in 13 public school districts in Michigan. Research into the pilot initiative focused on three key areas: gathering a wide variety of data (interviews, surveys, observations), examining various approaches to improving the teacher evaluation process, and soliciting opinions of educators in the pilot schools about the teacher evaluation process and how it could be improved.</p> <p>From 2007-2009, SSA worked with educators in the Hardin County School District (Kentucky), a district of roughly 14,500 students with diverse populations and school settings. Professional achievement was calculated by measuring the percentage of students who achieved at the “proficient” or “distinguished” levels on the Kentucky Core Content Test over the three-year period in which The Thoughtful Classroom initiative was in place.</p> <p>Starting in 2004, SSA worked with over 2,000 teachers</p>

	<p>across ten districts in the Green River Regional Educational Cooperative (GRREC) in southwestern Kentucky. SSA helped GRREC to increase teacher effectiveness by training teachers in research-based strategies and training administrators in how to assess the quality of classroom instruction. For three years, this model served as GRREC’s primary professional development initiative. Professional achievement was calculated by comparing the achievement gains made by districts on the Kentucky state accountability index. Participating districts’ gains were compared to the gains made by non-participating districts within GRREC and against the state average gain.</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>The University of Michigan report on “Promoting High Quality Teacher Evaluations in Michigan” used a quasi-experimental design. All other studies and reports in Appendix D are non-experimental, tracking student performance data against regional or state averages.</p>
<p>4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.</p>	<p>The TCTEF uses a four-level rating system containing these categories: Novice, Developing, Proficient, and Expert. These four categories have been developed to reinforce the idea that teachers are on a journey “from novice to expert” as they strive to become highly effective educators. To support teachers and administrators in this endeavor of enhancing every teacher’s effectiveness, the TCTEF includes both Individual Dimension Forms (Appendix A) and Teacher Self-Assessment Forms (Appendix B). Both sets of forms are included in <i>The Thoughtful Classroom Teacher Effectiveness Framework Resource Guide</i>.</p> <p>To further support the observing and assessing administrator, this <i>TCTEF Resource Guide</i> includes:</p> <ul style="list-style-type: none"> • Pre- and post-conference observation forms that help put the observing administrator and the teacher “on the same page” before the announced observation and reflect on the results after the announced observation. • A variety of observation forms that work best for the administrator and type of observation (whether announced or unannounced). Observation forms for each dimension of the framework are included in the TCTEF Individual Dimension Forms (see Appendix A). These observation forms provide the administrator with instructional “look-fors” and student behaviors that are signs of effective practice in each of the nine instructional dimensions that make up the TCTEF. A tenth dimension with specialized four-level rubrics to assess non-instructional professional practice is also included. • A method for collecting evidence of the teacher’s commitment to each dimension using a simple “Four Ps” format

	<p>for providing quality feedback to the teacher (Provide evidence, Praise, Pose, Propose).</p> <ul style="list-style-type: none"> • A summative assessment rating scale in which the administrator evaluates the teacher’s effectiveness after classroom observations, conversations, and/or conferences. The four-level rating scale quantifies the teacher’s effectiveness in terms on the quality of the teacher’s practice and the effects of the teacher’s practice on student learning: <ul style="list-style-type: none"> 4: Expert – <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students’ needs and particular learning situations. These practices have a consistently positive impact on student learning. 3: Proficient – <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning. 2: Developing – <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. 1: Novice – <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning. • An observation form for the professional practice domain, which enables the administrator to use specific four-level rating scales to look at a teacher’s effectiveness in terms of his or her commitment to professional growth, the school community, and professionalism: <ul style="list-style-type: none"> Commitment to Professional Growth <ul style="list-style-type: none"> 4: Expert – The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school. 3: Proficient – The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom. 2: Developing – The teacher has made an initial commitment to professional growth and applies new learning in the classroom. 1: Novice – The teacher is reluctant or resistant to professional growth. Commitment to the School Community <ul style="list-style-type: none"> 4: Expert – The teacher contributes to the school
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	<p>community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.</p> <p>3: Proficient – The teacher is a regular and active contributor to the school community.</p> <p>2: Developing – The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.</p> <p>1: Novice – The teacher is not contributing to the school community beyond his or her classroom.</p> <p>Commitment to Professionalism</p> <p>4: Expert – The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.</p> <p>3: Proficient – The teacher is a regular and active contributor to the school community.</p> <p>2: Developing – The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.</p> <p>1: Novice – The teacher is not contributing to the school community beyond his or her classroom.</p> <ul style="list-style-type: none"> • A collection of Teacher Self-Assessment Forms (see Appendix B) that administrators can use to support teachers through the professional growth process. Teachers can and should assess themselves and their practice multiple times throughout the school year. Using the indicators and rating scales in the Teacher Self-Assessment Forms, administrators can help teachers identify strengths, target areas needing improvement, and work to develop meaningful professional growth plans. Teachers review the indicators within the Teacher Self-Assessment Forms and rate themselves on how well they believe they apply the practices described in the indicators. Teachers use the following four-level rating scale to conduct a self-assessment: <ul style="list-style-type: none"> 4: Expert – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement. 3: Proficient – I do this well and notice consistent positive effects on student learning. 2: Developing – I do this in my classroom, but only notice positive effects on student learning sometimes. 1: Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
<p>5. Describe and detail your organization’s demonstrated ability to adapt</p>	<p>Silver Strong & Associates (SSA) has been a provider of professional development for over 40 years. During these</p>

