



**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 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 <u>each*</u> 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 <u>each*</u> 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.

Research confirms that there is a positive association between teacher performance and student achievement. Robust performance-based teacher evaluation systems are also associated with student learning gains (Nelson 2009, Harris & Sass, 2007; Little, Goe & Bell, 2009). Four studies by Consortium for Policy Research in Education-University of Wisconsin positively correlate performance-based teacher evaluation scores with student achievement growth (Kimball, 2004, Milanowski, 2004). Research shows that the key elements of a rigorous, comprehensive, performance-based teacher evaluation system that strengthens teaching and improve student outcomes consists of clearly articulated teaching standards, the use of rubrics, and multiple observations.

The NYSUT Teacher Practice Rubric was developed using Charlotte Danielson's well accepted and research-based framework (Danielson, 2007) and the NYS Teaching Standards. The NYSUT Teacher Practice Rubric was also reviewed and modified to ensure alignment with accomplished teaching standards (National Board for Professional Teaching Standards), model core teaching standards (Interstate Teacher Assessment and Support Consortium InTASC), and professional development standards (National Staff Development Council). The Danielson framework undergirds the NYSUT Comprehensive Teacher Evaluation and Development System which provides the observation model protocols for use with the NSYUT Teacher Practice Rubric. Recent research on similar teacher performance-based evaluation systems such as the Cincinnati Public Schools Teacher Evaluation System (CPSTES) (Taylor, 2010; Kane, 2011) and Montgomery County, MD teacher evaluation system based on the Danielson framework were found to be positively correlated with student achievement growth (Holtzapple, 2003, Milanowski, 2004a, b).

	<p>The success of performance-based teacher evaluation system is highly dependent on the provision of high quality training for stakeholders around the standards and rubrics as well as the goals of the evaluation system (Mather, Olivia, & Laine, 2008). Systematically training classroom observers and evaluators (e.g. intra- and inter-rater reliability) helps ensure their ability to accurately assess teacher performance (Little, Goe & Bell, 2009). The evaluation protocols and processes associated with the NYSUT Teacher Practice Rubric are reinforced by extensive training and support for teachers, peer evaluators and administrators.</p> <p>Anecdotal evidence from districts using the NYSUT Teacher Practice Rubric is consistent with findings in similar performance systems as documented in CPSTES (Kane, 2011), connecting specific teaching practices with student achievement outcomes. Descriptions of practices and different performance levels that comprise the NYSUT Teacher Practice Rubric, as well as specific details about practice that contribute to rating categories, provide evidence of effective teaching practices that can be widely shared and also map out professional development support to individual teachers. The American Institute of Research (AIR) will continue to collect data and identify findings resulting from the use of the NYSUT Teacher Practice Rubric in the NYSUT's Innovation Initiative school districts through 2015. AIR will document demonstrated effectiveness of the rubric and other aspects of the evaluation system in contributing to professional achievement of teachers. (See Appendix 3)</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>Multiple measures of teaching practices and student achievement will be used to collect evidence of demonstrated professional achievement for teachers. The NYSUT Teacher Practice Rubric describes the practices, skills and characteristics that effective teachers should employ. Multiple measures will collect evidence on the elements that comprise the NYS Teaching Standards. Teacher performance data will be collected using detailed classroom observations by highly-trained multiple observers; an analysis of teaching artifacts; multiple observations; structured review of student work; goal-setting and professional learning responsibility and progress on growth plans. Evaluators assign a performance rating for each specific practice element</p>

	<p>indicating evidence of a level of proficiency. The various levels of proficiency in the NYSUT Teacher Practice Rubric incorporate a point system of scoring individual practices in order to understand variations in skills among teachers with similar overall ratings. Comparison of teacher differences in performance over time, with a focus on observable practices, increases the probability that classroom/observation-based evaluation will result in improved practice. The NYSUT Comprehensive Teacher Evaluation and Development System (CTEDS) has developed quality evidence collection methods to be used with the NYSUT Teacher Practice Rubric.</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>AFT's i(3) project is supporting the pilot and implementation of NYSUT's Comprehensive Teacher Development and Evaluation System. American Institute for Research (AIR) is conducting the formative and summative evaluation of the pilot and implementation of the teacher evaluation process. AIR's research design uses a mixed-method approach to collecting data on changes in teaching practices. Formative studies include interview protocols, focus groups, and survey instruments previously used in large-scale research studies. Focus groups include teacher evaluators, surveys of school principals and building team representatives, and online surveys of teachers. Data collection includes district reports of annual district data on student characteristics and teachers, and annual results from state assessments. Data collection also includes changes in policies and practices, teacher performance data and student achievement data. Descriptive and inferential statistical techniques are used to calculate frequency, proportions, ranges, means. AIR is conducting a qualitative investigation of relationships between these characteristics using descriptive and inferential statistics to analyze school, district and teacher characteristics. Observation/fidelity protocols, and teacher and administrator surveys have been established to document features of training provided.</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>Below are two proposed options associated with the scoring of a teacher's performance using the evidence collected through the NYSUT Teacher Practice Rubric:</p> <p>Option One: The evaluator collects evidence and rates the teacher's effectiveness associated with the elements and performance indicators of each NYS Teaching</p>

