TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
☒	This is an application for providing **Teacher Practice Rubric services**.	A full application with all required materials (including this cover page) shall be submitted for **each** rubric. Your rubric(s) must be attached in the Appendix section of your submission.
☐	This is an application for providing **Principal Practice Rubric services**.	A full application with all required materials (including this cover page) shall be submitted for **each** rubric. Your rubric(s) must be attached in the Appendix section of your submission.

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 (*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.

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.	**Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.** **Research confirms that there is a positive association between teacher performance and student achievement. Robust performance-based teacher evaluation systems are also associated with student learning gains (Nelson 2009, Harris & Sass, 2007; Little, Goe & Bell, 2009). Four studies by Consortium for Policy Research in Education-University of Wisconsin positively correlate performance-based teacher evaluation scores with student achievement growth (Kimball, 2004, Milanowski, 2004). Research shows that the key elements of a rigorous, comprehensive, performance-based teacher evaluation system that strengthens teaching and improve student outcomes consists of clearly articulated itt7it545TJ0.0008inNUTe o90.28S9 Tw T*rics, 545TJ0.0Tc 0.40 49T ttllsoe, perf 3 3** **F o r** **ss1tt7.1635**

The success of performance-based teacher evaluation system is highly dependent on the provision of high quality training for stakeholders around the standards and rubrics as well as the goals of the evaluation system (Mather, Olivia, & Laine, 2008). Systematically training classroom observers and evaluators (e.g. intra- and inter-rater reliability) helps ensure their ability to accurately assess teacher performance (Little, Goe & Bell, 2009). The evaluation protocols and processes associated with the NYSUT Teacher Practice Rubric are reinforced by extensive training and support for teachers, peer evaluators and administrators.

Anecdotal evidence from districts using the NYSUT Teacher Practice Rubric is consistent with findings in similar performance systems as documented in CPSTES (Kane, 2011), connecting specific teaching practices with student achievement outcomes. Descriptions of practices and different performance levels that comprise the NYSUT Teacher Practice Rubric, as well as specific details about practice that contribute to rating categories, provide evidence of effective teaching practices that can be widely shared and also map out professional development support to individual teachers. The American Institute of Research (AIR) will continue to collect data and identify findings resulting from the use of the NYSUT Teacher Practice

	effective, 3 = effective, 2 = developing and 1 = ineffective. A total per standard score is produced by adding individual indicator scores divided by the number of performance indicators assessed. All standard scores are added to produce a total score and divided by the number of standards. The total score is then applied to a locally negotiated conversion chart to determine the subcomponent score. If a teacher's total subcomponent score is 2.62, according to the sample conversion table, the teacher's rating would be "effective."
	Sample Conversion Table
	Highly Effective 3.5 – 4.0 **Effective 2.5 – 3.49** **Developing 1.5 – 2.49** **Ineffective 1.0 – 1.49**
	Option Two: A point value which is locally negotiated is assigned to each of the seven teaching standards adding up to 60 points. A local determination is made regarding point allocation for elements/performance indicators to total the point value per standard. Evidence is collected and scored on a 60-point basis; the final score will fall into locally negotiated scoring bands indicating highly effective; effective; developing; ineffective.
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.	**The NYSUT Teacher Practice Rubric has been used with a variety of school districts throughout New York State; Albany (large urban), North Syracuse (large suburban), Plattsburgh (small city), Marlboro (small suburban), Hempstead (large urban), and Poughkeepsie (small city). Each district required different strategies to adapt and sustain the Rubric. To meet local needs, tailored technical assistance was offered to each district with regard for the following conditions: the district's current evaluation system; adjustment to current observation practices; training for administrators and peer evaluators on observation protocols; training for teachers on NYS Teaching Standards and observation protocols; examination of current data; and systems and processes for teacher evaluation; and professional development practices and district PDP. As the work continues, and more districts adopt the Rubric, NYSUT's Education and Learning Trust will provide each school district with appropriate technical assistance to sustain the evaluation process as required**

	using NYSUT's Teacher Practice Rubric. The estimated cost of the fifteen-hour program is approximately $110 per person.
	Evaluator Training: The NYSUT Education and Learning Trust delivers evaluator training which is a major component of NYSUT's Teacher Evaluation and Development System (TEDS). A well-trained evaluator is a critical element of a successful teacher evaluation system. As described above in B-2(6), the training provides an overview of the evaluation system and the process used for formal observations including, but not limited to, analysis of teaching artifacts during the pre-conference, evidence collection, observation, examination of student work, and goal setting and developing learning plans.
	The training includes 30 hours of intensive training followed by 15 hours of in-district support with paired coaching to develop evidence collection and inter-rater reliability skills. The estimated cost of the 45-hour program is $650 per person, including the paired observations.

fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.	
4. Copy of the organization's 501(c)3 certificate or State license.	Please clearly identify and attach this documentation in the Appendix section.
5. Information as to whether lawsuits have been filed against the organization for educational and/or fiscal mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.	N/A
6. Information as to whether the organization has been denied the ability to conduct business in any state and indicate the reason(s) for such denial.	N/A
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	N/A
8. Information as to whether the organization has been approved as a teacher and/or principal evaluation service provider in another state and specify such state(s).	N/A