



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

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 checked="" type="checkbox"/> This rubric is for classroom observation, only.</p> <p><input 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 (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.

<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>Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.</p> <p>As a brand new rubric custom-designed through a collaborative process between NYSED and Pearson in 2010–2011, the rubric has been field tested with educators who have successfully used the rubric to rate classroom effectiveness.</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><i>N/A. See number 1 above.</i></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><i>N/A. See number 1 above.</i></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>The 4-point rating system developed with NYSED for each category of performance indicators is embedded into the rubric itself (included in the accompanying appendix). Additional guidelines for evaluators (including the conversion of ratings for each category of performance indicators into the four rating categories that have been adopted for use in New York State) will be custom developed in continuing collaboration with NYSED prior to LEA implementation.</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>Through our ongoing collaboration with NYSED, we have demonstrated our willingness and ability to adapt the rubric as requested by NYSED. We will continue to revise the rubric in accordance with future NYSED requests. We will also adapt and sustain the rubric to align with the requests of specific participating LEAs.</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>We will develop a custom plan for the instructional content, methodology, and format of evaluator training that can be offered to participating LEAs. Pearson proposes approaching evaluator training from three perspectives: 1) the development of the discrete skills and knowledge necessary to observe classroom teaching and learning activities accurately and reliably; 2) instruction in the principles and processes that provide context for teacher evaluations; and 3) guidance for the consumption of relevant data in a culture that values its implications.</p> <p>Inter-rater reliability training will provide the discrete knowledge and skills necessary to accurately and reliably observe classroom teaching and learning performance. This training will be customized to the NYSTCE Framework for the Observation of Effective Teaching. This evaluation rubric, developed through a collaborative effort between NYSED and Pearson, will serve as the basis for the customized training.</p> <p>Please refer to the Appendix for a more detailed description of the proposed three-part training program summarized above.</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><u>NOTES:</u> 1) Projected costs are included in the Estimated Service Provider Costs submitted in the attached separately sealed envelope, as requested by the RFQ. 2) Complete descriptions of the training sessions relative to each approach option can be found in the Appendix.</p> <p>In association with the projected costs, Pearson offers New York State LEAs two approach options for support in adopting our Teacher Practice Rubric evaluation tool. Based on the interests of each LEA, Pearson will provide the following training and implementation approach options:</p> <p><u>OPTION 1:</u> This approach includes a three-part training. Projected costs for each part of the proposed three-part training program include Materials and Travel (<i>i.e., lodging, meals, and transportation</i>). Each training will be delivered face-to-face, with training cohorts of up to 30 participants per session. Each session will include training for both formative and summative observation (for both administrators and coaches).</p> <p>1. <u>Training Session 1: Inter-Rater Reliability.</u> Two (2)</p>