	<p>Standard. The evaluator uses a 1-4 scale with 4 = highly effective, 3 = effective, 2 = developing and 1 = ineffective. A total per standard score is produced by adding individual indicator scores divided by the number of performance indicators assessed. All standard scores are added to produce a total score and divided by the number of standards. The total score is then applied to a locally negotiated conversion chart to determine the subcomponent score. If a teacher's total subcomponent score is 2.62, according to the sample conversion table, the teacher's rating would be "effective."</p> <p style="text-align: center;">Sample Conversion Table</p> <table data-bbox="711 695 1133 842"> <tr> <td>Highly Effective</td> <td>3.5 – 4.0</td> </tr> <tr> <td>Effective</td> <td>2.5 – 3.49</td> </tr> <tr> <td>Developing</td> <td>1.5 – 2.49</td> </tr> <tr> <td>Ineffective</td> <td>1.0 – 1.49</td> </tr> </table> <p>Option Two: A point value which is locally negotiated is assigned to each of the seven teaching standards adding up to 60 points. A local determination is made regarding point allocation for elements/performance indicators to total the point value per standard. Evidence is collected and scored on a 60-point basis; the final score will fall into locally negotiated scoring bands indicating highly effective; effective; developing; ineffective.</p>	Highly Effective	3.5 – 4.0	Effective	2.5 – 3.49	Developing	1.5 – 2.49	Ineffective	1.0 – 1.49
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<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 NYSUT Teacher Practice Rubric has been used with a variety of school districts throughout New York State; Albany (large urban), North Syracuse (large suburban), Plattsburgh (small city), Marlboro (small suburban), and Hempstead (large urban). Each district required different strategies to adapt and sustain the Rubric. To meet local needs, tailored technical assistance was offered to each district with regard for the following conditions: the district's current evaluation system; adjustment to current observation practices; training for administrators and peer evaluators on observation protocols; training for teachers on NYS Teaching Standards and observation protocols; examination of current data; and systems and processes for teacher evaluation; and professional development practices and district PDP. As the work continues, and more districts adopt the Rubric, NYSUT's Education and Learning Trust will provide each school district with appropriate technical</p>								

	<p>assistance to sustain the evaluation process as required to conduct an effective teacher evaluation and development system. (See Appendices 6, 8 and 9) ELT's Director and staff have been an integral part of the development and piloting of the Comprehensive Teacher Evaluation and Development System (CTED) including the pilot of the Rubric.</p> <p>The Education & Learning Trust has successfully adapted and sustained a variety of educational programs and innovative initiatives in rural, suburban and large city districts. ELT brings over thirty years of experience and has worked with over 700 school districts on providing training on numerous reform initiatives. Customizing programs to meet the particular needs of districts is always the entry point for technical assistance in designing and developing training programs for teachers and administrators. With experience in many district-wide educational initiatives, such as mentoring, block scheduling or differentiated instruction, ELT has achieved outstanding results with demonstrated ability to work effectively at the district level.</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>Instructional content: Proposed evaluator training (available 2012) may include the following components: (1) NYS Teaching Standards and their related elements and performance indicators; (2) research- and evidence-based observation techniques; (3) application and use of the student growth percentile model and the value-added growth model identified by the State; (4) application and use of the NYSUT Teacher Practice Rubric; (5) use of any district assessment tools (multiple measures, such as surveys, reviews of student work, observations, etc.) used to evaluate teachers; (6) application and use of any State-approved locally selected measures of student achievement; (7) use of the Statewide Instructional Reporting System; and (8) scoring methodology, including scoring subcomponents and the composite effectiveness score, and use of the scoring ranges for the four designated rating categories.</p> <p>Potential additional topics include (a) ethical responsibilities of evaluators; (b) timelines and processes for evaluators and participants; (c) appropriate use of tools and instruments; (d) inter-rater reliability; (e) how to engage teachers in "instructional conversations,"; and other topics.</p>

