



**If a foreign LLC:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date.\* (See important footnote below.)

**If the corporation or LLC will use an assumed name in New York State:** the certificate of Assumed Name



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS  
TECHNICAL PROPOSAL - APPLICATION**

**Name of Applying Entity:** McREL International  
Mid-continent Research for Education and Learning (McREL)

**Name of Rubric:** CUES Framework - Classroom Instruction that Works, 2<sup>nd</sup> ed.

**Please check the most appropriate category:**

	<b>Teacher and/or Principal Practice Rubric</b>	<b>Required Submission</b>
<input checked="" type="checkbox"/>	This is an application for providing	_____
		_____

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rating category labeled unsatisfactory or ineffective, our rubrics are explicit about what teachers should know and be able to do. The CUES rubrics are aligned and measure behaviors found in each of the framework component elements. The practices are aligned to five ordinal performance levels. From lowest to highest performance level, these categories are: Not Demonstrated, Developing, Proficient, Accomplished and Distinguished. (Note that these are easily converted to the NYSED rating system as explained in Table 1.2) Our rating scale exemplifies a growth approach to evaluation.

#### **Performance Rating Definitions**

**Developing:** The teacher demonstrated adequate growth toward achieving proficiency on the standard(s) or element(s).

**Proficient:** The Teacher demonstrated basic competence on the standard(s) and element(s).

**Accomplished:** The teacher exceeded basic competence consistently the standard(s) and element(s).

**Distinguished:** The Teacher consistently and significantly exceeded basic competence on the standard(s) and element(s).

**Not Demonstrated:** The teacher did not demonstrate competence on nor demonstrate adequate growth toward achieving a minimum rating of developing on the standard(s) and element(s). Note: if a teacher falls in this rating, a comment from the evaluator is required.

How rating results are used should be predicated on policy established at the local and state level. McREL's performance ratings are intended to complement rather than supersede those policies. Our rating scale is intended to provide the latitude necessary to inspire novice teachers while creating urgency for improving performance of struggling experienced teachers. For example, a rating of "Developing" describes beginning level performance. For a novice or beginning teacher, such a rating would indicate that their perng0.00c"Dev710.91clJ-0.

	<p>of action related to teacher status. Our rating scale is designed to support teacher growth while holding them accountable for their performance.</p> <p>Consistent with analytic rubric development and the scaffolding of practices within each rubric, scoring is performed using a cumulative and additive approach (See Appendix C). Whether using the rubrics as a self-reflection tool or performance data collection tool the method for completing the rubric and interpreting the results are identical. To complete a rubric, begin with the “Developing” column reading down the column marking the descriptors (performance criteria) that “fit” the observed performance (teacher knowledge, skill and disposition). Continue this process for the succeeding columns.</p>
<p>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.</p>	<p><b>McREL has provided services to adapt the existing Principal Evaluation System to meet local needs in - San Diego Unified School District, CA, - Houston Independent School District, TX, and - the Commonwealth of the Northern Mariana Islands Public School system.</b></p> <p><b>While McREL recommends not altering the "Theory of Action" employed in the rubric construction, categorical ratings, and evaluation process, we will work with districts to adapt our existing instruments to meet local needs. We do this work in a manner that will maintain the integrity of the research that supports the evaluation rubrics and instrumentation. In addition we require piloting and field testing any adaptations to ensure a degree of validity. Building on and leveraging its many years of research and experience in developing school leaders, McREL will develop and validate a set of customized elements and related practices that exemplify specific expectations and goals of LEAs. In addition to information provided by key stakeholders, McREL staff members will draw from their considerable expertise and experience gained from conducting similar work in other locations. Further, McREL will conduct a validation study to determine whether the "Adapted" principal evaluation tool, as modified, is valid and reliable for the purposes for which it is designed. At the conclusion of this task, LEAs will have a principal evaluation instrument customized to the district’s needs that accurately and</b></p>





- **access to your McREL consultant for implementation questions that may arise during the initial year of implementation.**

