**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS**

## Section I. Technical Proposal – Application

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| Name of Entity | Silver Strong & Associates (Thoughtful Classroom) |
| Address | 3 Tice Road, Suite 2 |
| City, State Zip | Franklin lakes, NJ 07417 |
| Phone | 201-652-1155 |
| Fax | 201-652-1127 |
| E-mail | questions@thoughtfulclassroom.com |
| Name and Title of Authorized Contact | Justin Gilbert, Assistant Director of Content Development |
| Address (if different from above) | (same) |
| City, State Zip | (same) |
| Phone | (same) |
| Fax | (same) |
| E-mail (REQUIRED) | jgilbert@thoughtfulclassroom.com |
| Tax I.D. Number | 2237750 |

***The organization is:*** (Please indicate by clicking on the appropriate boxes below:)

| | | |
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| Local Educational Agency (LEA) | ☐ | |
| For-profit corporation | ☐ | Check either: ☐ **NY corp.** or ☐ **Foreign corp.** |
| Non-profit corporation | ☐ | Check either: ☐ **NY corp.** or ☐ **Foreign corp.** |
| Limited Liability Company (LLC) | ☒ | Check either: ☐ **NY LLC** or ☒ **Foreign LLC** |
| Other | ☐ | Please specify: |

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| Vendor Responsibility Questionnaire (VRQ) | ***Check either:***<br>☒ Submitted online (preferred)<br>☐ Paper form enclosed with application<br>☐ 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.[1] (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.)

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[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 the corporation or LLC will use an assumed name in New York State**: the certificate of Assumed Name

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

**Name of Applying Entity: Silver Strong & Associates (Thoughtful Classroom)**

**Name of Rubric: The Thoughtful Classroom Principal Effectiveness Framework (TCPEF)**

**Please check the most appropriate category:**

|  | **Teacher and/or Principal Practice Rubric** | **Required Submission** |
|---|---|---|
| ☐ | This is an application for providing **Teacher Practice Rubric services.** Please check the most appropriate category below:<br><br>    ☐ This rubric is for all applicable teacher evaluation criteria. | A full application with all required materials (including this cover page) shall be submitted for **each\*** rubric.<br><br>Your rubric(s) must be attached in the Appendix section of your submission. |
| ☒ | This is an application for providing Principal Practice Rubric services. Please check the most appropriate category below:<br><br>    ☒ This rubric is for all applicable principal evaluation criteria. | A full application with all required materials (including this cover page) shall be submitted for **each\*** rubric.<br><br>Your rubric(s) must be attached in the Appendix section of your submission. |

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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.

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| 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. | The Thoughtful Classroom Principal Effectiveness Framework (TCPEF) is an improvement-centered model designed to help leaders guide their schools through a five-phase school improvement process and develop their own capacity as instructional leaders. Further, the TCPEF is built on a foundation of Four Cornerstones which align directly with the Four Cornerstones of The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Used in conjunction, these models provide a "simple and deep" approach to improving the quality of learning, teaching, and instructional leadership across classrooms and schools. The Four Cornerstones are also at the heart of SSA's Thoughtful Classroom approach to professional learning and growth, and have provided the foundation for many recent school and district success stories around the country.<br><br>*[**NOTE:** For a collection of Thoughtful Classroom case studies and profiles of successful partnerships, please see **Appendix C: Case Studies & Profiles** or visit: **www.thoughtfulclassroom.com/the-thoughtful-classroom-works/**]* |
| 2. What is the methodology used to collect evidence of the demonstrated professional achievement for teachers or principals *(i.e., measures and analyses used, comparison groups, etc.)*? | To ensure the efficacy, reliability, and practicality of the TCPEF, this framework . . .<br><br>• Draws on a wide research base on effective leadership and organizational leadership,<br>• Is aligned to preeminent educational leadership standards (ISLLC 2008, PSEL 2015 NYS), and<br>• Was developed in partnership with educators and administrators throughout the country.<br><br>The TCPEF remains a powerful and practical model for helping school leaders become better instructional leaders who continuously evaluate their own professional practice and support the growth of their teachers and staff. The TCPEF and its companion TCTEF both share a foundation of Four Cornerstones, which represent the universal building blocks of all successful classrooms and schools. |

