



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

Please check the most appropriate category:

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

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



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TECHNICAL PROPOSAL – RUBRIC DESIGN AND IMPLEMENTATION

Rubric Design and Implementation (Informational-Only):

In this section, the applicant should present evidence that their submitted practice rubric has a demonstrated record of effectiveness in contributing to teacher and/or principal achievement.

<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>Numerous schools and districts are using these rubrics and revised versions of them, including schools that are getting very high student achievement (Greater Newark Academy, Friendship Charter Schools, and Hamilton County Schools (TN). More research is needed on the role of rubrics, but initial evidence is that clear definitions of quality teaching and leadership have played an essential role in improving student achievement.</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>Most of the methodology has been in finding correlates of effective teaching and student achievement and incorporating those criteria into both rubrics.</p>
<p>3. What type of research design has been established to support these findings?</p> <p><i>(e.g., experimental, non-experimental, quasi-experimental, etc)</i></p>	<p>Schools and districts using the Marshall rubrics are beginning to do this kind of analysis.</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 rubrics have four levels: Highly Effective (for truly exemplary, master-teacher-level performance); Effective (for solid professional practice); Improvement Necessary (for mediocre performance); and Does Not Meet Standards (for unsatisfactory performance). There is a clear description of performance at each level.</p>
<p>5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric</p>	<p>These rubrics have gone through seven revisions since their original form in 2006. Kim Marshall has a track record of responding to feedback and suggestions and continuously</p>

<p>to align with the requested needs of participating LEAs.</p>	<p>improving the rubrics.</p>
<p>6. What is the instructional content, methodology, and format of any</p>	

	<p>meetings; introduction of the rubrics to teachers should take place in regularly-scheduled school-based staff meetings.</p>
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TECHNICAL PROPOSAL - SERVICE SUMMARY (INFORMATIONAL-ONLY)

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| 1. | Name of organization: | Michael Kim Marshall, Educational Consultant |
| | Primary location: | 222 Clark Road, Brookline, MA 02445 |
| | Contact information:
(phone / email / website): | 617-566-4353,
kim.marshall48@gmail.com,
www.marshallmemo.com |
| | LEAs where service will be provided (or is intended to be provided): | I will respond to requests from any New York State LEA, depending on my availability |
| 2. | The number of years the provider has delivered service: | 15 years |
| 3. | Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate): | Marshall Teacher Evaluation Rubrics, Marshall Principal Evaluation Rubrics |
| 4. | Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.): | Superintendents, central-office supervisors of principals, curriculum directors, principals and other school-based administrators, teacher leaders, teachers, teacher union officials |
| 5. | Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately): | 8,000 (a rough estimate) |
| 6. | Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable: | 80 during 2010 |
| 7. | Average length of each training session for the training of evaluators (minutes/hours): | 3-6 hours |

If approved as a provider of Teacher and/or Prin

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