
	<p>standard(s) of performance.</p> <p>b. Proficient: demonstrated basic competence on standard(s) of performance.</p> <p>c. Accomplished: exceeded basic competence on standard(s) of performance most of the time.</p> <p>d. Distinguished: consistently and significantly exceeded basic competence on standard(s) of performance.</p> <p>e. Not Demonstrated: did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)</p> <p>To ensure rater consistency, the system has a defined process for scoring the rubrics (see Appendix D—McREL's Principal Evaluation System User Guide). To determine a level (categorical) of performance, begin in the first column (Developing). If the practice listed in the Developing column describes the principal's performance throughout the year, mark the box beside the descriptor. Continue to work down the column of Developing practices. The evaluator should continue to the Proficient category and work down that column, marking all of the practices that describe the principal's work throughout the year. The evaluator should continue to mark all practices that describe the principal's performance under the Accomplished and Distinguished categories. Each responsibility (sub-category) captured in each of the three framework components should be rated in a similar fashion. If practices are checked in the Distinguished category, the evaluator should provide an explanatory comment in the space provided at the end of each standard. If nothing is checked for the element, the principal must be rated Not Demonstrated and the evaluator must provide an explanatory comment in that column.</p> <p>To ensure consistency in scoring, McREL encourages the district to continue to analyze the rubrics and internally establish agreements on what educational practice looks like at each categorical rating. Internal conversation will continue in the district to clearly articulate how each descriptor (behavior) captured in the rubrics will be defined, identified and supported through artifacts, actual performance and/or</p>
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	collaborative dialogue.
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.	McREL has provided services to adapt the existing

<p>gated to buy training from providers.</p>	<p>ments for participants,</p> <ul style="list-style-type: none"> • PDFs of user guides and technical support documents, • a follow-up technical support webinar, • access to the Balanced Leadership Profile (BLP), and • access to a McREL consultant for implementation questions that may arise during the initial year of implementation. • If you choose to purchase both the Teacher and Principal software, we can customize the professional development workshop to meet your needs.
<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, materials, etc.).</p>	<p>Detailed Pricing Information is also provided in the labelled, sealed envelope.</p> <p>Pricing for the software package:</p> <ul style="list-style-type: none"> - 1–25 principals: \$300/principal/year (Minimum subscription of \$1,500 per year) <p>If you are in this category, please contact McREL to discuss possible options.</p> <ul style="list-style-type: none"> - 26–49 principals: \$275/principal/year - 50 or more principals: \$250/principal/year <p>The annual licensing fees include help desk support for technical issues pertaining to the online system.</p> <p>As part of the Principal Evaluation System, McREL requires a two-day professional development workshop. The cost to implement the system is \$8,000,</p>



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appropriate scheduled updates. These evaluation systems align with the literature on best practice; articulate clearly the model of professional educator standards that align with the nationally recognized InTASC standards; and currently impact 116 districts, 9,000 schools, 100,000 teachers, and 1.4 million students across North Carolina.

American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education. (1999). Standards for Educational and Psychological Testing. Washington, DC: American Educational Research Association.

Project 2. Creation and Validation of an Evaluation System for Assessing the Performance of Principals
Houston Independent School District, Texas
Project period: 2010-2011

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McREL also facilitated conversations about the development of policies and processes that would impact the efficacy of the systems.

A McREL research team worked with CNMI leadership to translate the goals of the system into answer

Description of services provided: McREL content experts and researchers are assisting the Central Valley School District (CVSD) in the development, testing, and revision of district-wide evaluation systems for principals and teachers. This initiative is occurring in multiple phases including: initial development, a pilot period, a preliminary revision period, a field test of the systems, and a period for final revisions.

The development initiative began with initial meeting between McREL and CVSD leadership to identify what the district intended to accomplish with the evaluation system and surface any potential problems with its development. From this data gathering effort, McREL created a scope of work and timeline for the

a revision period overseen by the district Oversight Committee and the Board of Education. During this period, McREL again facilitated the continuing development of policies and processes that impact the evaluation system. After revisions of the beta-versions a full field test of the evaluation systems is led by the McREL research team. Similar to the pilot period, participants in the field test are trained by McREL content experts. The purpose of the field test is to examine the functioning of the systems under a greater variety of users within “real world” conditions. The field test lasts one school year and is expected to produce a larger range of data allowing for more complex analyses and greater generalization of findings to the district population.

Field test data and feedback is used to produce a final report for the CVSD. After completion of the field test McREL researchers use this information to facilitate a final revision period overseen by the district Oversight Committee. In addition to the finalization of the evaluation systems themselves, McREL facilitates the completion of policies and processes that impact the evaluation system. Final reports are officially presented to the Board of Education. Hand-over sessions are conducted to ensure that CVSD is prepared to implement and maintain their evaluation systems.

In addition to this specific project on personnel evaluation systems, McREL has worked with CVSD since 2008, providing professional development for school leaders, technical assistance for a guaranteed and viable curriculum, professional development for teachers in effective instructional strategies, and technical assistance and support for district school improvement efforts.