	<p>days of training program costs</p> <ol style="list-style-type: none"> 2. <u>Training Session 2: Effectively Evaluating Teachers to Advance Student Performance.</u> One (1) day of training program costs. 3. <u>Training Session 3: Use the Right Data Rightly.</u> One (1) day of training program costs. <p><u>OPTION 2:</u> Pearson will collaborate with Research for Better Teaching (RBT) to provide a second approach option for training evaluators and implementing the rubric. Projected costs for each proposed training course include Materials and Travel (i.e., lodging, meals, and transportation).</p> <ol style="list-style-type: none"> 1. <u>Training Session 1: Observing and Analyzing Teaching–Part 1.</u> Seven (7) day course of training program costs. 2. <u>Training Session 2: Observing and Analyzing Teaching–Part 2.</u> Seven (7) day course of training program costs. 3. <u>Training Session 3: Differential Conferencing.</u> Seven (7) day course of training program costs. <p><u>Follow-Up Training Session for Central Office Administrators: Supervising Evaluators for Rigorous and Reliable Teacher Evaluation.</u> Three (3) day course for central office administrators who supervise evaluators. (Note: There are no additional program costs associated with this specific training; any program costs are incorporated into the program costs associated with the previously described training sessions. For cost details, refer to the Estimated Service Provider Costs submitted in the attached separately sealed envelope.)</p> <p>For both approach options, any additional costs related to implementation for a specific LEA (e.g. LEA-specific adaptation of rubric) will be finalized at the time when the LEA and Pearson enter into an agreement.</p>
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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>Educating 100 million people worldwide, Pearson is the global leader in educational programs, providing research-based digital and print programs to help students of all ages learn at their own pace, in their own way.</p> <p>We have been successfully serving education and educators for more than 75 years. Our success is founded in working with education stakeholders to deliver innovative products, technology, and services that respond to challenges in education and help improve student achievement. We have extensive experience in large-scale program management and school improvement at the state and district levels, including operational quality monitoring and management.</p> <p>Pearson is also the leading PK–12 curriculum, assessment, and software company in the US. We provide industry-leading digital instructional solutions for grades PK–12. We also offer a wide range of professional development solutions for educators that integrate our instructional, evaluation, and reporting capabilities.</p> <p>We provide large-scale evaluation and assessment services in more than 30 states and for the US Department of Education, the College Board, and the National Board for Professional Teaching Standards. Last year, for example, we delivered over 40 million tests, including more than 9 million online assessments.</p> <p>Challenges to US education have never been more complex or consequential. Given the scope of our offerings and the depth of our experience, Pearson is well-positioned to work with education stakeholders to provide strategic solutions for improving educator effectiveness and student outcomes.</p> <p>Pearson has offices located across the United States, including one of the four offices of our Evaluation Systems group (the Pearson group responsible for the New York State Teachers Certification Examinations™) located</p>
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	<p>outside Albany, NY. The other three offices of the Evaluation Systems group are located in Hadley, MA; Austin, TX; and Sacramento, CA.</p> <p>Please see the Appendix for an organization chart that illustrates Pearson's corporate structure and the connectedness of our functional groups.</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>Pearson Experience with Educator Evaluations. Pearson works nationwide on educator evaluation, professional development and comprehensive school solutions for PK–12 educators. We work closely with district staff to customize instructional improvement services to complement current programs. Pearson services for educator evaluation, professional development and consulting include the following:</p> <ul style="list-style-type: none"> • Teacher Compass. We provide strong tools for teacher observation and evaluation that were developed at Johns Hopkins University. • America's Choice. We work with schools in need of assistance to improve their instructional practice, educational leadership, and school performance. • Learning Teams. We work with schools to build focused, research-based professional learning communities. • Sheltered Instruction Observation Protocol (SIOP®). We provide professional development offerings that train educators in strategies for the teaching of English language learners. • Assessment Training Institute. We offer professional development led by Dr. Rick Stiggins. • Common Core State Standards. Our senior staff, including Phil Daro, Dr. Sally Hampton, and Dr. Skip Fennell provide leadership to educators in aligning curriculum and instruction with the Common Core State Standards. <p>Pearson also develops, administers, and scores instruments for educator evaluation and assessment that are used for educator credentialing in more than 20 programs across the United States, assessing about half of all candidates for educator credentialing nationwide. Our experience in the development and administration of instruments for educator evaluation and assessment goes back decades, developing and administering more than 900 standards-</p>

aligned instruments in more than 100 fields of educator practice.

Our ongoing work with state education agencies is the clearest demonstration of our ability to deliver quality products and services over long periods of time. Please refer to the Appendix to review a map that highlights the states in which we contract for educator evaluation and assessment programs based on state-customized sets of educator standards.

Educator Certification Assessments for New York.

Pearson has worked with NYSED and educators throughout the state of New York for decades, providing educator certification tests that are complex, comprehensive, and customized to meet state requirements for educator certification, and aligned with state standards.

These tests—the New York State Teacher Certification Examinations™ (NYSTCE®)—address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification.

