



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

Name of Entity	Teachscape Inc.	
Address	71 Stevenson Street, 5 th Floor	
City, State Zip	San Francisco, CA 94150	
Phone	(415) 369-3700	
Fax	(415) 344-0847	
E-mail	rfps@teachscape.com	
Name and Title of Authorized Contact	Ken Cucarola, Chief Financial Officer	
Address (if different from above)	(same)	
City, State Zip	(same)	
Phone	(same)	
Fax	(same)	
E-mail (REQUIRED)	rfps@teachscape.com	
Tax I.D. Number	77-0639457	
The organization is: (Please indicate by clicking on the appropriate boxes below:)		
Local Educational Agency (LEA)	<input type="checkbox"/>	
For-profit corporation	<input checked="" type="checkbox"/>	Click either: <input type="checkbox"/> NY corp. or <input checked="" 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 type="checkbox"/> Foreign LLC
Other	<input type="checkbox"/>	Please specify:
Vendor Responsibility Questionnaire (VRQ)		Click either: <input checked="" type="checkbox"/> Paper form enclosed with application <input type="checkbox"/> Submitted online <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.¹⁹ (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

¹⁹ 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: Teachscape, Inc.

Name of Rubric: Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
<input checked="" 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 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 original Framework for Teaching (which is the basis for the Evaluation Instrument, 2011 Edition, 2013 Edition, and 2013 Instructionally Focused Edition) has undergone several research studies that have shown it to be valid and reliable--high performance on the Framework as a whole has been shown to be consistently predictive of high levels of student learning. Initially validated by Educational Testing Services (ETS), the Framework has also been validated by several other large studies, some of which are described below (additional information is available in Appendix C):

1. Evaluation scores as a result of the Framework were shown to be 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 for Teaching 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 low-performing teachers were identified 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 in Cincinnati Public Schools to compare student achievement with teachers' evaluation scores for 246 teachers 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" 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).

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.

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 using the Framework for Teaching contributed slightly to student achievement (Borman & Kimball, 2005).

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.

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)

	<p>and mathematics (0.43).</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 empirical studies noted used various methodologies. A brief description of methodology for each of three of the studies is below (and included in Appendix C):</p> <p>(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.</p> <p>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.</p> <p>(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</p>

	<p>growth effects are provided in Appendix C.</p> <p>(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 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.</p> <p>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.</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 research designs for these findings were experimental and quasi-experimental.</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>All versions of the Framework for Teaching include detailed rubrics describing teaching practice in four domains at each of the four performance levels (Unsatisfactory, Basic, Proficient, and Distinguished). Please refer to Appendix A for the complete Framework for</p>

	<p>Teaching Evaluation Instrument, 2013 Instructionally Focused Edition. Appendix B presents a table showing the evolution of the Framework since 1996 along with the streamlined rubrics for Domain 1 and 4 in the Focused Evaluation Instrument. These rubrics still allow observers and supervisors to assess and score teaching practice in the areas of Planning and Preparation (Domain 1) and Professional Responsibilities (Domain 4), but now simplify this process by presenting domain-level descriptions at the four performance levels, rather than component-level descriptions as with other versions of the Framework.</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>The Framework for Teaching is being used in thousands of schools and districts across the country. Because it helps establish a common language for effective teaching across all grades and subject areas, the Framework is adaptable to align with the needs of LEAs.</p> <p>In New York, the Framework for Teaching Evaluation Instrument, 2011 Edition, was submitted by Teachscape and Charlotte Danielson and approved by NYSED in 2011.</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 initial face-to-face training in the Framework for evaluators and teachers is highly recommended but not required. Training is provided by members of the Danielson Group, a highly experienced and high-caliber cadre of consultants selected and trained by Charlotte Danielson. This training will help each LEA teachers and evaluators gain a deep understanding of what teaching looks like at each level of performance of the Framework, and how teachers will be assessed under the LEA's teacher evaluation system.</p> <p>Face-to-face training can be augmented by and used in tandem with Teachscape's online video-rich training, scoring practice, assessment, and calibration resources (Teachscape Focus).</p> <p>For teachers, this video-rich online training helps them develop a deep understanding of the Framework for Teaching and how it is applied to assess teaching as well as empower teachers to improve their practice.</p> <p>For evaluators, the online training is combined with video-based scoring practice, a proficiency assessment, and ongoing calibration exercises to help evaluators</p>