	<p>Methods: Training focuses on practice evaluation by observing teachers, examining artifacts, and reviewing student work, and the use of other measures. The emphasis in instruction is on role-playing, practice in authentic contexts, discussion, examination of research, demonstrations, analysis of video, and formative and summative feedback for learners (certification through testing). A comprehensive handbook and integrated forms also support evaluator development. Post-training support includes paired observations to insure inter-rater reliability; progress monitoring and ongoing evaluation of training.</p> <p>Format: NYSUT will provide experiential training through a number of mechanisms. Training will be delivered in classrooms and through web-based, interactive designs, such as webinars, modular instruction, and online resources that support the ongoing development of evaluator expertise. The Evaluator Institute (45 hours=30 hour Institute /15 hour in-district support) examines best practices in NYS standards-based teacher evaluation and provides support for observers to develop skills in communicating to teachers in a balanced way about their teaching repertoire.</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>The adoption of the NYSUT Teacher Practices Rubric would require two significant activities (1) training teachers on the New York State Teaching Standards Elements and Performance Indicators and the NYSUT Teacher Practices Rubric (referred to as stakeholders training) and (2) Evaluator Training.</p> <p>Stakeholder Training: This training program will address the important details of evaluation, such as how teachers are involved in the evaluation process of the district, including the protocols for the evaluation process, performance expectations according to the prescribed rating categories; measures for obtaining evidence of teaching practices using observation and analysis of teaching/student artifacts and an understanding of a goal setting procedures and learning plans to structure continuous professional growth. This training could be delivered in 5 three-hour sessions to ensure adequate levels of awareness and application of appropriate knowledge and skills necessary for participating in the teacher’s annual evaluation. NYSUT's Education and Learning Trust is prepared to provide this training to school districts</p>

	<p>using NYSUT's Teacher Practice Rubric. The estimated cost of the fifteen-hour program is approximately \$110 per person.</p> <p>Evaluator Training: While not a service that will be available by the Education and Learning Trust until 2012, evaluator training is a major component of NYSUT's Comprehensive Teacher Evaluation and Development System (CTEDS). A well-trained evaluator is a critical element of a successful teacher evaluation system. As described above in B-2(6), the training provides an overview of the evaluation system and the process used for formal observations including, but not limited to, analysis of teaching artifacts during the pre-conference, evidence collection, observation, examination of student work, and goal setting and developing learning plans.</p> <p>The training includes 30 hours of intensive training followed by 15 hours of in-district support with paired coaching to develop evidence collection and inter-rater reliability skills. The estimated cost of the 45-hour program is \$650 per person, including the paired observations.</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>Since 1979, NYSUT's Education and Learning Trust (ELT) has been providing professional development for approximately 10,000 members annually. ELT maintains a staff of 15 professionals including director, coordinators and administrative assistants. Five regional offices oversee a faculty of 120 teacher-practitioners. ELT has worked with over 700 school districts in the past 30 years, providing customized support and technical assistance in reform initiatives for rural, suburban and urban districts. (See Appendices 9 and 10.)</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>The Education & Learning Trust (ELT) is the professional development division of the New York State United Teachers organization. ELT provides comprehensive professional development through programs designed for experienced teachers as well as new practitioners. Each year thousands of educators and students from rural, suburban and large urban districts benefit from the ELT's research-based seminars and courses.</p> <p>Through a grant from the National Education Association in 2008, ELT designed professional development addressing teacher evaluation and professional collaboration with five pilot small city school districts: Union Endicott, Fulton City, Utica, Geneva, and Newburgh. ELT trained both teachers and administrators in data teams to analyze student/teacher work in order to improve delivery of instruction. ELT is a partner in the Innovation Initiative which provides comprehensive evaluation training for both teachers and administrators in five New York State districts. NYSUT's ELT has established supportive seminars that will help school districts adopt an evaluation system that reflects the new NYS Teacher Standards and the NYSUT Teacher Practice Rubric.</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,</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>

fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.	
4. Copy of the organization's 501(c)3 certificate or State license.	Please clearly identify and attach this documentation in the Appendix section.
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.	N/A
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.	N/A
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	N/A
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).	N/A



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

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| 1. | Name of organization:

Primary location:

Contact information:
(phone / email / website):
LEAs where service will be provided (or is intended to be provided): | NYSUT Education and Learning Trust
800 Troy-Schenectady Road
Latham, NY 12110
eltmail@nysutmail.org
www.nysut.org/elt
New York State |
| 2. | The number of years the provider has delivered service: | 1979-present (32+years) |
| 3. | Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate): | NYSUT Teacher Practice Rubric |
| 4. | Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.): | 10,000-12,000 annually served and requesting to serve |
| 5. | Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately): | The NYSUT Teacher Practice Rubric has been used with teachers in 5 NYS districts. Approximately fifty teachers have completed the evaluation process. In the 2011-12 school year, approximately 1,000 teachers are anticipated to use the Rubric in the NYSUT Teacher Evaluation and Development System as a condition of their district's involvement in NYSUT's Innovation Initiative. |
| 6. | Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable: | 150 |
| 7. | Average length of each training session for the training of evaluators (minutes/hours): | 45 hrs. plus additional support in-district |

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)(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>NYSUT Education and Learning Trust</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Richard Iannuzzi</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> <p>Trustee</p>	