Pearson is currently working with NYSED and New York State educators on the development of the NYSTCE Performance Assessments for Teachers and Principals portfolio assessments (including video-recorded submissions that illustrate classroom effectiveness), which have been custom-developed to measure the performance of New York State educator candidates. Collaborative work with NYSED on the development of the rubric to be used to score these portfolio components has led to the submission of this proposal.

The NYSTCE program's Assessment of Teaching Skills—Performance (ATS-P) (Video) test is a teacher performance assessment that requires the submission of a 20- to 30-minute video-recorded sample of a candidate's teaching performance in a classroom of students who are part of the candidate's regular teaching assignment in a public or nonpublic PreK, elementary, middle, or secondary school. As part of the ATS-P (Video) program development, Pearson produced a scoring rubric designed to holistically score this authentic assessment. Scorers are instructed by

experienced Pearson staff in utilizing the rubric to provide consistent, accurate scoring for the State.

The remaining tests in the NYSTCE program are pre-service assessments, and include tests for teaching assistant certification, bilingual education assessments, written assessments of teaching skills, and a full array of content specialty tests. The majority of tests in the program include one or more performance-based assignments, including written assignments, speaking assignments, and video-recorded teaching samples. Pearson has produced rubrics for each, which are then used in the orientation of scorers and the actual scoring process for the tests.

The California Reading Instruction Competence Assessment® (RICA®). Pearson developed and currently administers the RICA for the state of California. This assessment offers candidates the option of an evaluation based on actual classroom performance, rather than a written examination. Candidates who choose the Video Performance Assessment create and submit video recordings of themselves teaching reading. Pearson developed a rubric designed to effect reliable scoring of this assessment, and we utilize the rubric in the training of scorers in our California office and in scoring the assessment.

National Board for Professional Teaching Standards. In 2008 Pearson was awarded the National Board for Professional Teaching Standards® (NBPTS®) contract in a competitive bidding process. We design, manage, administer, and score the NBPTS assessments for accomplished educators across the nation. The NBPTS program includes candidate-created portfolios that capture teaching practice in real-life settings, allowing trained assessors to use rubrics to examine how candidates translate knowledge and theory into practice.

A History of Improving Instructional Practice

In addition to our broad and deep work developing instruments for educator evaluation and assessment, Pearson works directly with schools and districts to tailor solutions for improving instructional practice with teacher/administrator evaluation tools, learning coaches, and targeted professional development.

America's Choice. America's Choice began as a program of the National Center on Education and the Economy (NCEE) and became a wholly owned subsidiary of Pearson in 2010.

In 1998 America's Choice began offering a comprehensive, standards-based school improvement model for elementary, K–8, middle, and high schools. We have provided comprehensive school designs, instructional solutions, technical assistance and coaching, professional development and training, and instructional materials to meet needs and to build capacity within school systems.

The Turnaround Challenge, the 2007 landmark report by Mass Insight, identifies America's Choice as a leading organization in the provision of effective mechanisms of support for school transformation.

America's Choice also offers highly regarded instructional solutions in the core areas of literacy, mathematics, and science that directly address closing the achievement gap. Many districts have combined programs to shape customized solutions to bring coherence to their programs within a framework of tiered intervention.

Learning Teams. The Learning Teams (LT) model guides teacher collaboration efforts and builds the leadership capacity of administrators and teacher leaders. LT protocols and site-based assistance from our certified LT advisors facilitate the systematic and continuous study of teaching and help teachers develop specific instructional solutions based on classroom evidence. LT helps schools establish a distributed leadership structure supported by a strong principal where teachers and administrators work together with a shared vision of improved instruction and student achievement. District leadership plays a critical role in sustaining this work over the long term.

Professional Development. The Professional Development group of Pearson offers comprehensive solutions for professional learning and growth for K–12 educators nationwide from pre-service teacher education throughout education practice.

