



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

REQUEST FOR QUALIFICATIONS (RFQ) # 15-004

**TEACHER AND PRINCIPAL
PRACTICE RUBRIC PROVIDERS**

**APPLICATION PERIOD:
CONTINUOUS AND ONGOING**

INSTRUCTIONS:

Please use this specialized Microsoft® Word document for your response.
If you are viewing it on the Internet, be sure to **save** it to your computer.
Responses may be typed into fill-in areas *only*.
These areas will automatically expand, as needed, to accommodate text.
Some questions (e.g., Yes / No) require clicking on boxes, which look like:

To begin, you may wish to enter the **Name of Applying Entity** onto **Form A** (Page 15).

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1.0 GENERAL INFORMATION

1.1 PROGRAM SUMMARY

To implement the provisions of Education Law §3012-d relating to annual professional performance reviews of classroom teachers and building principals, the New York State Education Department ("NYSED" or "Department"), is soliciting application for Teacher and Principal Practice Rubrics that will be used as part of teacher and principal evaluations. **THIS SOLICITATION WILL NOT RESULT IN A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.** NYSED will use the objective criteria specified within to review such proposals and will generate a new list of *Approved Teacher and Principal Practice Rubrics Under §3012-d*. This list will be available at: <http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/home.html>.

On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d to establish a new evaluation system for classroom teachers and building principals. As a result, during the June 2015 meeting of the Board of Regents, Subpart 30-2 was amended and a new Subpart 30-3 of the Rules of the Board of Regents was added as an emergency adoption in order to implement Education Law §3012-d.

The new law requires teachers and principals to be evaluated based on two categories: the Student Performance Category and the Observation/School Visit Category. The Observation/School Visit Category is made up of three subcomponents, required observations/school visits by supervisors or other trained administrators, required observations/school visits by impartial independent

trained evaluator(s)¹, and optional observations/school visits by trained peer educators. Section 30-3.9 of the Rules of the Board of Regents requires the Commissioner to evaluate teacher and principal practice rubrics based on the criteria outlined in this Request for Qualifications (RFQ). Such rubrics include those previously placed on the list of “Approved Teacher and Principal Practice Rubrics” pursuant to Education Law §3012-c. Rubrics approved under the previous list will be deemed as approved for use under Education Law §3012-d unless disqualified by the Department or withdrawn by the provider. For new rubrics, or updates to rubrics approved under Education Law §3012-c, submissions must be made to this RFQ in order to be approved for use under Education Law §3012-d. All applicants, both new and those with rubrics approved under the previous list, are encouraged to complete and submit Form F to provide supplemental information about how their rubrics align with Education Law §3012-d.

All approved providers who meet the criteria specified in this RFQ will be included in this list. The list will be maintained by NYSED. *No funding is directly associated with this application for approval.*

The approved list will be updated at least annually. There will be an opportunity for new applicants to demonstrate that their organization meets the requirements on a schedule to be determined and published by NYSED. Providers of teacher and/or principal practice rubric services may also be removed from the list subject to the conditions specified within this RFQ.

1.2 BACKGROUND

The New York State school system is one of the most comprehensive educational systems in the country. It comprises 689 school districts, 37 BOCES, over 7,000 public/private elementary and secondary schools including 246 charter schools, and serves the educational needs of over 3.1 million students. Additionally, there are currently over 220,000 certified public school teachers and administrators employed by New York State schools who directly support the educational needs and achievement of our student population.

Education Law §3012-d establishes a new performance evaluation system for classroom teachers and building principals. The evaluation system is designed to measure teacher and principal effectiveness based on performance, including measures of student growth and evidence of educator effectiveness in meeting the New York State Teaching Standards or the State’s school leadership standards (Educational Policy Leadership Standards: ISLLC: 2008). Under the law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §§3012-d(5)(a) and (b) require annual professional performance reviews (APPRs) to result in a single teacher or principal effectiveness rating, which incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to, promotion, retention, tenure determinations, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

¹ During the September 2015 Board of Regents meeting, Subpart 30-3 of the Rules of the Board of Regents was amended to provide for a waiver from the requirement that at least one observation/school visit be conducted by one or more impartial independent trained evaluators selected and trained by the district for rural school districts or school districts with only one registered school pursuant to §100.18 of the Commissioner’s regulations that, due to the size and limited resources of the school district, is unable to obtain an independent evaluator within a reasonable proximity without an undue burden. Where a waiver has been granted, the district must instead conduct such observations/school visits utilizing one or more evaluators selected and trained by the district who are different than the evaluator(s) that conducted the observations/school visits required to be performed by the principal/supervisor or other trained administrator.