<p>and sustain the submitted rubric to align with the requested needs of participating LEAs.</p>	<p>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 will work with each LEA to convert our findings into a meaningful plan that aligns the identified needs with the TCTEF. The third phase of this model focuses on putting the plan into action. SSA trainers and coaches will provide workshops and coaching sessions for teachers and school administrators throughout the partnership.</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>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 including school visits and classroom walk-throughs.</p> <p>In order to successfully implement the TCTEF, SSA highly recommends that all professional development partnerships in support of the TCTEF include Core Framework Training, which is offered in two phases:</p> <p>Phase I: Learning the Framework During this two-day onsite introduction to the TCTEF, school leaders will...</p> <ul style="list-style-type: none"> • Learn the dimensions, indicators, and rubrics in the Framework. • Use the Framework to conduct formal and informal observations and collect evidence of effective practice (using real classroom videos). • Compare their evaluations with those of other administrators to begin establishing inter-rater reliability. • Use each successive round of observation to refine their practice and calibrate their judgments. <p>Phase II: Applying the Framework During this two-day onsite application session, school leaders will...</p> <ul style="list-style-type: none"> • Continue their work in using video to refine their observation skills and calibrate their evaluations. • Learn how to provide meaningful feedback to teachers. • Learn how to conduct powerful pre- and post-observation conferences with teachers. • Learn how to develop final evaluations of teacher ef-

	<p>fectiveness based on multiple measures.</p> <ul style="list-style-type: none"> • Explore different formats for writing up final evaluations. • Learn how to promote teacher growth through the development of targeted professional growth plans. <p>In addition to Core Framework Training, SSA will work with a district/LEA to further tailor professional development to build a comprehensive teacher evaluation system that supports continuous learning. Additional training and coaching options may include...</p> <ul style="list-style-type: none"> • Thoughtful Classroom Framework Keynote (staff) • Thoughtful Classroom Tools Workshop (staff) • Thoughtful Classroom Foundation Training (staff) • Advanced Observation Training (administrators/observers) • Leadership Coaching (administrators/school leaders) • Strategic Planning (administrators/school leaders) • PLC Training (staff) • Teacher-Leadership Training (teacher-leaders) • Web-Based PD and Online Coaching (teachers and/or administrators, depending on content) • Tools for School Leaders: Making Your Teacher Evaluation System a Success (school leaders) • The CRAFT of Leadership: Developing Professional Learning Communities That Really Work (school leaders) • The Three Ms of Local Assessment: Designing Local Assessments That Are Meaningful, Manageable, and Measurable (school leaders) • Trust: The Secret Ingredient in Teacher Evaluation (school leaders) <p>For more detailed information, see Appendix F (TCTEF Training & Implementation).</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>Educators may view and download the TCTEF Basic Rubric for free at www.ThoughtfulClassroom.com/TCTEF. Core Framework Training is highly recommended for any district/LEA in New York State wishing to successfully implement the Thoughtful Classroom Framework. Core Framework Training is organized into two phases, Learning the Framework and Applying the Framework. Each phase consists of two days of onsite training (for up to 30 participants). Each day of Core Framework Training is \$5,000 per day, including labor and travel expenses. Materials for Core Framework Training are \$125 per participant. Additional onsite training and coaching options are also available, as well as web-based PD and coaching (see Appendix F).</p>



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 LLC
	Primary location (city/state):	Franklin Lakes, New Jersey
	Contact information: (phone / email / website):	201-652-1155 jgilbert@thoughtfulclassroom.com www.ThoughtfulClassroom.com
	LEAs where service will be provided (or is intended to be provided):	New York
2.	The number of years the provider has delivered service:	Silver Strong & Associates has provided educators with customized and hands-on professional development to for the past 41 years.
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Thoughtful Classroom Teacher Effectiveness Framework™ (TCTEF)
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	teachers, principals, administrators
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	First piloted at the end of the 2010-2011 school year, the TCTEF has since been used in over 70 districts and we estimate with well over 5000 educators. More generally, we estimate that tens of thousands of educators have been trained through Thoughtful Classroom professional development initiatives.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	Our national network of trainers provides more than 100 instructional sessions each year.
7.	Average length of each training session for the training of evaluators (minutes/hours):	A typical full-day of onsite professional development is six hours of instruction. Interactive web-based professional development and coaching is scheduled hourly, most commonly in two-hour sessions.

Following is information provided as of December 18, 2015 (contact the provider for the most up-to-date information):

Teacher/Principal Rubric Tool: <input type="checkbox"/> Free <input checked="" type="checkbox"/> For Cost
If for cost, to which does a fee apply: <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> 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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (NOTE: Two to four days of Core Framework Training is highly recommended for the successful implementation of the TCTEF.)
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:



**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.

<p>1. Name of Organization (PLEASE PRINT/TYPE)</p> <p>Silver Strong & Associates LLC</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Justin Gilbert</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Assistant Director of Publishing & Content Development</p>	