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| | In addition to the selection of case studies and partnership profiles, **Appendix C** also contains two research reports on the TCTEF, which are highlighted below:<br><br>• In the Spring of 2013, **West Babylon UFSD (NY)** commissioned an independent evaluation of their Strengthening Teacher & Leader Effectiveness (STLE) Initiative, in which the district was using the TCTEF and Thoughtful Classroom tools and strategies. Abacus Research conducted a two-year study using "a number of quantitative and qualitative data collection procedures to conduct the evaluation including document review, interviews of key project personnel, participant surveys, and review of extant data." Findings from the year one report suggest "the project has established a strong foothold for ongoing development of their program for the preparation and induction of district teachers and leaders—*the TLE continuum*—to improve teacher and leader effectiveness and, ultimately, student learning."<br><br>• In December 2013, the **University of Michigan's Institute for Social Research (ISR)** released a preliminary report on the pilot of four educator effectiveness tools (of which the Thoughtful Classroom Framework was one) commissioned by the Michigan Council for Educator Effectiveness and conducted during the 2012-2013 school year in 13 public school districts in Michigan. Research into the pilot initiative focused on three key areas: gathering a wide variety of data (interviews, surveys, observations), examining various approaches to improving the teacher evaluation process, and soliciting opinions of educators in the pilot schools about the teacher evaluation process and how it could be improved. |
| 3. What type of research design has been established to support these findings? *(e.g., experimental, non-experimental, quasi-experimental, etc.)* | The University of Michigan report on "Promoting High Quality Teacher Evaluations in Michigan" used a quasi-experimental design. The selected case studies and partner profiles in Appendix C are non-experimental, tracking student performance against local, regional, and/or state achievement data. |

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| 4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted. | The TCPEF is composed of three distinct components:<br><br>• The **Four Cornerstones (Dimensions 1-4)** are the foundations of a successful organization, and reflect an administrator's ability to manage his or her school effectively.<br>• The five phases of the **School Improvement Process (Dimensions 5-9)** lay out a process for administrators to effect meaningful change and create continuous improvement throughout their school.<br>• The administrator's commitment to **Professional Practice (Dimension 10),** specifically their commitment to professional growth, the school community, and professionalism.<br><br>**For each of the first nine dimensions, observers use the General Rubric** to assess a school leader's effectiveness within the dimension. Assessments are made according to four distinct levels of performance that represent progression from Novice to Expert.<br><br>**General Rubric (for Assessing Dimensions 1-9)**<br><br>**(1) Novice:** The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.<br>**(2) Developing:** The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.<br>**(3) Proficient:** The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.<br>**(4) Expert:** The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. |

These practices have a consistently positive impact on learning across the entire organization.

In addition to the General Rubric used for Dimensions 1–9, **Dimension 10: Professional Practice** includes three additional specialized rubrics to assess a school leader's commitment to professional growth, the school community, and professionalism. Each of these specialized rubrics also features four distinct levels of performance: Novice, Developing, Proficient, Expert.

**Specialized Rubrics for Assessing**
**Dimension 10: Professional Practice**

*10A: Commitment to Professional Growth*

(1) **Novice:** The school leader shows minimal or no commitment to professional growth. Professional development efforts are either lacking or superficial in nature.

(2) **Developing:** The school leader has made an initial commitment to the professional growth process. A professional development plan is in place, but the school leader has not assumed full responsibility for the process: Professional growth goals and professional development opportunities are based mostly on supervisory suggestions and/or district requirements.

(3) **Proficient:** The school leader is committed to the professional growth process. The school leader's professional growth plan moves beyond the suggestions of supervisors and is informed by data and self-assessment. The school leader seeks out relevant professional development opportunities and reflects periodically on progress toward goals.

(4) **Expert:** The school leader has made a strong commitment to the professional growth process that shows a deep awareness of how improvements in leadership affect the entire school community. The school leader takes full responsibility for the professional growth process: Using feedback, data analysis, and self-assessment to establish meaningful goals; actively seeking out professional development opportunities that support these goals; reflecting regularly on progress; and refining goals and plans in light of new learning.

*10B: Commitment to the School Community*

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|  | (1) **Novice:** The school leader shows little interest in contributing to the school community beyond professional requirements. |
|  | (2) **Developing:** The school leader contributes to the school community beyond professional requirements when prompted by supervisors or circumstances. |
|  | (3) **Proficient:** The school leader is an active contributor to the school community. The school leader promotes initiatives that support a positive relationship between the school and the community it serves. |
|  | (4) **Expert:** The school leader willingly assumes a leadership role in working to enhance the school community.  The school leader develops and promotes initiatives that support a positive relationship between school and community, and serves as an advocate for the community's needs and values. |
|  | *10C: Commitment to Professionalism* |
|  | (1) **Novice:** The school leader needs to be reminded of the standards of professional integrity. |
|  | (2) **Developing:** The school leader demonstrates an understanding of professional standards and usually follows them. |
|  | (3) **Proficient:** The school leader demonstrates a thorough understanding of professional standards and serves as a model of professionalism for the school community. |
|  | (4) **Expert:** The school leader is seen by students, staff, and the community as an exemplar of professionalism and integrity. The school leader exhibits and models high professional standards at all times and inspires others to meet similarly high standards. |
| 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. | Silver Strong & Associates (SSA) has been a provider of thoughtful professional development for over fifty years. During these years, we have worked with hundreds of schools and have built up our staff so that we have adequate support in all areas necessary for developing and implementing customized professional development programs for multiple school districts nationwide. In a typical partnership with participating LEAs, we begin with an assessment of school culture and a collaborative meeting with key leaders and faculty members to identify needs. In the second |