Under the new system, one category of teacher and principal evaluations shall be based on measures of student performance. Importantly, the law now requires all measures of student performance to be based on student growth in up to two subcomponents: 1) required measures of student growth on State assessments or other Department-approved assessments, and 2) (if locally selected) optional measures of student growth. For classroom teachers and building principals in subjects and grades where there is no State-provided growth score, or where State-provided growth scores do not cover the requisite percentage of an educator's student population, the required subcomponent of the Student Performance Category will be based on a SLO consistent with a goal-setting process determined or developed by the Commissioner. Under the new system, SLO targets must represent, at a minimum, one year's worth of expected growth for individual students. In cases where the district/BOCES elects, through collective bargaining, to use the optional student growth subcomponent, such measure must be either (A) a second State-provided growth score on a State-created or administered test or (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model. The weightings and scoring ranges for both subcomponents of the Student Performance Category are set forth in Subpart 30-3 of the Rules of the Board of Regents.

The remaining portion of teacher and principal evaluations shall be based on multiple measures of effectiveness. This includes the extent to which the educator demonstrates proficiency in meeting New York State's teaching standards or the leadership standards. The methods of gathering evidence for teachers and principals must include observations/school visits by the educator's supervisor or another trained administrator and observations/school visits by impartial independent trained evaluator(s). Districts also have the option to include observations/school visits by trained peer educators². Importantly, the new law requires that teacher and principal performance in this category be assessed based only on those components of the selected practices rubrics that are observable. Further, pursuant to Education Law §3012-d (6), the following elements are no longer eligible to be used in any evaluation subcomponent:

- a. evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a state-approved rubric where permitted by the department;
- b. use of an instrument for parent or student feedback;
- c. use of professional goal-setting as evidence of teacher or principal effectiveness;
- d. any district or regionally-developed assessment that has not been approved by the department; and
- e. any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner adopted hereunder.

For additional information on New York State's new evaluation system, including information on the Commissioner's regulations, see EngageNY at <https://www.engageny.org/resource/appr-3012-d>.

1.3 CONTEXT FOR RUBRIC USER

² During the September 2015 Board of Regents meeting, Subpart 30-3 of the Rules of the Board of Regents was amended to provide for a waiver from the requirement that at least one observation/school visit be conducted by one or more impartial independent trained evaluators selected and trained by the district for rural school districts or school districts with only one registered school pursuant to §100.18 of the Commissioner's regulations that, due to the size and limited resources of the school district, is unable to obtain an independent evaluator within a reasonable proximity without an undue burden. Where a waiver has been granted, the district must instead conduct such observations/school visits utilizing one or more evaluators selected and trained by the district who are different than the evaluator(s) that conducted the observations/school visits required to be performed by the principal/supervisor or other trained administrator.

Education Law §3012-d requires that one category of teacher and principal evaluations be based on teacher observations/principal school visits. This RFQ is soliciting practice rubrics from service providers that broadly align with New York State standards of practice for teachers and/or principals³. Pursuant to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents, teacher observations and principal school visits must be based only on observable sub-components of the selected teacher or principal practice rubrics. Thus, it is recommended that vendors provide guidance in the Supplemental Information section of their applications as to which domains/subcomponents of the practice rubric are likely to be observable. Additionally, vendors should provide guidance in their applications as to how those observable subcomponents/domains can be assessed without requiring the use of the prohibited elements specified on page 3 of this RFQ.

The NYSED will review the rubrics submitted and evaluate them on their alignment with the requirements set forth in this RFQ. If approved, rubric providers will be notified of their approved status and placed in the NYSED's list of *Approved Teacher and Principal Practice Rubrics*. It is anticipated that this list of service providers will be updated at least annually.

