

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS

Section III. 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>In addition to the extensive research base, two recent reports have supported the validity of the Marzano School Leader Evaluation Model. The 2017 RAND Report, <i>School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review</i>, identified the Marzano School Leader Evaluation Model as one of only two leader evaluation models that meet the Every Student Succeeds Act (ESSA) criteria for evidence-based leader evaluation systems.</p> <p>Additionally, a 2016 Mid-Atlantic REL study, <i>Measuring principals' effectiveness: Results from New Jersey's first year of statewide principal evaluation</i> from the Mathematics Policy Research Institute, also reported on the effectiveness of the model based on first-year implementation data of 212 principals in 209 schools. One of the study's conclusions was that principal ratings with the model and median student growth percentiles had moderate to high year-to-year stability.</p> <p>Research on how a school leader's operational capabilities and resource management practices impact student achievement or school growth is still somewhat scarce. But a 2009 Stanford University study conducted on Miami-Dade Public Schools concluded that:</p> <p>... time spent on Organization Management activities is associated with positive school outcomes, such as student test score gains and positive teacher and parent assessments of the instructional climate; whereas Day-to-Day Instruction activities are marginally or not at all related to improvements in student performance and often have a negative relationship with teacher and parent assessments. This paper suggests that a single-minded focus on principals as instructional leaders operationalized through direct contact with teachers may be detrimental if it forsakes the important role of principals as organizational leaders (p. iv).</p>
<p>2. What is the methodology used to collect evidence of the demonstrated</p>	<p>In <i>School Leadership for Results</i>, we outlined the research supporting the Marzano School Leader Evaluation Model,</p>

professional achievement for teachers or principals (*i.e., measures and analyses used, comparison groups, etc.*)?

which was drawn from four primary documents. The conceptual framework for the model is based on historical and contemporary research. We also drew on recent public policy initiatives to formulate and refine our theoretical perspective and recommendations. The research draws from four primary documents related to school leadership: (1) The multi-year Wallace Study conducted and published jointly by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010); (2) *The 2011 study of What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011) conducted by Marzano Research Laboratory with the Oklahoma State Department of Education over the 2009-2010 and the 2010- 2011 school years; (3) The Marzano, Waters, and McNulty meta analysis of school leadership published in 2005 in *School Leadership that Works*; and (4) The Marzano study of school effectiveness published in 2003 in *What Works in Schools*. The report funded by the Wallace Foundation, *Learning from Leadership: Investigating the Links to Improved Student Learning*, stands as the seminal examination of the relationship between school leader actions and behaviors and student academic achievement. The report confirmed through quantitative data that effective school leadership is linked to student achievement. It concluded that principals play the central role in leadership, while collective leadership shared between teachers, parents, and other stakeholders plays a contributing part. Researchers found that, for example, “Leadership practices targeted directly at improving instruction (*i.e., instructional leadership*) have significant, effects on teachers’ working relationships and, indirectly, on student achievement (p. 37).” The authors further noted that “Leadership effects on student learning occur largely because leadership strengthens professional community... professional community, in turn, fosters the use of instructional practices that are associated with student achievement(p. 37).” They added that the professional community effect may reflect the creation of a supportive school climate that encourages student effort above and beyond that provided in individual classrooms. The report confirmed that school leaders have a profound impact on school culture and that a culture focused on student learning will yield results in improved student performance. The study of *What Works in Oklahoma Schools* conducted by Marzano Research Laboratory (2010) for the Oklahoma State Department of Education also indicated that specific actions on the part of administrators are statistically related to student