Project 5. Professional Development for School Leaders and Development and Implementation of Teacher and Principal Evaluation Systems

Englewood Schools, Colorado

Project period: 2010 – present

Description of services provided: Since 2010 McREL has worked with Englewood Schools in Colorado to provide professional development in the Balanced Leadership Framework to 25 district and school leaders. Balanced Leadership is based on McREL’s studies of school-level leadership that have produced empirical support for the claim that leaders have a statis-

<p>(re</p> <p> Framew1</p>	<p>tically significant effect on student achievement (Marzano, Waters, & McNulty, 2005). Whether the effect is positive depends on the focus of the leadership initiative, leaders' ability to lead second order change, and their use of research-based practices to fulfill essential responsibilities. McREL's professional development introduces leaders to six major research findings from McREL's meta- and factor-analyses on principal leadership, and the concepts of shared leadership, balanced leadership, and the Balanced Leadership Framework™.</p> <p>McREL brought together 25 district and school leaders in a collegial learning environment to provide intensive, ongoing professional development aimed at raising student achievement in their schools. McREL provided large group professional development sessions focused on developing a purposeful community, managing change, and choosing the right focus. McREL also provided technical assistance support for implementation of school improvement plans in eight Englewood schools.</p> <p>In addition to the professional development and technical assistance Englewood Schools has a site license for McREL's Principal Evaluation System and Teacher Evaluation System. Staff received training in the system processes and have been implementing both systems for almost two years.</p> <p>Project 6. Wyoming Educator Evaluation Professional Development and Implementation 27 Wyoming School Districts Project period: 2011</p> <p>Description of services provided: This large-scale project delivered professional development services to 27 schools districts in the state of Wyoming for implementing McREL's Teacher and Principal evaluation systems. These professional development sessions were configured to scale the training in a condensed time schedule using a consortia model. Seven (7) separate trainings were held in strategic locations throughout the state. McREL employed a train the trainer model</p>
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	<p>tion.</p> <p>Project 7. Validation of Georgia’s Teacher and Principal Evaluation Systems In collaboration with the University of West Georgia for the Georgia Department of Education Project period: 2010</p> <p>Description of services provided: McREL worked with the University of West Georgia to validate the Georgia Department of Education teacher (CLASS KEYS) and principal (Leader Keys) evaluation systems that were developed and field tested by researchers at the University of Georgia.</p> <p>The study used both quantitative and qualitative methods to collect evidence on system reliability, content, construct, and the use and interpretation evidence. The study was divided into four distinct tasks based on the type of evidence. Task 1 was a quantitative analysis of data collected by the GaDOE during the field test. Task 2 used both quantitative and qualitative analysis to examine survey data. The surveys were developed by McREL and administered to teachers to provide evidence of their experience with the system and perception of system reliability, content, construct, and the use and interpretation of the evaluation system. Task 3 was a qualitative interview analysis. The interviews were developed to collect more detailed information about the system than could be gathered by surveys. Task 4 was a qualitative analysis of a subset of the evaluation documents collected during the field test. The final report integrated evidence in all four tasks into one comprehensive validity report.</p>
<p>3. Copies of the organization’s tax returns for the past two years, or other evidence of fiscal soundness, e.g. annual financial statements, fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>
<p>4. Copy of the organization’s 501(c)3 certificate or State license.</p>	<p>Please clearly identify and attach this documentation in the Appendix section.</p>
<p>5. Information as to whether lawsuits have been filed against the organization for educational and/or fiscal</p>	<p>No lawsuits have been filed against McREL.</p>

<p>mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.</p>	
<p>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.</p>	<p>or- McREL has not been denied the ability to conduct the business in any state.</p>
<p>7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.</p>	<p>or- McREL has not been debarred or suspended from doing business with any local, state, or federal government or government agency.</p>
<p>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).</p>	<p>or- New Jersey North Carolina Oklahoma Wyoming System has been implemented in some districts in the following states: Arizona (teacher/principal) California (principal) Georgia (principal) Indiana (teacher) Michigan (teacher/principal) Montana (teacher) Texas (principal) Utah (principal) Washington (teacher/principal)</p>



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - SERVICE SUMMARY (INFORMATIONAL ONLY)**

1.	Name of organization:	Mid-continent Research for Education and Learning (McREL)
	Primary location:	Denver, Colorado
	Contact information: (phone / email / website):	303.337.0990 info@mcrel.org www.mcrel.org
	LEAs where service will be provided (or is intended to be provided):	All
2.	The number of years the provider has delivered service:	45
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	McREL Principal Evaluation System
4.	Professional population that the provider has served, and that they are requesting to serve (i.e. teachers, principals, admin., etc.):	Teacher evaluation system serves core content and teachers of non-tested subject areas. Principal evaluation system serves principals/assistant principals and other administrative non-teaching personnel.
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	Teachers = 130,000 Principals/Assistant Principals = 9,300
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	Initial Training: Teachers two days Initial Training: Principals three days Additional technical support sessions (in-person or webinar) are available upon request Recommended professional development in subsequent years of implementation: Continuing teachers and principals: minimum of 1 day. New to the system: 2 days for principals and central office personnel and 1 day for teachers
7.	Average length of each training session for the training of evaluators (minutes/hours):	2 days, approximately 14-16 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:

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

Only to those eligible Districts/LEAs indicated below: