

**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS****Section I. Technical Proposal – Application**

Name of Entity	Instructional Empowerment, Inc.		
Address	175 Cornell Road, Suite 18		
City, State Zip	Blairsville, PA 15717		
Phone	(866) 731-1999		
Fax	724-240-6475		
E-mail	partners@instructionalempowerment.com		
Name and Title of Authorized Contact	Sydney Brown, Proposal Coordinator		
Address (if different from above)			
City, State Zip			
Phone	1-314-377-4237		
Fax	724-240-6475		
E-mail ( <b>REQUIRED</b> )	partners@instructionalempowerment.com		
Tax I.D. Number	88-0614766		
<b>The organization is:</b> (Please indicate by clicking on the appropriate boxes below:)			
Local Educational Agency (LEA)	<input type="checkbox"/>		
For-profit corporation	<input checked="" type="checkbox"/>	Check either: <input type="checkbox"/> <b>NY corp.</b> or <input checked="" type="checkbox"/> <b>Foreign corp.</b>	
Non-profit corporation	<input type="checkbox"/>	Check either: <input type="checkbox"/> <b>NY corp.</b> or <input type="checkbox"/> <b>Foreign corp.</b>	
Limited Liability Company (LLC)	<input type="checkbox"/>	Check either: <input type="checkbox"/> <b>NY LLC</b> or <input type="checkbox"/> <b>Foreign LLC</b>	
Other	<input type="checkbox"/>	Please specify:	
Vendor Responsibility Questionnaire (VRQ)	<b>Check either:</b> <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 (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.<sup>24</sup> (See important footnote below.)
- **If a foreign corporation:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.\* (See important footnote below.)
- **If a New York State LLC:** the Articles of Organization, together with any amendments to such document filed to date.\* (See important footnote below.)
- **If a foreign LLC:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date.\* (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State:** the certificate of Assumed Name

<sup>24</sup> 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](http://www.counsel.nysed.gov) or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.

**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS**  
**Section I. Technical Proposal – Application**

**Name of Applying Entity:** Instructional Empowerment, Inc.

**Name of Rubric:** Marzano Focused Teacher Evaluation Model

**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 <b>Teacher Practice Rubric services</b>. Please check the most appropriate category below:</p> <p><input checked="" type="checkbox"/> This rubric is for all applicable teacher evaluation criteria.</p>	<p>A full application with all required materials (including this cover page) shall be submitted for <b><u>each</u></b>* 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 all applicable principal evaluation criteria.</p>	<p>A full application with all required materials (including this cover page) shall be submitted for <b><u>each</u></b>* rubric.</p> <p>Your rubric(s) must be attached in the Appendix section of your submission.</p>

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\* A separate technical proposal must be submitted for each rubric to be approved.

## 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><b>Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.</b></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, &amp; Pollock, 2001), <i>Classroom Management that Works</i> (Marzano, Pickering, &amp; 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 truly works in schools to improve learning. The model’s design was also influenced by the work of cognitive psychologist Anders Eriksson, whose research dispelled many of the myths surrounding the acquisition of expertise. A major premise of Eriksson’s research is that individuals can improve when they have clear goals and expert feedback. More recently, Hattie has suggested that the difference between novice and expert teachers is that they focus their attention on improving their practice in specific areas. The evaluation model was designed to focus teachers’ attention on specific instructional elements correlated to student achievement, and to support a common language of instruction throughout schools and districts.</p> <p>The original Marzano Evaluation Model is an aggregation of the extensive research on those elements and practices that have been shown to correlate with student academic achievement. In addition to a dozen research papers and several updates to the teacher evaluation model since 2010, Marzano and Michael Toth published <i>Teacher Evaluation that Makes a Difference</i> in 2013. Recommendations such as meeting requisite levels of high accuracy and fairness have been addressed in the updated Focused Model.</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</i>).</p>	<p>Between 2012-2016, Learning Sciences Marzano Center conducted research projects utilizing the largest dataset available to analyze correlations between student growth on state assessments and raw observation scores in the Marzano Teacher Evaluation Model.</p> <p>The Center’s dataset included:</p> <ul style="list-style-type: none"> <li>• 1.48 to 1.85 million scores for instructional elements collected during evaluative classroom observations over three years</li> <li>• 248,000 to 277,000 evaluative observations across three years</li> <li>• 58,000 to 63,000 total teachers across three years (12,000 to 13,000 teachers each year)</li> </ul>

<p><i>comparison groups, etc.)?</i></p>	<p>Our researchers matched student growth on state assessments with observation scores (the final dataset includes tested teachers only). Our findings were as follows:</p> <ul style="list-style-type: none"> <li>• There was a small, positive, statistically significant correlation between observation scores and value-added measures (VAM).</li> <li>• All elements in the model have a small positive significant correlation to student learning gains</li> <li>• The observation score was the second largest predictor of the VAM accounting for teacher and school level characteristics.</li> <li>• Correlations coefficients appeared to increase for principal observers who received training and side-by-side coaching. When examining teacher attributes including advanced degrees, the teacher observation score was the largest predictor in the study of student growth on state assessments.</li> </ul> <p>It is important to emphasize that the original Marzano Teacher Evaluation Model has been supported by research. However, teacher evaluation is not, and should not, be a static enterprise—any evaluation system needs to respond to current research, national policy initiatives, and data collected from implementations in the field. It has always been our goal to continue to evolve the Marzano Evaluation Models as our Center has continued our research and received implementation evidence from schools and districts. Our design of these updates has also taken into account input from our partner districts. Further, national initiatives, such as Common Core State Standards, State College and Career Readiness Standards, and the Professional Standards for Educational Leaders, have continued to influence our revisions as the need for rigorous, standards-based evaluation models utilizing student evidence of learning has become more urgent.</p> <p>During more than a decade of ongoing development, we have worked to support increasingly reliable teacher and leader evaluation scores; to encourage teachers and leaders to improve their pedagogy and leadership skills; and to increase transparency, ease of use, and validity for teachers, school leaders, and district personnel. The Marzano Focused Teacher Evaluation Model addressed in this paper is a distillation of all that we have learned. The Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use.</p> <p>With the need for a shift in teacher practice to address rigorous standards, there is also a call for a shift in observer practice to refocus the lens of teacher evaluation. Evaluation systems must move from compliance with human resource processes (i.e., rating teachers) to a greater emphasis on leveraging the observational and feedback process to support necessary teaching shifts with new standards. Observers must now focus on classroom implementation of new academic standards, and on helping teachers identify and plan for the level of instruction necessary for students to</p>
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	demonstrate evidence of progress toward those standards. The evaluation supports a standards-based classroom.										
3. What type of research design has been established to support these findings? (e.g., experimental, non-experimental, quasi-experimental, etc.)	<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, &amp; Pollock, 2001), <i>Classroom Management that Works</i> (Marzano, Pickering, &amp; 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>										
4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.	<p><b>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</b></p> <p>The Focused Model makes the following recommendations for scoring. 1) A score of Innovating is awarded when there is evidence that 91-100% of students have reached the desired effect. 2) Scoring of all 23 elements during the course of the year is recommended. 3) Competency-based scoring is recommended.</p> <p>The table below illustrates the scale for previewing new content.</p> <table border="1"> <tr> <td><b>Innovating (4)</b></td><td>Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.</td></tr> <tr> <td><b>Applying (3)</b></td><td>Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</td></tr> <tr> <td><b>Developing (2)</b></td><td>Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.</td></tr> <tr> <td><b>Beginning (1)</b></td><td>Uses strategy incorrectly or with parts missing.</td></tr> <tr> <td><b>Not Using (0)</b></td><td>Strategy was called for but not exhibited.</td></tr> </table> <p><b>The 5-Step Process for Classroom Observation</b></p> <p>The Focused Model is also supported by guidelines for a 5-step observation process. The 5-step observation process was developed to improve inter-</p>	<b>Innovating (4)</b>	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.	<b>Applying (3)</b>	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	<b>Developing (2)</b>	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	<b>Beginning (1)</b>	Uses strategy incorrectly or with parts missing.	<b>Not Using (0)</b>	Strategy was called for but not exhibited.
<b>Innovating (4)</b>	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.										
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<b>Beginning (1)</b>	Uses strategy incorrectly or with parts missing.										
<b>Not Using (0)</b>	Strategy was called for but not exhibited.										

rater agreement among observers.

**Step 1—What elements am I seeing when I observe a teacher? Does the teacher use the strategy correctly?**

- Before making any decisions, observe the teacher in action, then select an element to score and move to the Example Teacher Instructional Techniques box.
- Scroll through the menu and check any techniques that the teacher is implementing.
- If the teacher is using the technique correctly, the observer can move to the scale and indicate a Level 2/Developing.

**Step 2—What technique or techniques does the teacher use to monitor for the desired effect/ outcome?**

- This step concerns teacher techniques for monitoring for student learning as a result of using an Instruction element or monitoring to determine if implementing a Conditions for Learning element produces the desired effect or desired outcome.
- After identifying the element from Instruction or Conditions, how does the teacher monitor to determine if students are learning or changing their behavior?
- Observe the teacher and check the box for any monitoring technique that is implemented. If observing Conditions for Learning, the observer monitors student behaviors and quickly notes how many students demonstrate the desired effect or desired outcome.
- Note—the use of a monitoring technique does not change the teacher’s rating on the scale. However, it is the bridge for moving from a 2/Developing, to a 3/Applying, and ultimately a 4/Innovating (see Step 3, below).