	<p>focus deeply on the elements of the Framework for Teaching and make accurate and consistent assessments of teaching on an ongoing basis. Online resources are accessible throughout the year so evaluators and teachers have access to just-in-time learning opportunities, and evaluators can practice or calibrate their scoring on an ongoing basis.</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>As with the 2011 Edition, LEAs and BOCES can implement any printed version of the Framework for Teaching--including the Evaluation Instrument, 2011 Edition, 2013 Edition, and Focused 2013 Edition--at a very low cost. The 2011 and 2013 Editions of the Evaluation Instrument can be downloaded from the Teachscape website (http://www.teachscape.com/frameworkforteaching/home) or the Danielson Group website (http://danielsongroup.org/) at no cost, and the print versions of these instruments may be used freely by any LEA.</p> <p>To incorporate electronic versions into software products, however, Charlotte Danielson has granted Teachscape exclusive digital rights to her Framework for Teaching Evaluation Instrument (2011, 2013, and 2013 Instructionally Focused Editions). This means Teachscape is the only company that can incorporate any version of the Evaluation Instrument into electronic tools for observation and evaluation. Ms. Danielson made this decision based on our extensive work together developing these tools, and because of Teachscape's commitment to the constructive and reflective process around which we designed our tools.</p> <p>To assist with implementation of the Framework, Teachscape and the Danielson Group offer a variety of tools, training, and resources that supplement and support districts' implementation of the Framework for Teaching Focused Evaluation Instrument, 2013 Edition. These include face-to-face training services, online training featuring videos of classroom exemplars aligned to the Framework for Teaching Evaluation Instrument, and an online proficiency assessment for evaluators that LEAs can implement to ensure they have proficient evaluators making accurate and consistent judgments about teaching. Please see the enclosed sealed envelope entitled "Estimated Service Costs" for general pricing information related to these services.</p>

	<p>Teachscape has a long history of working with districts to implement the Framework for Teaching, and, with our partner, The Danielson Group, we 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.</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>Teachscape is a teaching effectiveness company that was founded in 1999 as Educational Standards and Certifications, Inc. and has been providing research-based software, services, and tools for teacher evaluation, professional development, and organizational effectiveness for nearly fourteen years.</p> <p>Teachscape works with LEAs, school districts, and state departments of education across the nation to provide focused and targeted support. Our work with schools and LEAs includes providing workshops, coaching support, extended job-embedded professional learning and coaching for school leaders and teachers to help them rapidly improve teaching and student achievement. These services are supported by technology tools and processes to synchronize instruction, curriculum, assessment, and professional learning. With 180 permanent staff members 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.</p> <p>Please refer to the organizational chart attached to this application.</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>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.</p> <p>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 many states (including Ohio, Illinois, Maryland, Florida, Arkansas, Wisconsin, and Oregon), and in several other countries.</p>

	<p>In her consulting work, Ms. Danielson has specialized 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.</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 have been filed against Teachscape for educational or fiscal mismanagement, civil rights violations, criminal acts, or any other reason.</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>Teachscape has not been denied the ability to conduct business in any state.</p>
<p>7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.</p>	<p>Teachscape has not been debarred or suspended from doing business with any local government, state, or the federal government.</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>The Danielson Framework for Teaching is being used to develop teacher evaluation systems in many states including New York, New Jersey, Ohio, Illinois, Connecticut, Arkansas, Florida, Idaho, Maryland, Oregon, Wisconsin, and Wyoming. Teachscape has provided consulting and facilitation services in the area of teacher evaluation in New York, New Jersey,</p>

	<p>Rhode Island, Texas, Kentucky, and Nevada. Over 30,000 evaluators have been trained using our online evaluator training and assessment system, Teachscape Focus, which has also been adopted statewide in Illinois.</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:	Teachscape, Inc.
	Primary location (city/state):	San Francisco, CA
	Contact information: (phone / email / website):	Holly Cooper 415-748-3615 holly.cooper@teachscape.com
	LEAs where service will be provided (or is intended to be provided):	Teachscape is able to provide services in all LEAs in the state of New York
2.	The number of years the provider has delivered service:	14
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition
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):	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):	Face-to-face training is recommended but not required; training in observation skills is typically three (3) full days of sessions. For rater calibration and certification, an additional one (1) to two (2) days are generally required. Online training is available through the Teachscape Focus observation training and assessment system.

Following is information provided as of May 20, 2013 date (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
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:



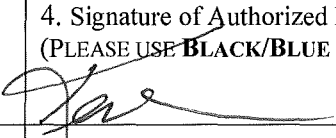
FORM D

**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.

<p>1. Name of Organization (PLEASE PRINT/TYPE)</p> <p>Teachscape Inc.</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)</p> 
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Ken Cucarola</p>	<p>5. Date Signed</p> <p>5-17-2013</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Chief Financial Officer</p>	



Request for Exemption from Disclosure Pursuant to the Freedom of Information Law

New York State Public Officers Law, Article 6 (Freedom of Information Law) requires that each agency shall make available all records maintained by said agency, except that agencies may deny access to records or portions thereof that fall within the scope of the exceptions listed in Public Officers Law §87(2).

Any proprietary materials submitted as part of, or in support of, an applicant’s proposal, which applicant considers confidential or otherwise excepted from disclosure under the Freedom of Information Law, must be specifically so identified, and the basis for such confidentiality or other exception must be specifically set forth.

Please list **all** such documents for every portion of the proposal on the form below. Materials which are not indicated below may be released in their entirety upon request without notice to you.

According to law, the entity requesting exemption from disclosure has the burden of establishing entitlement to confidentiality. Submission of this form does not necessarily guarantee that a request for exemption from disclosure will be granted. If necessary, NYSED will make a determination regarding the requested exemptions, in accordance with the process set forth in Public Officers Law §89(5).

Name of Organization: Teachscape, Inc.

Material for which Exemption is Requested	Location / Page Number(s)	Basis for Request
Teachscape Financial Statements	Sealed Envelope - Information-Only Forms (back)	Teachscape is a privately held company that wishes to keep financial information private and confidential.