Our Professional Development offerings also include courses to help schools and districts successfully

	<p>implement the Common Core State Standards as well as training for administrators in effectively evaluating teachers.</p> <p>We work closely with district staff members to provide instructional improvement services that enhance current district programs. We also align the work with the state standards and local curriculum.</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>Please clearly identify and attach this documentation in the Appendix section.</p> <p>Please refer to the Appendix for the requested financial information.</p>
4. Copy of the organization's 501(c)3 certificate or State license.	<p>Please clearly identify and attach this documentation in the Appendix section.</p> <p>Please refer to the Appendix for the requested State license documentation.</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>From time to time and in the ordinary course of business, NCS Pearson, Inc. ("Pearson") is involved in routine business litigation. Additionally, Pearson's Evaluation Systems group is also involved in claims from individual teacher certification candidates. To our knowledge, none of these pending claims would legally impair Pearson's ability to perform the Services set forth in this RFQ, and none of these claims will have any meaningful financial impact on Pearson.</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>Not applicable.</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>Not applicable.</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>Pearson works with individual schools and districts to shape solutions for local issues affecting students across the country. Pearson also develops and administers instruments for educator credentialing in 17 states, assessing about half of all educator candidates nationwide. We provide statewide student assessments for 25 states,</p>

	<p>Puerto Rico, consortia (e.g., American Diploma Project), and for the federal government (e.g., National Assessment of Educational Progress).</p> <p>A few other notes on our proven track record of accomplishment:</p> <ul style="list-style-type: none">• More than 1,000 schools in 19 states have implemented the America's Choice comprehensive improvement model. <i>The Turnaround Challenge</i>, the 2007 landmark report by Mass Insight, identifies America's Choice as a leading organization in the provision of effective mechanisms of support for school transformation. We have worked to improve student achievement in low-performing schools and districts in Arkansas, Colorado, Georgia, Hawaii, Massachusetts, Mississippi, New Mexico, and North Carolina. Additional states and districts in which we have recently been selected as a turnaround provider include Illinois, Ohio, Tennessee, Washington State, Philadelphia, PA, and Newark, NJ.• The Learning Teams program has been adopted in a wide variety of districts, including large urban districts such as the Los Angeles Unified School District (LAUSD), and smaller urban and suburban school systems in cities such as Cleveland, OH, Pomona, CA, and Omaha, NE.• For 20 years, Professional Development has worked with more than 300 schools in 35 states to accelerate student achievement with programs that help educators improve instructional practices in literacy and mathematics, teach English language learners more effectively, and strengthen response to intervention strategies.
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**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL -SERVICE SUMMARY (INFORMATIONAL-ONLY)**

1.	Name of organization:	Evaluation Systems group of Pearson, a business of NCS Pearson, Inc.
	Primary location:	300 Venture Way Hadley, MA 01035
	Contact information: (phone / email / website):	Phone: 413-256-0444 Website: www.teacher.pearsonassessments.com
	LEAs where service will be provided (or is intended to be provided):	Service will be provided to all LEAs who contract with Pearson.
2.	The number of years the provider has delivered service:	The Evaluation Systems group of Pearson has custom-developed and delivered teacher and prospective teacher assessments since 1976. The rubric submitted in response to NYSED's RFQ is a brand new rubric custom-designed through a collaborative process between NYSED and Pearson in 2010–2011. The rubric has been field tested with educators who have successfully used the rubric to rate classroom effectiveness of educators.
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	NYSTCE Framework for the Observation of Effective 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):	New rubric developed through collaboration between NYSED and Pearson
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	The number of sessions that are needed by participating LEAs will be provided
7.	Average length of each training session for the training of evaluators (minutes/hours):	3-part training: 2-days, 1 day, 1 day

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) Evaluation Systems group of Pearson, a business of NCS Pearson, Inc.	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Paula M. Nassif, Ed.D.	5. Date Signed June 15, 2011
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Executive Vice President	

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