**Step 3—What percent of students demonstrate achievement of the desired effect at the appropriate level of the target?**

- Step 3 is directly connected to Step 2, but it transitions from a focus on teacher action to a focus on the student and student work. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence.
- The critical step is to determine the number of students who achieve the desired effect or desired outcome. The observer must examine student work to determine: a) if the work is at the correct level of the target; and b) the number of students who demonstrate the desired effect or outcome.
- At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the teacher earns a 3/Applying on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4/Innovating.

- If the teacher does not earn a 3 or 4 on the scale, the observer moves to step 4.

**Step 4—After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?**

- The observer moves to this step if the teacher monitors student evidence and notes that less than 91% of the students are demonstrating the desired outcome.
- If the teacher makes an adaptation, continues to monitor student evidence, and confirms that more than 90% of students achieve the desired outcome, the observer moves the teacher's score to a 4.
- If the outcome remains less than 91%, the score remains at 3, or if less than 51%, at level 2.

**Step 5—Use student evidence to assign the final score on the scale for all elements observed in the lesson.**

- Can take place in a post-conference
- The teacher may bring evidence to confirm the percentage of students who demonstrate the desired effect.

**Competency-Based Scoring**

As we have indicated, observers will plan to score all 23 elements during the course of the school year. This goal encourages teachers to practice and achieve competency in those instructional elements so critical to rigorous classrooms: helping students examine errors in reasoning, revise knowledge, and engage in cognitively complex tasks. Scoring all the elements encourages teachers to build expertise in areas where they need to grow. The Focused Teacher Evaluation Model not only measures current instructional practice, but helps teachers develop the practices they need to improve their teaching. Competency-based scoring allows school leaders to move away from traditional scoring models that simply average scores toward a scoring system that supports teachers to practice and master higher-order strategies in rigorous classrooms and requires teachers to demonstrate a full range of instructional skills. Competency-based scoring provides teachers with the safety they need to deliberately practice and improve those skills incrementally.

With this system, each element is a competency that teachers are expected to master. At the end of the year, **observers average all the highest scores for the elements** to achieve an overall proficiency score for the year. Thus if, in the course of four observations during a year, a teacher scores a 1, 2, 2, 4 in "Helping Students Examine Their Reasoning," the teacher would receive a score of 4 for that element, having achieved competency.

This system allows for feedback on any early low scores to be non-punitive and formative, as there is no averaging at the element level. Competency-based scoring encourages teachers to adopt a growth mindset. It is the

	<p>scoring system we believe to be most fair and accurate for measuring individual teachers' competencies. Further, teachers will be able to access up-to-date, real-time data on the IE Observation platform, so that every teacher knows precisely which of the 23 elements have been scored during the course of the year.</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>Our goal in designing the Marzano Focus Teacher 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 and that meets national and state policy initiatives. We have simplified and integrated the Focused Teacher Evaluation Model in a way we believe will increase fairness, accuracy of scoring, and inter-rater reliability, and that also keeps 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, including 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, respectively.</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>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>	Instructional Empowerment offers the NYSED a proven technical approach that includes a 3-day training on the Marzano Focused Teacher Evaluation Model to prepare observers to support teachers as they make the shifts necessary for successful implementation of rigorous, standards-based teaching in their classrooms; as well as side-by-side observer coaching and if desired, technical training on IE Observation, Instructional Empowerment's exclusive online platform that house the Focused Model.
<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.e. training/instruction, implementation costs, materials, etc.).</p>	The sealed cost proposal details the costs for the Marzano Focused Teacher Evaluation Model Professional Development and related technology platform, IE Observation. The purchase of either the professional development services or IE Observation includes the Marzano Focused Teacher Evaluation Model (rubrics) at no additional charge. For pricing information, see the Cost Proposal. Please note, the purchase of IE Observation is required to use the rubric.



## TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS

## 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 Teacher Evaluation Model (FTEM)
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 March 31, 2025 date (contact the provider for the most up-to-date information):

<b>Teacher/Principal Rubric Tool:</b> <input type="checkbox"/> Free <input checked="" type="checkbox"/> For Cost
<b>If for cost, to which does a fee apply:</b> <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Related services (e.g., training or professional development associated with the use of the rubric)
<b>If services are offered by the applicant, are any mandatory in order to use the rubric?</b> <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:



## TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS

### 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 <b>BLACK/BLUE</b> 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	