



TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Please check the most appropriate category:

| | Teacher and/or Principal Practice Rubric | Required Submission |
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| <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 sheet)</p> <p>_____</p> |
| | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <p>_____</p> |

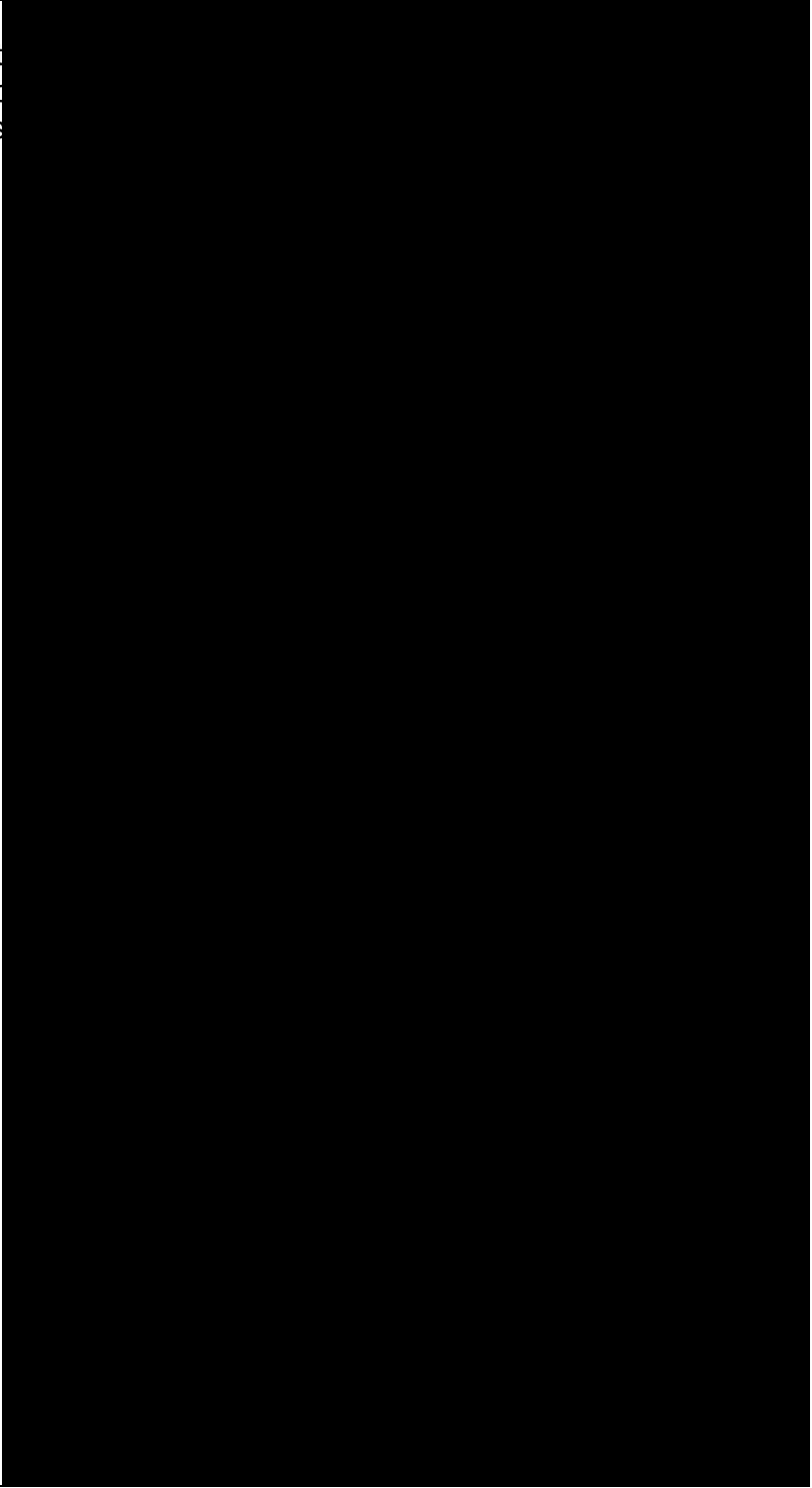


TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL RUBRIC DESIGN AND IMPLEMENTATION

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.



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| | <p>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 for 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 designed to be used by teachers, peer evaluators and administrators.</p> <p>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</p> |
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| | <p>Standard. The evaluator uses a 4 scale with 4= highly 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."</p> <p style="text-align: center;">Sample Conversion Table</p> <table border="0"> <tr> <td>Highly Effective</td> <td>3.5 ±4.0</td> </tr> <tr> <td>Effective</td> <td>2.5 ±3.49</td> </tr> <tr> <td>Developing</td> <td>1.5 ±2.49</td> </tr> <tr> <td>Ineffective</td> <td>1.0 ±1.49</td> </tr> </table> <p>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.</p> | Highly Effective | 3.5 ±4.0 | Effective | 2.5 ±3.49 | Developing | 1.5 ±2.49 | Ineffective | 1.0 ±1.49 |
| Highly Effective | 3.5 ±4.0 | | | | | | | | |
| Effective | 2.5 ±3.49 | | | | | | | | |
| Developing | 1.5 ±2.49 | | | | | | | | |
| Ineffective | 1.0 ±1.49 | | | | | | | | |
| <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>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), and Hempstead (large urban). 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</p> | | | | | | | | |

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| <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, material etc.).</p> | |

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| | <p>using NYSUT's Teacher Practice Rubric. The estimated cost of the fifteen-hour program is approximately \$110 per person.</p> <p>Evaluator Training: While not a service that will be available by the Education and Learning Trust until 2012, evaluator training is a major component of the Comprehensive Teacher Evaluation and Development System (CTEDS). A well-trained evaluator is a critical element of a successful teacher evaluation system. As described above in B2(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.</p> <p>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.</p> |
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 TECHNICAL PROPOSAL ORGANIZATIONAL CAPACITY

Organizational Capacity (Informational-Only):

In this section, the applicant should demonstrate that it has adequate human, organizational, and technical resources to provide the proposed teacher and/or principal practice rubric services.

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| <p>1. A description of the organization including information such as length of time in operation, number of existing locations, number of staff, an organization chart, etc.</p> | <p>Since 1979 NYSUT's Education and Learning Trust (ELT) has been providing professional development for approximately 10,000 members annually. ELT maintains a staff of 15 professionals including director, coordinators and administrative assistants. Five regional offices oversee a faculty of 120 teacher practitioners. ELT has worked with over 700 school districts in the past 30 years, providing customized support and technical assistance in reform initiatives for rural, suburban and urban districts. (See Appendices 9 and 10)</p> |
| <p>2. A description of the organization's history of providing similar teacher and/or principal evaluation services, including the outcomes achieved, number of previous contracts, the diversity of clients, the number of students served, etc.</p> | <p>The Education & Learning Trust (ELT) is the professional development division of the New York State United Teachers organization. ELT provides comprehensive professional development through programs designed for experienced teachers as well as new practitioners. Each year thousands of educators and students</p> |
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TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - SERVICE SUMMARY (INFORMATIONAL ONLY)

1. Name of organization:

Primary location:

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