





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.

<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>The Framework for Teaching itself has undergone several validation studies at various points in time. Initially validated by Educational Training Services, other studies conducted on the Framework for Teaching as an evaluation tool include:</p> <ol style="list-style-type: none"> <li>1. Evaluation scores as a result of the Framework were stronger predictors of student achievement than were teacher education and experience (Kimball, White, Milanowski, and Borman, 2004).</li> <li>2. A multi-year study was conducted through the Excellence in Teaching Project in the Chicago Public Schools, which measured the reliability and validity of the Framework in measuring teaching practice and principal and teacher perceptions of the pilot evaluation. Researchers found that (1) principals and trained evaluators used the rating scale consistently overall, (2) more teachers were identified as low performing under the new evaluation system, (3) principals could easily identify unsatisfactory teaching practices, and (4) over half of principals were highly enthusiastic about the evaluation process (Sartain, Stoelinga, Brown, Lupescu, and Matsko, 2009).</li> <li>3. A correlation study to compare student achievement with teachers' evaluation scores in Cincinnati Public Schools (246 teachers total) found that teachers who received "Distinguished" ratings in Domain 3 (Instruction) had students with higher-than-expected test scores, and those who had received "proficient" ratings had students with average gains (Holtzapple, 2003).</li> <li>4. A multi-year, mixed-methods study was conducted in Cincinnati, OH; Los Angeles, CA; Reno/Sparks, NV; and Coventry, RI, to analyze the validity of teacher evaluation. The study found a "fairly high correlation"</li> </ol>
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ers or principals (i.e. measures and analyses used, comparison groups, etc.)?

(1) For the Evaluation of the Excellence in Teaching Pilot project Year 1 report, the study implemented an experimental research design. The study benefits from a two-level stratified selection plan. At the first level, schools were randomly selected for participation in the Excellence in Teaching pilot in the 2008-09 school year. The pilot was randomly implemented in four elementary

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<p>6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs?</p> <p>Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.</p>	<p>The initial face-to-face training, provided by members of The Danielson Group, will help the district's evaluators gain a baseline level of knowledge and understanding with regard to the district's teacher evaluation system. This face-to-face training session can be augmented by online professional development resources that enable evaluators to focus deeply on the elements of the Framework for Teaching and render valid and reliable judgments. Online training resources are made available on an ongoing basis so that evaluators will have access to just-in-time learning opportunities.</p>
<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>Districts can implement the Framework for Teaching itself at a very low cost. LEAs may purchase Ms. Danielson's books describing the Framework for Teaching, its research basis, and guidance for implementation, for a nominal price.</p> <p>To assist with implementation, Teachscape offers a variety of tools, training, and resources that supplement and support districts' implementation of the Framework for Teaching. These include face-to-face training services; online training featuring videos of classroom exemplars aligned to the Framework for Teaching, and an online certification test for evaluators that districts can implement to ensure they have proficient evaluators making valid and reliable judgments. Please see the enclosed sealed envelope entitled "Estimated Service Costs" for general pricing information related to these services.</p> <p>Teachscape has a long history of working with districts to implement the Framework for Teaching and provide both face-to-face and online professional development for teachers and evaluators. We are happy to discuss the local needs of each LEA and tailor services and tools to meet</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.

<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>Teachscape is a school effectiveness company that was founded in 1999 as Educational Standards and Certifications, Inc. and has been providing research-based, professional development, resources and coaching support to teachers and leaders for twelve years.</p> <p>Teachscape works with school districts and state departments of education across the nation to provide focused and targeted support. Our work with school districts includes providing workshops, programs of study, and extended jobembedded professional learning and coaching for school leaders and teachers to help them rapidly improve student achievement while supporting that human capital development with technology tools and processes to synchronize instruction, curriculum, assessment, and professional learning. With 142 permanent staff and a network of over 100 contractor consultants, Teachscape's headquarters is located in San Francisco, and field staff and consultants are located throughout the U.S.</p> <p>Please refer to the organizational chart attached to this application.</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>Teachscape provides professional services and technology tools to over 5,000 school districts across the U.S. Canada, and Australia. Our staff is currently providing teacher evaluation consulting and facilitation services in school districts in Texas as well as for the Kentucky Department of Education.</p> <p>Charlotte Danielson and the Danielson Group provide training in the Framework for Teaching, and have served as consultants to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state (including Ohio, Illinois, Maryland, Florida, Arkansas, Wisconsin, and Oregon), and in several other countries.</p> <p>In her consulting work, Ms. Danielson has specialized</p>

	<p>in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson has consulted and developed training materials with ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards.</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 &amp; 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 mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.</p>	<p>No lawsuits have been filed against Teachscape for educational or fiscal mismanagement, civil rights violations, criminal acts, or any other reason.</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>Teachscape 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</p>	



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