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| | phase, we work with each LEA to convert our initial discussions and findings into a meaningful plan that aligns the LEA's identified needs with the TCPEF. The third phase of this model focuses on putting the plan into action. As needed, SSA will provide training and coaching sessions for educators, building leaders, and administrators throughout the partnership.<br><br>SSA has also developed The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF), which has been approved for use in multiple states, including New York. The TCTEF has been adopted by hundreds of schools throughout the country, and our interactions and ongoing work with these LEAs has given us experience aligning our Framework to the unique needs of different schools and districts, as well as sustaining the effective use of our Framework over time. |
| 6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs?<br><br>*Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.* | Before any professional development work begins, SSA commits to learning about each LEA's unique culture and needs. Depending on the size of the LEA and number of schools (or districts) involved in the professional development, this initial consultation and assessment can be as simple as a conference call with key school leaders or expand to an on-site observation day that includes in-person meetings and school (or even classroom) walk-throughs.<br><br>We highly recommend that all professional development partnerships in support of the TCPEF include, at minimum, Core Leadership Training.<br><br>***Core Leadership Training*** is two (or more) intensive and interactive days of training for administrators and school leaders to learn about the TCPEF process and acquire research-based protocols for gathering data, providing feedback, and supporting teachers' professional growth.<br><br>Alternatively, this two-day onsite training can be completed as an online academy, typically four sessions in length.<br><br>Beyond this essential training, SSA will work with an LEA to further tailor its professional development program with additional training and coaching sessions to further support the TCPEF across a wide- |

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| | range of school and district leadership topics and challenges, including . . . <br><br> • Youth Mental Health <br> • Developing Effective PLCs <br> • Shared Leadership / The CRAFT of Leadership <br> • Creating a Positive and Powerful School Culture Built Around Joy, Value, & Connection <br> • Leveraging Technology and AI to Enhance Instruction <br><br> We also developed and offer training in the NYSED-approved Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) which uses the same Four Cornerstones to create a common language for improvement across classrooms, schools, and districts. |
| 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.).* | SSA strongly recommends that LEAs adopting the TCPEF receive, at minimum, two days of **Core Leadership Training** to ensure effective implementation of the model. This on-site training is provided at the cost of $6000.00 per day ($12,000 total; including travel and expenses). <br> Alternatively, this training can be completed as an online academy, typically four sessions in length (at a cost of $8,000). <br> In addition, all necessary books and workshop materials, including the **TCPEF Resource Guide**, will be provided for all participants at the cost of $250.00 per person (including shipping and handling). <br><br> [**NOTE:** *For more information on TCPEF licensing options and fees, LEAs can contact SSA directly.*] |

**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: | Silver Strong & Associates (Thoughtful Classroom) |
| | Primary location (city/state): | Franklin Lakes, NJ |
| | Contact information: (phone / email / website) | 800-962-4432 / 201-652-1155 questions@thoughtfulclassroom.com www.ThoughtfulClassroom.com |
| | LEAs where service will be provided (or is intended to be provided): | All LEAs throughout New York State |
| 2. | The number of years the provider has delivered service: | SSA has provided professional development and coaching services for 50+ years, and has provided principal and leadership training using the TCPEF for 10+ years. |
| 3. | Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate): | **The Thoughtful Classroom Principal Effectiveness Framework (TCPEF)** |
| 4. | Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.): | SSA has served, and is prepared to serve, all levels of educational professionals, including teachers, teacher-leaders, principals, and administrators, both at the school and district levels. |
| 5. | Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately): | Over 100 districts across the country are using the TCTEF/TCPEF to evaluate educators. |
| 6. | Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable: | In the 2024–2025 school year, SSA provided over 50 evaluation training sessions. |
| 7. | Average length of each training session for the training of evaluators (minutes/hours): | Not including ongoing coaching or additional training or services (onsite or online), the highly recommended Core Leadership Training is designed to be 12.0 hours of in-person workshop time over two days (or 8.0 hours of online instruction, with reflection and practice time between sessions). |

**Following is information provided as of 04/18/2025** (contact the provider for the most up-to-date information):

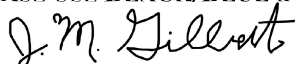| |
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| **Teacher/Principal Rubric Tool:**<br>☐ Free ☒ For Cost |
| **If for cost, to which does a fee apply:**<br>☒ Rubric ☒ Related services (e.g., training or professional development associated with the use of the rubric) |
| **If services are offered by the applicant, are any mandatory in order to use the rubric?**<br>☐ Yes  ☒ No |
| **If approved as a provider of a teacher and/or principal practice rubric, we are prepared to provide services to:**<br>☒ All Districts/LEAs in the State of New York, or<br>☐ 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.

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| 1. Name of Organization (PLEASE PRINT/TYPE)<br><br>Silver Strong & Associates | 4. Signature of Authorized Representative\|<br>(PLEASE USE **BLACK/BLUE** INK)<br><br>*J. M. Gilbert* |
| 2. Name of Authorized Representative<br>(PLEASE PRINT/TYPE)<br><br>Justin Gilbert | 5. Date Signed<br><br>4/18/2025 |
| 3. Title of Authorized Representative<br>(PLEASE PRINT/TYPE)<br><br>Assistant Director of Content Development | |