LEAs will have the opportunity to select teacher and/or principal practice rubrics from the list and may enter into an agreement with the rubric provider for services within the terms and conditions cited in State law and regulations, and this RFQ. It is anticipated that this partnership will allow LEAs to collaborate directly with rubric providers to develop and support the LEAs' professional capacity to successfully implement teacher and principal evaluations. NYSED will not be a party to or responsible for agreements between LEAs and service providers.

No teacher or principal practice rubric may be used by LEAs for purposes of compliance with Education Law §3012-d unless the specific tool has been approved by NYSED. A rubric must either be on an Approved List at the time the LEA selects the instrument, or it must be approved through a separate variance process. The variance process is in place for any LEA that is seeking approval from NYSED to use a rubric, but does not want its rubric placed on an Approved List where it would be available for use by other LEAs. Information about how to submit an application for a variance can be found here: <http://usny.nysed.gov/rtt/teachers-leaders/rubrics/rubricvariance.html>.

An LEA may submit for approval, in response to this RFQ, a rubric for use within its own LEA that will also be made available to other LEAs in New York State through the Approved Lists. Approval and placement on the lists will not require the LEA to enter into an agreement to provide services to any other entity.

2.0 **SPECIFICATIONS**

2.1 **ELIGIBLE APPLICANTS**

This RFQ is specific to those rubric providers who are seeking to be placed on NYSED's list of *Approved Teacher and Principal Practice Rubrics*. **The State Education Department has developed a separate Rubric Variance process to evaluate rubrics submitted by LEAs who are seeking to utilize tool(s) other than those in the list approved for local use**, but who do not wish to be placed in the list of *Approved Teacher and Principal Practice Rubrics* for Statewide use.

³ Observation-based rubrics may be approved through this RFQ so long as they broadly align with domains III, IV, and V of the New York State Teaching Standards.

Entities eligible to apply to provide teacher and principal practice rubric services may include, but are not limited to:

- Community based organizations;
- Charter management organizations;
- Libraries;
- Private companies;
- Institutions of Higher Education;
- Family literacy programs/Even Start programs;
- Faith-based organizations;
- Teacher or administrator unions;
- Nonprofit organizations; and
- A partnership between eligible rubric provider entities.

2.2 (A) – APPROVAL CRITERIA FOR TEACHER EVALUATIONS

NYSED shall evaluate an eligible rubric for inclusion on the Department’s list of approved practice rubrics for classroom teachers, pursuant to this RFQ process. A rubric will be included on the Department’s list of approved rubrics for CLASSROOM TEACHERS upon determination that the application satisfies each of the following criteria described below.

Alignment with Overall New York State Evaluation System:

- The rubric must broadly cover the New York State teaching standards, and its related elements.
 - For the purposes of this RFQ, a classroom observation rubric must address domains III, IV, and V of the New York State Teaching Standards;
 - All other rubrics must address domains I-VII of the New York State Teaching Standards.
- The rubric must be grounded in research about teaching practice that supports positive student learning outcomes.⁴
- The rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing and Ineffective, the rubric’s summary ratings must be easily convertible to the four rating categories that New York State has adopted.
- The rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance.
- The rubric shall be applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will only be approved for use in the grades or subjects for which they are designed.

Ease of Implementation:

- The rubric must use clear and precise language that facilitates common understanding among teachers and administrators.
- The rubric must be specifically designed to assess the classroom effectiveness of teachers.
- To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning.
- The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.^{5 6}

⁴ In order to meet this criterion, applicants will need to describe how their rubric was developed and provide links to or copies of quantitative or qualitative research that informed its development.

⁵ This criterion does not prohibit a provider and an LEA from negotiating other training or implementation details that could satisfactorily implement the rubric.

⁶ If an applicant requests an educational agency (as that term is defined in Education Law §2-d) to provide it with access to the educational agency’s confidential personnel and/or student records in connection with any training and implementation services provided to

2.2 (B) – APPROVAL CRITERIA FOR PRINCIPAL EVALUATIONS

NYSED shall evaluate an eligible rubric for inclusion on the Department’s list of approved practice rubrics for building principals, pursuant to this RFQ process. A rubric will be included on the Department’s list of approved practice rubrics for PRINCIPALS upon a determination that an application satisfies each of the following criteria.