	<p>academic achievement. In addition, Marzano, Waters, and McNulty's Meta-Analysis of School Leadership, published in <i>School Leadership that Works</i> (Marzano et al., 2005), which examined the research literature from 1978 to 2001, also found that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 responsibilities of effective school leaders. As the school leader evaluation model developed, these 21 responsibilities were redefined as specific actions and subsequently became the original model's elements. Finally, the Marzano study of effective schools published in <i>What Works in Schools</i> (Marzano, 2003), specified 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors. The Marzano School Leader Evaluation Model was developed based on these key findings, what we believe are best practices within the profession.</p>
<p>3. What type of research design has been established to support these findings? (e.g., <i>experimental, non-experimental, quasi-experimental, etc.</i>)</p>	<p>The Focused Evaluation Model draws from the foundational concepts and research articulated in Robert Marzano's <i>The Art and Science of Teaching</i> (2007), and from earlier works including <i>What Works in Schools</i> (Marzano, 2003), <i>Classroom Instruction that Works</i> (Marzano, Pickering, & Pollock, 2001), <i>Classroom Management that Works</i> (Marzano, Pickering, & Marzano, 2003), and <i>Classroom Assessment and Grading that Work</i> (Marzano, 2006), as well as from the findings outlined in John Hattie's seminal work, <i>Visible Learning</i> (2008), which synthesized 800 meta-analyses related to student achievement. Taken together, these books represent the largest ever evidence-based research into what actually works in schools to improve learning. Based on over forty years of research including a series of quasi-experimental studies conducted as action research projects regarding the extent to which the utilization of selected instructional strategies enhances the learning of students. The data used for analysis can be found in Marzano Research Laboratory's Meta-Analysis Database (see marzanoresearch.com).</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 scales of the model represent a continuum of behaviors for each of the model's 21 elements. For seamless alignment, the Marzano teacher, non-classroom, and district leader evaluation models employ the same scale structure.</p> <p>A score of 0 (Not Using) indicates that the school leader does not attempt to use the strategy or demonstrate the behavior.</p>

	<p>A score of 1 (Beginning) indicates that the school leader attempts to use the strategy or tries to demonstrate the behavior but does so only partially or with errors.</p> <p>A score of 2 (Developing) indicates that the school leader accurately displays all the behaviors called for in the element (recall that this is the level of the Focus Statement). This score indicates that the leader is in the compliance stage, consciously completing all the constructs required in the element but stopping there and not moving beyond. Here it is important for the evaluator to develop a plan with the school leader to move to Level 3 (Applying).</p> <p>A score of 3 (Applying) indicates that the school leader has reached the target or proficiency level. This is the most critical level of the scale progression. A school leader at Applying incorporates all of the behaviors of the Developing level, with an important addition. At Applying, the school leader begins the process of analyzing whether the strategy is achieving the element's desired effect.</p> <p>A score of 4 (Innovating) indicates that the school leader not only achieves the desired effect with those impacted by the element, but additionally, in order to achieve a score of Innovating, the school leader may need to change, modify, or adapt the current strategy.</p> <p>The scale can serve as a self-assessment for the school leader as well as an evaluative measure for the evaluator. It establishes a common language of growth and evaluation and straightforward description of behaviors, actions, and goals that allows everyone within the system to understand exactly what is meant at each level of the scale.</p> <table border="1" data-bbox="753 1436 1537 1759"> <thead> <tr> <th>Scale Value</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Innovating (4)</td><td>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.</td></tr> <tr> <td>Applying (3)</td><td>The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.</td></tr> <tr> <td>Developing (2)</td><td>The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.</td></tr> <tr> <td>Beginning (1)</td><td>The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.</td></tr> <tr> <td>Not Using (0)</td><td>The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.</td></tr> </tbody> </table>	Scale Value	Description	Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.	Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.	Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.	Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.	Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.
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<p>5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric to align</p>	<p>Our goal in designing the Marzano Focused School Leader Evaluation Model is to ensure that schools and districts utilizing the model can take advantage of the most current framework available, one that is both validated by research</p>												