- **Additional features for both systems: No additional hardware required**

- o **Highly secure Web site that meets industry standards**

**Proposed option for building state capacity: McREL can train New York Regional Service Agency (NYRSA) providers to build statewide capacity to deliver the professional development to LEAs across the state. This model will help to ensure implementation sustainability and maximize financial resources of LEAs by allowing the Regional Service Providers to charge their daily rate for professional development services which, most likely, are lower than the rate required by McREL. In addition, trained NYRSA's can provide the "on the ground" assistance often required to facilitate the implementation of such significant initiatives.**

**McREL proposes to invite regional service agency providers to come to the McREL offices located in Denver, CO and be trained free of charge. The expense to the RSA would be their travel and expenses to Denver. Alternatively, McREL can deliver the training in New York for our daily rate of \$4000 plus travel and expenses. Three days are required to train Regional Service Agency or State Education personnel to facilitate the professional development and implementation of the McREL Principal Evaluation System.**



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS  
TECHNICAL PROPOSAL – ORGANIZATIONAL CAPACITY**

**FORM B-3**

**Organizational Capacity** (*INFORMATION-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><b>Established in 1966, Mid-continent Research for Education and Learning (McREL) is a 501(c)(3) private non-profit organization whose purpose is to improve education through applied research and development. McREL has 45 years of experience conducting research and evaluation, developing resources and tools, and providing technical assistance, professional development, and consultation in system improvement, standards-based programs, assessment, evaluation and policy studies, strategic planning, out-of-school-time learning, and leadership. McREL has an operating budget of approximately \$20,000,000 and employs around 110 staff in offices in Denver, Colorado; Omaha, Nebraska; and Honolulu, Hawai‘i. Over 80 percent of McREL staff are classified as professional staff. Of those professional staff, over 70 percent hold advanced degrees. Many McREL staff members are widely published and recognized nationally and internationally for their expertise. Staff work closely with educators and policymakers at local, state, regional, and national levels and have served as consultants to government agencies, private organizations, and foundations in this country and abroad.</b></p> <p><b>McREL staff offer breadth and depth in both research and evaluation capacities and field services. Field services staff provide a variety of technical assistance, professional development, and consulting services to federal, state, and local agencies. These complementary staff capacities allow McREL to link research to policy and to the field.</b></p> <p><b>McREL’s client list includes federal, regional and state agencies, school districts, institutions of higher education, foundations, private organizations, and international entities. State departments of education figure prominently among McREL’s clients, along with school districts and intermediate service agencies. McREL’s scope of work with local, intermediate, and state education agencies and other</b></p>
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evaluation standards. Twenty school districts in North Carolina provided participants for the initial validation study of the personnel evaluation for principals, held in fall 2007. Study participants provided personal and professional background data, self-assessment reports, consolidated assessment reports, and the improvement plan written by the superintendent. Using these data, McREL analyzed the documents, processes, and ratings for principal evaluations and investigated how well the pilot version functioned in terms of validity and adherence to the personnel evaluation standards. The principal evaluation instrument is currently being used by all North Carolina principals. NCDPI also contracted with McREL to study the measurement quality of the Teacher and School Executive Personnel Evaluation systems, following the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council for Measurement in Education [AERA et al.], 1999). The School Executive and Teacher Evaluation pilot tests and initial validation were held at school districts across North Carolina from October to December, 2007. Two-hundred-fifty-four principals and 540 teachers participated in the pilot studies. Mean ratings and standard deviations were calculated for respondent data. The dispersion of ratings for each standard was examined and the instruments were found to be valid.

McREL's project management and communications team produced the printed materials that support implementation and use of the educator evaluation systems. The teacher evaluation system implementation was designed to be phased in according to a three-year plan. The state was strategically divided into three sections. Each section was assigned a "phase-in" year and McREL field staff employed a "train the trainer" model to facilitate this process. McREL supplemented those trainings with webinars and several on-site follow-up trainings. McREL provides technical support to the North Carolina Department of Public Instruction with compliance reporting procedures to meet state and federal reporting requirements. McREL continues to solicit feedback from the NCDPI regarding the functionality of the software and make 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 Re-**

capacity to strategically modify existing research-based evaluation systems to meet the unique organizational and cultural needs of school system. We employ a theory of action to meet local expectations without compromising the integrity of the research that supports the evaluation system. Additionally, This project demonstrates McREL's capacity to scale large projects. This principal evaluation system will used by 1,500 school level leaders in the Houston Independent School District.

Weisberg, D., Sexton, S., Mulhern, J, & Keeling, D. (2009) The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. Retrieved from [www.widgeteffect.org](http://www.widgeteffect.org)

**Project 3. Education Leaders Evaluation Project  
Commonwealth of the Northern Mariana Islands Public School System Project period: 2010-**

**2011 Description of services provided: McREL content ex- perts and researchers are assisting the Commonwealth of the Northern Mariana Islands (CNMI) in the adopting testing, and revision of system-wide evaluation systems for central office personnel, principals and teachers. This initiative is occurred in multiple phases including: adoption of an initial system, a pilot period, and an adaptation period.**

**The initiative began with meetings between McREL and CNMI leadership to identify what the commonwealth intended to accomplish with the evaluation system and surface any unique challenges to its development and ultimate implementation. From this data gathering effort, McREL created a scope of work and timeline for the full initiative which began with the inaugural meeting of an Oversight Committee consisting of key stakeholders and tasked with providing guidance throughout the entirety of the work. CNMI leadership chose to adopt versions of McREL's evaluation systems and make adaptations where necessary. In addition to the development of the evaluation systems, 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 answerable and practicable questions that would guide the pilot study. Based on restricted timelines, leadership chose to conduct a single pilot phase with all personnel and forego a separate field test. Participants were**

**trained by McREL content experts on the adopted-versions of the evaluation systems and asked to implement the systems during an abbreviated pilot period. McREL researchers collected a range of pilot information including empirical data such as rating distributions on the evaluation, perception data including**

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 full initiative which began with the inaugural meeting of an Oversight Committee consisting of key stakeholders and tasked with providing guidance throughout the entirety of the work. Working closely with district leadership and representatives from the administrator and teacher communities, a combined team of McREL experts in instruction, leadership, evaluation systems, and research drafted beta-versions of the principal and teacher evaluations. In addition to the development of the evaluation systems, 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 CVSD leadership to translate the goals of the system into answerable practicable questions that would guide the pilot study and subsequent field test. The McREL team also collaborated with district leadership to identify a pilot participant sample that would accurately represent the district across a range of student, faculty, and school characteristics. Once selected, participants were trained by McREL content experts on the beta-versions of the principal and teacher evaluation systems and asked to implement the systems during a abbreviated pilot period. McREL researchers collected a range of pilot information including empirical data such as rating distributions on the evaluation, perception data including feedback on training protocols and efficacy of the evaluation systems, and focus group feedback on areas for improvement. Pilot data and feedback was used to produce an interim report for the CVSD. Between school years McREL used information from this report to facilitate

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

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**duce 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**

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suspended from doing business with any local government, state, or the federal government.	<b>government or government agency.</b>
8.	



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

**FORM C**

**Please complete this form if the applicant provides training or professional development services around evaluation and/or the use of their rubric. If the applicant does not provide additional services, please enter “N/A” into the first field below.**

1.	Name of organization:	Mid-continent Research for Education and Learning (McREL)
	Primary location (city/state):	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:	46
3.		

**If for cost, to which does a fee apply:**

Rubric  Related services (e.g., training or professional development associated with the use of the rubric)

**If services are offered by the applicant, are any mandatory in order to use the rubric?**

Yes  No

**If approved as a provider of a teacher and/or principal practice rubric, we are prepared to provide services to:**

- All Districts/LEAs in the State of New York, or  
 Only to the following Districts/LEAs:



**FORM D**

**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS  
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 Law §§305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(ll), 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 the 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 organization in submitting this application and assurances. I certify that all of the in0.[theuirem)8.5 4hll ir -1.153 7bm30.2 (e 0 Td0 TdC 0.05ni540
