



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

Name of Entity	The Danielson Group Inc	
Address	1720 W Division Street	
City, State Zip	Chicago, IL 60622	
Phone	702-580-1032 (856-701-4831)	
Fax	N/A	
E-mail	wright@danielsongroup.org (brocchi@danielsongroup.org)	
Name and Title of Authorized Contact	Karyn Wright, Assistant Director of Partnerships (Alexis Brocchi, Program Coordinator)	
Address (if different from above)	Same as above	
City, State Zip		
Phone		
Fax		
E-mail (REQUIRED)	wright@danielsongroup.org	
Tax I.D. Number	82-3776745	
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 checked="" type="checkbox"/>	Click either: <input type="checkbox"/> NY corp. or <input checked="" 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"/> 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.)

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.

- **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



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

Name of Applying Entity: The Danielson Group Inc

Name of Rubric: The Framework for Teaching 2022

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 style="padding-left: 40px;"> <input type="checkbox"/> This rubric is for classroom observation only. <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 style="padding-left: 40px;"> <input type="checkbox"/> This rubric is for principal observation only. <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>Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.</p> <p>Major findings from the Measures of Effective Teaching (MET) Project (2012), funded by the Bill & Melinda Gates Foundation, indicate that the Framework for Teaching was found to be an effective tool that assisted in changes in teacher practice that led to positive impact on student achievement. The major findings are below:</p> <ul style="list-style-type: none"> ➤ The Framework for Teaching is positively associated with student achievement gains. ➤ Combining observation scores with evidence of student achievement gains on state tests and student feedback improved predictive power and reliability. ➤ Combining observation scores, student feedback, and student achievement gains was better than graduate degrees or years of teaching experience at predicting a teacher’s student achievement gains with another group of students on the state tests. ➤ Combining observation scores, student feedback, and student achievement gains on state tests also was better than graduate degrees or years of teaching experience in identifying teachers whose students performed well on other measures. <p>The Danielson Group performs both virtual and on-site trainings and rigorously collects feedback on a wide sample of both. We use that feedback to constantly refine and energize our courses. This year to date, across all partner schools and districts served and surveyed, more than 90% of respondents agreed or strongly agreed that our courses are relevant to their work and help them to better engage students. Moreover, we have achieved a favorable Net Promoter Score (NPS) across all courses surveyed of 48.</p> <p>The Net Promoter Score (NPS) is a measure of the likelihood</p>
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	<p>that participants in our courses will recommend them to colleagues, based on their experienced valuation and satisfaction. Any score above zero is good because it means more participants in our courses find them worthwhile than not. A score above 30 is considered favorable, above 50 is excellent.</p> <p>Among New York schools surveyed over the past 18 months, we have achieved an excellent Net Promoter Score (NPS) of 64. Participant responses overwhelmingly indicate satisfaction in the content and value of our courses, as shown in the NY Schools Surveyed Statewide Feedback On Course Structure And Efficacy graph included in Section IX: Appendices/ Attachments.</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 Framework for Teaching' Domains of Teaching Responsibility (Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching), their methodical arrangement, and the tight language that describes the manifestation of the components in practice easily lend themselves to focused observation, research and analysis, and performance evaluation. They have been used to assess pre-service teachers, recruit and select educators, evaluate performance, and, in some cases, to grant tenure or determine performance pay. Over more than two decades in use they have evolved and been updated to reflect new learning in the field and important shifts, such as the adoption of more rigorous college- and career-ready standards across the United States and the increasing availability and use of high-quality instructional materials. Finally, they've been extensively studied and validated as an accurate measure of the connection between teacher performance and student learning.</p> <p>Studies like the Measures of Effective Teaching (MET) Project (2012) worked with nearly 3,000 teacher-volunteers in public schools across the country to improve teacher evaluation and feedback. MET project researchers investigated a number of alternative approaches to identify effective teaching: systematic classroom observations; surveys collecting confidential student feedback; a new assessment of teachers' pedagogical content knowledge; and different measures of student achievement. The Policy and Practice Summary for the MET Project is included in Section IX: Appendices/ Attachments.</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 Danielson Group partners with other organizations in the field to conduct non-experimental research. In our efforts to understand the effectiveness of the Framework for Teaching, we observe and collect evidence of classroom</p>

instruction and teacher practice without influencing the classroom activity. Two recent studies highlight this research design:

Measures of Effective Teaching (MET) Project (2012)

The MET Project worked with nearly 3,000 teacher-volunteers in public schools across the country to improve teacher evaluation and feedback. MET project researchers investigated a number of alternative approaches to identify effective teaching: systematic classroom observations; surveys collecting confidential student feedback; a new assessment of teachers' pedagogical content knowledge; and different measures of student achievement. The major findings are below:

- The Framework for Teaching is positively associated with student achievement gains.
- Combining observation scores with evidence of student achievement gains on state tests and student feedback improved predictive power and reliability.
- Combining observation scores, student feedback, and student achievement gains was better than graduate degrees or years of teaching experience at predicting a teacher's student achievement gains with another group of students on the state tests.
- Combining observation scores, student feedback, and student achievement gains on state tests also was better than graduate degrees or years of teaching experience in identifying teachers whose students performed well on other measures.

Chicago Excellence In Teaching Pilot (2008-2011)

The Chicago's Excellence in Teaching Pilot aimed to improve instruction by providing teachers with feedback on their strengths and weaknesses, and highlight broad implications for districts and states working to design and develop more effective teacher evaluation systems. The study's sample included randomly-selected teachers and administrators at half of the elementary schools in 4 areas of Chicago participated in the first year of the study (2008-09), while the others joined the following year. Sample sizes and participants varied by aspect of the study: 499 observations of 257 teachers were made by principals and highly-trained external observers to assess the reliability of Framework for Teaching ratings, while principals made 955 observations of 501

	<p>teachers to assess the validity of observations. The major findings are below:</p> <ul style="list-style-type: none"> ➤ The data showed a strong relationship between classroom observation ratings on the Framework for Teaching (FFT) and value-added measures of student learning growth in both reading and math. The students of highly-rated teachers showed the most growth in their test scores, while students of teachers with low ratings on the FFT students showed the least growth. These results support the validity of observational ratings of teaching practice using the FFT. ➤ In terms of score reliability, most principals assigned the same ratings to observed teachers as highly-trained external observers, although small percentages consistently rated teachers lower (11%) or higher (17%) than the external observers. Administrators tended to rate teaching practice reliably at the low end of the scale (Unsatisfactory and Basic) but rated teachers' practice as Distinguished more often than observers. ➤ Some principals struggled to learn and engage with the process of using the FFT to observe and rate their teachers' practice. ➤ Qualitatively, administrators and teachers thought the FFT helped lead to more reflective, evidence-based discussions about teaching practice during post-observation conferences. The FFT provided a shared language about instructional practice and improvement that guided conversations.
<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 Framework for Teaching has four levels that match the rating categories the New York State Teaching Standards' rating system. Listed below are the rating levels and a compiled document of the rubrics for each Domain and Component of the Framework for Teaching is included in Section IX: Appendices/ Attachments.</p> <p>Unsatisfactory (Ineffective) - This level of performance represents a teacher's practice that is below the licensing standard and/or causing student learning to shut down. This type practice can include communication with students that is unclear, unsuitable, or harmful. The observer of this type behavior would immediately intervene and provide</p>

	<p>assistance, so improvement can be made and student learning can begin to take place.</p> <p>Basic (Partially Effective) - This level of performance represents a teacher’s practice that is sporadic, minimal, or intermittent. Implementation of strategies or skills is inconsistent. Improvements in practice can occur with experience and coaching.</p> <p>Proficient (Effective) – This level of performance represents a teacher’s practice that is solid, consistent, clear, and positive. The smooth implementation of various strategies leads to continuous student learning.</p> <p>Distinguished (Highly Effective) – This level of performance represents a teacher’s practice that is seamless, skillful, preventative, and focused on individual student success. In this classroom environment, students are encouraged to explore planned learning activities, contribute to their own learning, and expand upon it.</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 (FFT) was designed to enhance professional practice. It was, in many ways, the first of its kind and has stood the test of time. Over the last two and a half decades, the FFT has been used by countless educators worldwide, and the Danielson Group has partnered with thousands of organizations supporting educators in 49 states and U.S. territories and 15 other countries. We’ve seen the FFT’s power to accelerate teacher growth, improve student outcomes, and create a more rewarding and sustaining professional environment. We know that by supporting teacher reflection, collaboration, inquiry, and innovation, the FFT has had a direct impact on student learning and development. The Danielson Group has customized and facilitated training sessions aligned with the New York State Teaching Standards for teachers and administrators in the state of New York as requested over the past several years.</p> <p>The Danielson Group sees professional learning as occurring within the context of three different, yet overlapping, Spheres of Influence: Instructional Coaching, Reflective Practice and Collaborative Inquiry. Classroom Observation can play a role in each of these spheres as a tool that promotes student success.</p> <p>The Danielson Group’s approach to professional learning systems is guided by 5 undergirding principles, represented</p>