<p>with the requested needs of participating LEAs.</p>	<p>and that meets national and state policy initiatives. We have simplified and integrated the Focused School Leader Evaluation Model in a way we believe will increase fairness, accuracy of scoring, and inter-rater reliability, to keep the evaluative focus on standards-based classroom instruction and teacher instructional growth. We have further emphasized a competency-based approach to observation and scoring, with clearly delineated desired effects for student learning, that will help teachers develop their professional expertise over time.</p> <p>Additionally, Instructional Empowerment's Marzano Evaluation Center has extensive capabilities to support state and district redevelopment of their evaluation systems and systemic implementation of capacity building and quality assurance programs including evaluator and observer training, professional development, teacher and principal growth, development and evaluation software systems, graduate education programs, and teacher pedagogy and observer certification programs.</p> <p>Instructional Empowerment's experience ranges from working collaboratively in developing and implementing frameworks for effective teaching and school leadership to the creation of a continuum of differentiated professional development aligned to these frameworks. Instructional Empowerment also blends advanced adult learning methodologies with leading-edge technologies to produce online learning courses that foster exceptional learning, retention, and application of new knowledge.</p> <p>In partnership with the Florida Department of Education (FLDOE), our team provided statewide technical assistance for teacher evaluation to its 67 school districts and charter schools through the federal Race to the Top initiative. The FLDOE selected Dr. Marzano's Causal Teacher Evaluation Model as its state model. Instructional Empowerment provides training, tools, and technical assistance services to guide districts through four years of design, implementation, and improvement for their local teacher evaluation models.</p> <p>Our team has also provided statewide implementations in Pennsylvania's 500 school districts includes a full range of economically, racially, and culturally diverse students and teachers from rural, suburban, and urban centers that includes both Pittsburgh Public Schools and the School District of Philadelphia with 115,000 and 210,000 students,</p>
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	<p>respectively.</p> <p>Beyond our experience in urban and suburban district-wide implementations, our team has experience working with single schools in rural settings. Our team works closely with all school leaders, regardless of the school's size or structure, to ensure that their professional development solutions target the school, district, or state goals. Pennsylvania initiatives included delivering over 1 million hours of online continuing professional education, delivering online, in-person, and graduate education to support state initiatives including high school reform, 21st Century skills, and early literacy.</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>Marzano Focused School Leader Evaluation Model Training: Designed for principals, assistant principals, and their observers. It introduces both the research behind the model and the six domains of school leadership that can be used to guide school leaders in improving instruction and student achievement. Participants will learn how to use the sources of evidence to score and provide feedback to school leaders as well as identify areas of strengths and opportunities for growth in professional learning.</p> <p>Prerequisite: Focused Teacher Evaluation Model training is recommended, but not mandatory</p> <p>Audience: School Leaders and their Observers</p> <p>Delivery Format: Onsite, 6 hours or 3 hours; Virtual, 3 hours.</p> <p>Note: 3-hour sessions are not as in-depth as 6-hour sessions.</p> <p>Capacity: Onsite, Max 50; Virtual, Max 35.</p> <p>Marzano Focused School Leader Evaluation Model Coaching: Designed for district administrators who observe principals. An MEC expert helps participants determine a principal's strengths and opportunities for growth using sources of evidence and related data. The expert describes how to examine procedures for providing accurate, consistent feedback, and explains how to help principals identify areas on which they should focus for future growth.</p> <p>Prerequisite: Marzano Focused School Leader Evaluation Model Introduction or Transitioning training</p> <p>Audience: School Leader Observers</p> <p>Delivery Format: Onsite, 3 hours</p> <p>Capacity: Max 7</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</p>	<p>The sealed cost proposal details the costs for the Marzano Focused School Leader Evaluation Model Professional Development and related technology platform, IE Observation. The purchase of either the professional development services or IE Observation includes the</p>

rubric and any supplemental costs involved (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).	<p>Marzano Focused School Leader Evaluation Model (rubrics) at no additional charge. For pricing information, see the Cost Proposal.</p> <p>Please note, the purchase of IE Observation is required to use the rubric.</p>
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Section IV. 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:	Instructional Empowerment, Inc.
	Primary location (city/state):	Blairsville, PA
	Contact information: (phone / email / website)	(866) 731-1999, partners@instructionalempowerment.com, instructionalempowerment.com
	LEAs where service will be provided (or is intended to be provided):	Onsite at LEAs in the state of New York
2.	The number of years the provider has delivered service:	Over 3 years as Instructional Empowerment, and formerly 15 years as Learning Sciences International
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	The Marzano Focused School Leader Evaluation Model
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	K-12 School Administrations, Principals, Teachers, Teacher Leaders, Instructional Coaches, and external stakeholders
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	The Marzano Focused Evaluation Model has been implemented in districts throughout United States since 2017, spanning more than 225,000 evaluations.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	N/A
7.	Average length of each training session for the training of evaluators (minutes/hours):	N/A

Following is information provided as of 03/31/2025 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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> 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:



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Section V. 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.

1. Name of Organization (PLEASE PRINT/TYPE) Instructional Empowerment, Inc.	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK) 
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Michael Toth	5. Date Signed 3/31/2025
3. Title of Authorized Representative (PLEASE PRINT/TYPE) CEO	