



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

Rubric Design and Implementation (nformational-Only):

collect evidence of the demonstrated achers selected two groups of students both of which were professional achievement for teacheeing taught the same unit sout of related lessons. Howers or principals(i.e. measures andever, in one group (the "experiental" group) a specific inanalyses used, comparison groupstructional strategy was used, advance organizers), whereas in the other group (theontrol" group) the instrucetc.)? tional strategy was not used. Because students could not be

tice score, you need to undeand the process of assigning the instructional practice score based on the results of multiple data sources and ratings on domain elements.

Scoring of a Teacherlastructional Practice

Rating the Elements: Alzevel rubric is used to rate and provide feedback to teachers on their use of the 60 Elements of the Art and Sciee of Teaching Framework: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0)

InstructionaPractice Score - A 4-LeVScale is used to determine Teacher InstructionPractice Score: Highly Effective (4), Effective (3), Deeloping (2), and Ineffective (1)

The performance rating for each category takes into consideration the Category leves the teachers, with the understanding that teachers withore years of service will have greater subject matter expertise. There are three gories of proficiency scales, including:

Category I: teachers with 1-3 years of service Category II: teachers with 4 or more years of service Category III: teachers with 0 or more years of service

Category I Proficiency Scale

a. Highly Effective teaches perform at Level 4 at least 65% of the time, and perform 0% of the time at Level 1

b. Effective teachers perform at Level 3 or higher at least 65% of the time

c. Developing teachers perform less than 65% at Level 3 or higher, and less than 50% at Level 1

d. Ineffective teachers peonfm greater than or equal to 50% at Level 1

Category II Proficiency Scale

a. Highly Effective teaches perform at Level 4 at least 75% of the time, and perform 0% of the time at Level 1

b. Effective teachers perform at Level 3 or higher at least 75% of the time

c. Developing teachers perform less than 75% at Level 3 or higher, and less than 50% at Level 1

d. Ineffective teachers peonfm greater than or equal to 50% at Level 1

Category III Proficiency Scale

a. Highly Effective teachers perform at Level 4 at least
85% of the time, and perform 0% of the time at Level 1
b. Effective teachers perform at Level 3 or higher at least
85% of the time

d. Ineffective $(1.0 - 1.4)$
------------------------------

5. Describe and detail your organization's demonstrated ability to adapt trict redevelopment of the evaluation systems and sysand sustain the submitted rubric temic implementation of capacity building and quality asto align with the requested needs participating LEAs.

growth, development and evaluation software systems, graduate education programs, and teacher pedagogy and observer certification programs.

LSI's experience rangesom working collaboratively in developing and implementing frameworks for effective teaching and school leadership to the creation of a contin uum of differentiated profesional development aligned to these frameworks. LSI also blends advanced adult learning methodologies with leading ge technologies to produce online learning courses that ster exceptional learning, retention, and applicatin of new knowledge.

Learning Sciences alsoffers staff certification to exceptional teachers who can participate in a professional development certification program and become qualified facilitators on the framework. Marzano Staff Developer Certification allows teachers torovide professional development workshops around Dr. Marzano's official framework and to build internal capaty by establishing a cadre of skilled and knowledgeable professional staff developers. LSI has extensive experience implementing solutions for large organizations. As part of the Houghton Mifflin Harcourt partnership for Florida SI is currently engaged by the Florida Department of Ecation to provide statewide technical assistance for teackeraluation to its 67 school districts and charter schodisrough the federal Race to the Top initiative. The Florida Department of Education selected Dr. Marzano's Causal Teacher Evaluation Model as its state model. LSI is proving training, tools, and technical assistance service to guidietricts through four years of design, implementation, and improvement for their local teacher evaluation models.

LSI's has also provided statewide implementations in Pennsylvania's 500 school distts includes a full range of economically, racially, and cultally diverse students and teachers from rural, suburban, and urban centers that includes both Pittsburgh Public Schools and the School District of Philadelphia with 15,000 and 210,000 students, respectively. Beyond LSI's experiment in urban and subur-

	1		

<ul><li>loops to support teacher growth and development</li><li>Certified Facilitator Pr</li></ul>



TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS TECHNICAL PROPOSAL – ORGANIZATIONAL CAPACITY

Organizational Capacity (Informational-Only):

In this section, the applicant sould demonstrate that it has **qde**te human, organizational, and technical resources to provide the proposed tear the principal pratice rubric services.