	<p>on the outer ring of the graphic. The Framework for Teaching provides the anchor text for the professional learning system allowing schools to take a more coherent approach to improvement initiatives, teacher learning and a vision of instructional excellence and student success.</p> <p>A symmetrical approach to professional learning acknowledges that teachers learn in ways that are similar to the ways that students learn - collaboration, feedback, problem-solving, project-based learning, social-emotional wellness, and skills and mindsets are as important to adult learning as they are to student learning. When professional learning is generative, continuous learning and improvement are emphasized. The goal is to produce new knowledge that can be applied to ongoing problem solving.</p> <p>Ultimately, efforts established with these 5 dimensions in mind will lead to the increased satisfaction and efficacy of teachers in their roles, leading to better outcomes for students.</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>Talk About Teaching: Growth-Focused Observation and Feedback Designed for instructional coaches and school leaders, as well as those who want to build their observation and feedback skills, this course will prepare participants to support a culture of adult learning and growth in schools. Participants will develop a deeper understanding of bias and the Framework’s components and rubrics, practice aligning evidence to the rubrics, and develop plans for observation and coaching cycles. The course can be delivered in person, virtually, or as an independent online course.</p> <p>Calibration Assessment This course is designed to assess your proficiency in three important skills needed by observers of classroom practice to conduct observations that are focused on teacher growth. The three skills include: Collecting objective evidence; Aligning evidence of practice to the components of the Framework for Teaching; and Assessing practice using the Framework for Teaching Rubrics. Additionally, this course adjusts to the skill level of the participant and provides supplemental training, if needed, on each of these skills. In-school calibration sessions are also offered upon request.</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</p>	<p>The Framework for Teaching: A Common Vision of Instructional Excellence Designed for teachers, instructional coaches, and school leaders, this course will build a foundational understanding of the Framework for Teaching. Participants will draw</p>

<p>adoption of the practice rubric and any supplemental costs involved (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	<p>connections between the Framework and their own practice as we focus on using the Framework as the centerpiece of a learning culture and teacher-directed inquiry.</p> <p>Talk About Teaching: Growth-Focused Observation and Feedback Designed for instructional coaches and school leaders, as well as those who want to build their observation and feedback skills, this course will prepare participants to support a culture of adult learning and growth in schools. Participants will develop a deeper understanding of bias and the Framework's components and rubrics, practice aligning evidence to the rubrics, and develop plans for observation and coaching cycles.</p> <p>Calibration Assessment This course is designed to assess your proficiency in three important skills needed by observers of classroom practice to conduct observations that are focused on teacher growth. The three skills include: Collecting objective evidence; Aligning evidence of practice to the components of the Framework for Teaching; and Assessing practice using the Framework for Teaching Rubrics. Additionally, this course adjusts to the skill level of the participant and provides supplemental training, if needed, on each of these skills.</p> <p>Please see additional offerings that are intended to deepen understanding of the Framework for Teaching and associated rubric in the Attachment section.</p>
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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:	The Danielson Group Inc
	Primary location (city/state):	Chicago, IL
	Contact information: (phone / email / website):	702-580-1032 / wright@danielsongroup.org/ danielsongroup.org
	LEAs where service will be provided (or is intended to be provided):	All Districts/LEAs in the State of New York
2.	The number of years the provider has delivered service:	5
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Framework for Teaching 2022
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	Teachers, administrators, school leaders, instructional coaches, and TBD
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	3,860* *Training with the 2022 version of the Framework for Teaching began June 2022. This the total number of educators trained from June 1 – September 1, 2022.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	Approximately 500-600 sessions are held per year. Since this are based upon school, district, and/or state requests, the number of sessions per year varies.
7.	Average length of each training session for the training of evaluators (minutes/hours):	The average length of each training session is 6-12 hours.

Following is information provided as of September 2022 (contact the provider for the most up-to-date information):

<p>Teacher/Principal Rubric Tool: <input checked="" type="checkbox"/> Free <input type="checkbox"/> For Cost</p>
<p>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)</p>

If services are offered by the applicant, are any mandatory in order to use the rubric?

- Yes No

If approved as a provider of a teacher and/or principal practice rubric, we are prepared to provide services to:

- All Districts/LEAs in the State of New York, or
 Only to the following Districts/LEAs:

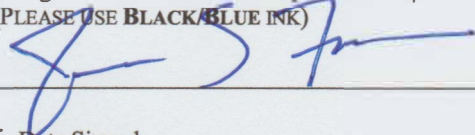


**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
Assurances and Signature**

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)(11), 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) The Danielson Group Inc</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK) </p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE) Jim Furman</p>	<p>5. Date Signed 8/30/22</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE) Executive Director</p>	