



TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS

TECHNICAL PROPOSAL - APPLICATION

Please check the most appropriate category:

	Teacher and/or Principal Practice Rubric	Required Submission
☐	This is an application for providing Teacher Practice Rubric services. Please check the most appropriate category below: ☐ This rubric is for classroom observation only. ☐ This rubric is for all applicable teacher evaluation criteria, including classroom observation.	A full application with all required materials (including this cover page) shall be submitted for <u>each</u> rubric. Your rubric(s) must be attached in the Appendix section of your submission.
☒	This is an application for providing Principal Practice Rubric services. Please check the most appropriate category below: ☐ This rubric is for principal observation only. ☒ This rubric is for all applicable principal evaluation criteria, including principal observation.	A full application with all required materials (including this cover page) shall be submitted for <u>each</u> rubric. Your rubric(s) must be attached in the Appendix section of your submission.

A separate technical proposal must be submitted for each rubric to be approved.

participating LEAs.	collaborate with each LEA to support the efficient and effective implementation of VAL-ED and advise on the most appropriate use of VAL-ED results. VAL-ED was developed over several years and analyzed through rigorous psychometric studies. While some aspects of VAL-ED implementation and reporting can be adapted to requested needs of an LEA, the strength of the program depends on its stability, standardization and comparability of the instrument and its scores.
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.	Implementation planning for using VAL-ED requires a collaborative planning conversation with the Discovery Education Professional Development Team. The focus of this conversation is to answer and plan for how and when to roll out the use of VAL-ED as well as appropriate messaging throughout the educational system. During this conversation the following topics will be discussed: • Three phases of Implementation Planning: Prepare & Organize, Implement, Analyze & Professional Growth • Implementation timelines and schedules • Internal project management responsibilities • Communication with State, District, or School stakeholders Phase 1 – Prepare & Organize Audience: Educational system VAL-ED Committee, Internal VAL-ED Coordinator, Supervisors of Principals (those who will be having final data conversations with principals) The preparation phase means Discovery Education (DE) Specialists will work with educational systems to prepare for the new evaluation process. The preparation phase includes opportunities to: • Understand the conceptual model for the role VAL-ED plays within an educational system as well as the need for comprehensive constructive feedback and how it will help a principal become a highly effective instructional leader • Develop knowledge about a 360 evaluation • Discuss who will be involved • Learn about the training process and discuss training groups, i.e. building principals, classroom teachers • Talk about positive outcomes, concerns, questions, and misconceptions

	• Discuss and plan for the appropriate stakeholders to shepherd the process through the educational system • Provide a detailed walkthrough of the VAL-ED instrument • Assist in helping set up the implementation process • Review security protocols while delivering the survey and collecting the data • Review how to handle the technical aspects of the survey such as logins and passwords • Make recommendations regarding the execution of the survey • Help plan the details of the timeline for implementing the VAL-ED instrument Discussions will include strategies for implementation of the program and monitoring usage within the district. A DE Specialist will focus on the data being used for growth and effective leadership for school administrators. The purpose of the day is to insure the educational system has all the necessary processes, technical components, and communications in place in order to be ready to implement the VAL-ED instrument. The VAL-ED coordinator will learn how to best deliver the instrument while insuring security. Phase 2 – Implementation Audience: Principals and School Representatives The purpose of the implementation phase is to insure all principals and school representatives are familiar with the how the system works, answer questions/concerns and will then have participants complete the survey while the consultant is present. We recommend one day of implementation for principals and one day for school representatives. During this phase the DE Specialist will: • Provide a detailed orientation of the instrument for each group • Bring understanding to critical terminology and provide opportunity for discussion and clarification • Engage participants in a deep understanding of VAL-ED Framework, the standards, and behavioral expectations derived from the ISLLC Standards as it applies to their position • Demonstrate and assist with analysis of sample reports, reporting processes, and thinking around the data found in the reports • Review the set up process as well as discuss the
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	execution of the survey • Participants will complete their own survey The number of implementation days will be determined by the number of principals/schools participating in the process. The DE Specialist will provide participants with the tools and knowledge to understand what the survey is truly asking and what each source of evidence means. Strategies for proper implementation will also be discussed. The Specialist will focus on growth and effective leadership. We highly recommend that principals/teachers meet with the DE Specialist during implementation to encourage understanding and relax concerns. Principals/teachers will review the implementation process and complete their own surveys during this phase if time permits. Once again the DE Specialist will stress the use of this data, as not punitive, but one tool to aid in the growth and effectiveness of school leaders. Phase 3 - Analyze and Professional Growth Audience: Educational system VAL-ED Committee, Internal VAL-ED CoordinatorPrincipals' Supervisors (original group from Phase 1 plus anyone who will be p8us.t pil.0002 Tc -0.0005 Tw05 -1.15 39(orig 0 /P <</MCID 9 >
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.).	n- or per hour basis. A collaborative planning conversation with Discovery Education Professional Development Team is suggested to identify a tailored professional development plan NYSED schools.
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Assurances and Signature

In submitting this application to be included in the State Education Department’s Teacher and Principal Practice Rubric Service Provider list, I certify that:

- 1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.
- 2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, Education §§ 3005(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), 3035 and Part 87 of regulations of the Commissioner of Education.
- 3. All instruction and content will be secular, neutral, and non-ideological.
- 4. All instruction and content provided to LEA’s will be aligned to the applicable professional standards of practice for teachers and/or principals, including, but not limited to, the New York State Teaching Standards, ISLCC 2008 Leadership standards, New York State Education Law, and the Commissioner’s regulations.
- 5. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the fiscally4)0.00127ssi of