1 A description of the organization	Learning Sciences was founded by former university
1. A description of the organization,	, , , , , , , , , , , , , , , , , , ,
including information such as	<b>5</b>
length of time in operation, num	on improving student achievement through the
<b>u</b>	r professional growth of teachers and administrators. Our
of staff, an organization chart, etc.	
	classroom practitionetts rough blending new
	technologies with research-based pedagogy. LSI is
	organized as a limited liability orporation and currently
	operates from two locations within the State of
	Pennsylvania.
	1. Corporate Services Division (home office), 175
	Cornell Road, Suite 18, Blairsville, PA 15717
	2. The Educational Services Division is located at 221
	W. Philadelphia Stree§uite 112E, York, PA 17401
	Our Corporate Services Division is a 10,000 square
	foot facility which houses LSI's software engineering
	department, production department; including a full video
	production group, corporate IT services, corporate
	accounting, and customer service department. The LSI
	software engineering department is responsible for all
	design and implementation of our performance growth
	platform, iObservation.Our Production department
	produces content for online non-credit and graduate
	education courses. The video production group travels
	onsite to school districts tcapture raw footage and has
	full video editing capabilitiesn-house. LSI's customer
	service department has abust and scalable capability
	and currently provides the ical support to over 51,000
	users. Customer Service Representatives are available
	during business hours Monday – Friday from 8 AM to 5
	PM EST and provide support via telephone and email
	Toll-free numbers are available at all levels of service to
	our clients.
	Our Educational Services Division is a 6,000 square
	foot facility augmented witheducational experts around
	the nation. Additionally, this location houses our
	professional development facility, sales and marketing
	teams, multimedia department, and research and design
	center. Further, LSI has 50 employees including
	implementation program managers, expert trainers,
	information systems specialists, customer service

		representative, researchdadevelopment specialists, business managers, instructional designers, multimedia designers, and videographers. LSI's research and development team works closely with the subject matter experts in coordinating theroduct roadmap for all LSI products. This process is built on the input gained from field experience and product enhancements are prioritized based on customer requests and needs. All of these staff mebers are credentialed in their specialization areas, and will be available to support this effort as needed.			
h te s a ti	A description of the organization's history of providing similar eacher and/or principal evaluations eachieved, number of previous contracts, the diversity of clients, the number of students served, etc.	Robert Mar n Teacher Ev s assistance	zano to co-de aluation Mode		Causal cal

		to sue based on her charges have expired.
6.	Information as to whether the c ganization has been denied t ability to conduct business in an state and indicate the reason for such denial.	r- No he iy
7.	Information as to whether the c ganization has been debarred suspended from doing busine with any local government, stat or the federal government.	or ss
8.	Information as to whether the c ganization has been approved a teacher and/or principal evaluation service provider in another state and specify such state(s).	s a bon

FORM C



TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS TECHNICAL PROPOSAL - SERVICE SUMMARY (INFORMATIONALONLY)

1.	Name of organization:	Learning Sciences International, LLC
	Primary location:	Blairsville, Pennsylvania
	Contact information:	Michael Toth
	(phone / email / website):	717-845-6300 x 172
		mtoth@learningsciences.net
		www.learningsciences.net
	LEAs where service will be provided (or is in-	On-site at LEAs in the state of New
	tended to be provided):	York
2.	The number of years the provider has delivered service:	10
3.	Title of the Teacher and/or Principal Rubric Evaluation model to besed (if appropriate):	Marzano Causal Evaluation Model
4.	Professional population that the provider has	K-12 School Administrations,
	served, and that they ancequesting to serve (i.e.	Teachers, Teacher Leaders,
	teachers, principals, admin., etc.):	Instructional Coaches, and external
		stakeholders
5.	Number of teachers and/or principals that have a ceived an evaluation using the submitted rubric t (approximately):	Although the Art and Science of obeaching Observation and Feedback Protocol (2007) has been implemented with thousands of evaluations across the country, the Marzano Causal Evaluation Model annual assessment will be implemented throughout Florida districts adopting the Marzano model in the 2011-2012 School Year.
6.	Number of teacher and/ <b>pr</b> incipal evaluation in structional sessions provid <b>ee</b> r year, if applicable	8
7.	Average length of each training session for the training of evaluators (minutes/hours):	6 hours each for a total of 48 hours

If approved as a provider of Teacher and/or Principal Practice Rubrics, we are prepared to provide services to:

Please indicate by clicking on the appropriate boxes below:

 $\square$ 

All Districts/LEAs in the State of New York, or

Only to those eligible Districts/LEAs indicated below: