FORM A

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL - APPLICATION

Name of Entity	Michael Kim Marshall, Educational Consultant
Address	222 Clark Road
City, State Zip	Brookline, MA 02445
Phone	617-566-4353
Fax	877-538-6549
E-mail	kim.marshall48@gmail.com
Name and Title of Authorized Contact	Michael Kim Marshall, Consultant
Address (if different from above)	
City, State Zip	
Phone	

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			their children's education (Ee), responding quickly to parent concerns (Eg), reporting achievement on a regular basis (Eh), and using parents and others in the community as classroom resources (Ej).

FORM B-1

TEACHER AND PRINCIPAL PRACTICE RUBRIC NARRATIVE :

Please complete Table 1.2 (and 1.1) only, if you are submitting a
TEACHER PRACTICE RUBRIC.

Table 1.2

Approval Category	Approval Criteria My rubric:	My rubric covers the following (Yes or N/A):	Please thoroughly describe any evidence to support your rubric's alignment with the categories listed. If your rubric does not align with the category listed, please indicate "N/A."
Alignment with Overall New York State Evaluation System	broadly covers the New York State Teaching Standards, and its related elements.	Yes	The research base for Marshall's rubrics overlaps with that used to develop New York State's Teaching Standards, which is why the match is so close. Influential writers, including Robert Marzano, Dylan Wiliam, Jon Saphier, Douglas Reeves, and others, have synthesized decades of research on effective pratice, forming a consensus on which teacher actions produce the best student learning for the most students.
	is grounded in research about teaching practice that supports positive student learning outcomes.	Yes	These rubrics are based on research on effective teaching practices, including Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996, 2007), Linking Teacher Evaluation and Student Learning by Pamela Tucker and James Stronge (ASCD, 2005), The Skillful Teacher by Jon Saphier et al. (Research for Better Teaching, 1997), 3D, k-

			key skills.

FORM B-1

TEACHER AND PRINCIPAL PRACTICE RUBRIC NARRATIVE :

Please complete Table 1.3 (and 1.4) only, if you are submitting a
PRINCIPAL PRACTICE RUBRIC.

Table 1.3

ISLLC 2008 Standards	Domain An education leader promotes the success of every student by:	My rubric co -	

			professional development, and parent relations is a deep professionalism and bedrock value system about equity, achievement, and fairness toward adults and children. A theme throughout the rubrics is high expectations (Ac, Be, Ca, Dd, Ea). In addition, transparency is a specific criterion (Fe).

TEACHER AND PRINCIPAL PRACTICE RUBRIC NARRATIVE : | FORM B-1

Please complete Table 1.4 (and 1.3) only, if you are submitting a
PRINCIPAL PRACTICE RUBRIC.

Table 1.4			
Approval Category	Approval Criteria My rubric:	My rubric covers the following (Yes or N/A):	Please thoroughly describe any evidence to support your rubric's alignment with the categories listed. If your rubric does not align with the category listed, please indicate "N/A."
Alignment with Overall New York State Evaluation System	broadly covers the Educational Leadership Policy Standards: ISLLC 2008 and its related domains and elements.	Yes	The rubrics cover the full range of instructional leadership and management standards in the professional literature and ISLLC 2008, packaging them in six domains and boiling down the key points to one-word headlines that focus principals and their supervisors on the most important change levers in schools - those most likely to bring about improvements in teaching and learning.
	is grounded in research about leadership practice that supports positive student learning outcomes.	Yes	These rubrics are an extensive, research-based revision of rubrics developed by New Leaders for New Schools in 2004, which were, in turn, based on research by New Leaders staff on effective school leadership (please see the new Sources list on page 10). Revisions of the rubrics have updated that research, drawing on the work of Jon Saphier, Charlotte Danielson, Douglas Reeves, Robert Marzano, and others.
	has four performance rating categories.	Yes	The four rating categories - Highly Effective, sch Td [(E29d its)Tj MeetTc 0.5598 j Eclo b/TDpa

	Effective rating categories encourage excellence beyond a minimally acceptable level of effort or compliance.		expected profesional practi, while the top level is reserved for truly outanding performance.
	uses clear and precise language that facilitates common understanding among building principals and their evaluators.	Yes	The multiple revisions through which these rubrics have gone in the last six years have led to continuous refinement of the language, making it clearer and more succinct (the original New Leaders for

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.	These rubrics have gone through ten revisions since their original form in 2 006. Kim Marshall has a track record of responding to feedback and suggestions and continuously improving the rubrics.
6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs? Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.	Marshall has conducted hundreds of training workshops, courses, and consulting visits with principals, central-office personnel, teacher leaders, instructional coaches, and teacher union officials. The agenda for these sessions focuses on problems with the conventional teacher supervision and evaluation process, the "logic model" for how supervision and evaluation should work under ideal conditions, and a four-part model for reaching the ideal: (a) unannounced, frequent mini-observations, ten per teacher per year, with face-to-face feedback to each teacher each time, followed up with brief written summaries; (b) principals working with teacher teams to backwards-design curriculum units so there is clarity on the broader purpose of each lesson, including Big Ideas and Essential Questions; (c) principals working with teacher teams to analyze and follow up on interim assessment results, constantly asking what's working and what's not working in classrooms based on student learning and adopting the most effective practices to bring all students to high levels of achievement; and (d) using the rubrics to sum up each teacher's performance at the end of each year, based on formative information from the mini-observations and teachers' performance in the other two domains. Training to implement this model does not have to be extensive and time-consuming. Kim Marshall has found that a single full-day workshop is usually enough to get principals started, with regular staff and leadership inservice time providing reinforcement and follow-up. In some districts, Marshall has done a follow-up workshop for principals once the process has been in motion for some months. The key success factor is the district's central-office administrators working closely with principals and conveying a clear understanding of the logic model and the best practices in each area
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	The rubrics themselves are free of charge and open source, so there is no cost associated with adopting them, unless the school or district decides to commit staff time to revising them (as Hamilton County, Tennessee did; they took two days with committees for each of the six domains). Marshall estimates that gear-

and any supplemental costs involved (i.e. training/ instruction, implementation costs, materials, etc.).	ing up to implement the rubrics would involve a full-day training session for all administrators ($1,000 for his time, perhaps more for other consultants) and a follow-up meeting mid-year to fine-tune and trouble-shoot ($500). Further training, practice, videotape simulations, role-playing, and problem-solving should take place in regularly-scheduled administrative meetings; introduction of the rubrics to teachers should take place in regularly-scheduled school-based staff meetings.

ganization has been denied the ability to conduct business in any state and indicate the reason(s) for such denial.	
7. Information as to whether the or-	

TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – SERVICE SUMMARY
(INFORMATION-ONLY)

FORM C

Please complete this form if the applicant prov

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