Alignment with Overall Model:

- The rubric must broadly cover the Educational Leadership Policy Standards: ISLLC 2008 and its related domains and elements.
 - For purposes of this RFQ, a principal observation rubric must address Domains I-IV of the Educational Leadership Policy Standards: ISLLC 2008;
 - All other principal rubrics must address Domains I-VI of the Educational Leadership Policy Standards: ISLLC 2008.
- The rubric must be grounded in research about leadership practice that supports positive student learning outcomes.⁷
- The rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing, and Ineffective, the rubric’s summary ratings must be easily convertible to the four rating categories that New York State has adopted.
- The rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance.

Ease of Implementation:

- The rubric must use clear and precise language that facilitates common understanding among building principals and their evaluators.
- The rubric must be specifically designed to assess the effectiveness of school leaders.
- To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by principals and their staff and students.
- The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.^{8 9}

the educational agency, the applicant must take all steps necessary to protect the integrity and confidentiality of the individual student and educator data received from the educational agency. The applicant must comply with all applicable federal and state laws and regulations (including, but not limited to, the federal Family Educational Rights and Privacy Act and Social Security Act, and New York State Social Services Law, Personal Privacy Protection Law and Education Law §2-d); and the applicant must enter into data protection or sharing agreements, confidentiality agreements, or non-disclosure agreements with the educational agency, as the case may be, that are required by the above-referenced federal and state laws and regulations.

⁷ In order to meet this criterion, applicants will need to describe how their rubric was developed and provide links to or copies of quantitative or qualitative research that informed its development.

⁸ This criterion does not prohibit a provider and an LEA from negotiating other training or implementation details that could satisfactorily implement the rubric.

⁹ If an applicant requests an educational agency (as that term is defined in Education Law §2-d) to provide it with access to the educational agency’s confidential personnel and/or student records in connection with any training and implementation services provided to the educational agency, the applicant must take all steps necessary to protect the integrity and confidentiality of the individual student

2.3 GUIDELINES FOR AGREEMENTS WITH AN APPROVED PROVIDER

If an approved rubric provider is selected by an LEA¹⁰ to provide training, professional development, or any other service related to the use of the rubric, **for a cost**, the LEA and provider are advised to enter into an agreement before the rubric is used for evaluation purposes. Any organization submitting a rubric without any related services for a cost would not be expected to enter into an agreement with an LEA. Approval and placement on the approved list does not require any provider to enter into an agreement to provide services to any other entity.

It is the responsibility of the service provider and LEA to reach an agreement on the rubric(s) to be used and any related services to be provided, if deemed necessary by the respective parties. NYSED is not a party to or responsible for any agreements between service providers and LEAs. However, in order to support the service providers and LEAs, NYSED has provided guidelines that an LEA may want to consider. These guidelines are available online at: <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/guidelines-for-agreements.html>.

2.4 APPROVAL PERIOD OF RUBRIC PROVIDERS

A teacher or principal rubric that is placed on the approved list shall remain on the list, unless the Department's approval is terminated pursuant to §30-3.9 of the Rules of the Board of Regents, the provider is disqualified pursuant to Section 2.5 of this RFQ, or the provider makes a written request to the Department to request that the rubric be removed from the approval list.

2.5 TERMINATION OF RUBRIC APPROVAL

Approval for inclusion on the Department's list of approved practice rubrics may be withdrawn for good cause. This may include, but is not limited to, a recommendation to and determination made by the Commissioner that the rubric:

- (i) is in noncompliance with one or more of the criteria for approval set forth in this RFQ, or is in noncompliance with the Commissioner's regulations;
- (ii) is not identifying meaningful and/or observable differences in performance levels across schools and classrooms; and/or
- (iii) effectiveness is disputed by high-quality academic research, which calls into question the correlation between high performance on this rubric and positive student learning outcomes.

Termination procedures would begin after unsuccessful attempts at remediation with the Applicant and would follow the procedures established in the Commissioner's Regulations (i.e., related to practice rubrics)

and educator data received from the educational agency. The applicant must comply with all applicable federal and state laws and regulations (including, but not limited to, the federal Family Educational Rights and Privacy Act and Social Security Act, and New York State Social Services Law, Personal Privacy Protection Law and Education Law §2-d); and the applicant must enter into data protection or sharing agreements, confidentiality agreements, or non-disclosure agreements with the educational agency, as the case may be, that are required by the above-referenced federal and state laws and regulations.

¹⁰ In section 2.3, the use of LEA refers to LEA and/or BOCES.

2.6 APPLICANT REVIEW PROCESS

General Review and Scoring Process

Applications will each be independently reviewed and evaluated by two reviewers pursuant to the approval criteria specified in Sections 2.2 (A), and 2.2 (B).

Applicant responses on Form B-1 of the Technical Proposal (Section 4.0) will be used to determine the provider's adherence to the established approval criteria.

For each established criterion, an applicant will receive either a score of:

- 1 – *Rubric demonstrates the established criterion; or*
- 0 – *Rubric does not demonstrate the established criterion.*

I. Teacher Practice Rubrics (Review and Scoring)

In order to be approved as a provider of teacher practice rubrics, an applicant must receive a score of one (1) from **each** of the nine (9) approval criteria below from both of the two (2) assigned reviewers. In cases where the two reviewers do not reach consensus around the scores for a given criterion, a third evaluator will make the final determination as to whether the teacher practice rubric demonstrates the established criterion in question. Approved practice rubrics will be placed on the Department's list of *Approved Teacher and Principal Practice Rubrics*.

1. The rubric must broadly cover the New York State teaching standards, and its related elements.¹¹ (1 point)
2. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes.¹² (1 point)
3. The rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing and Ineffective, the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. (1 point)
4. The rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance. (1 point)
5. The rubric shall be applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will only be approved for use in the grades or subjects for which they are designed. (1 point)
6. The rubric must use clear and precise language that facilitates common understanding among teachers and administrators. (1 point)
7. The rubric must be specifically designed to assess the classroom effectiveness of teachers. (1 point)

¹¹ For purposes of this RFQ, a classroom observation rubric must address domains III, IV, and V of the New York State Teaching Standards. All other rubrics must address domains I-VII of the New York State Teaching Standards.

¹² In order to meet this criterion, applicants will need to describe how their rubric was developed and provide links to or copies of quantitative or qualitative research that informed its development. Supplemental evidence may also be provided in Form B-2.

8. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning. (1 point)
9. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.^{13 14} (1 point)

II. Principal Evaluation Rubrics (Review and Scoring)

In order to be approved as a provider of principal evaluation rubrics, an applicant must receive a score of one (1) for each of the eight (8) approval criterion below from both of the two (2) assigned reviewers. In cases where the two reviewers do not reach consensus around the scores for a given criterion, a third evaluator will make the final determination as to whether the principal practice rubric demonstrates the established criterion in question. Approved practice rubrics will be placed within the Department's list of *Approved Teacher and Principal Practice Rubrics*.

1. The rubric must broadly cover the Educational Leadership Policy Standards: ISLLC 2008 and its related domains and elements.¹⁵ (1 point)
2. The rubric must be grounded in research about leadership practice that supports positive student learning outcomes.¹⁶ (1 point)
3. The rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing, and Ineffective, the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. (1 point)
4. The rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance. (1 point)
5. The rubric must use clear and precise language that facilitates common understanding among building principals and their evaluators. (1 point)
6. The rubric must be specifically designed to assess the effectiveness of school leaders. (1 point)
7. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by principals and their staff and students. (1 point)
8. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.^{17 18} (1 point)

¹³ This criterion does not prohibit a provider and an LEA from negotiating other training or implementation details that could satisfactorily implement the rubric.

¹⁴ If the applicant's training and implementation services require access to confidential personnel and/or student records, the applicant will be required to include a supplemental attachment detailing how the applicant will maintain the confidentiality of those records. Applicants should use Form G for this purpose.

¹⁵ For purposes of this RFQ, a principal observation rubric must address domains I-IV of the ISLLC 2008 standards. All other principal rubrics must address domains I-VI of ISLLC 2008.

¹⁶ In order to meet this criterion, applicants will need to describe how their rubric was developed and provide links to or copies of quantitative or qualitative research that informed its development. Supplemental evidence may also be provided in Form B-2.

¹⁷ This criterion does not prohibit a provider and an LEA from negotiating other training or implementation details that could satisfactorily implement the rubric.

¹⁸ If the applicant's training and implementation services require access to confidential personnel and/or student records, the applicant will be required to include a supplemental attachment detailing how the applicant will maintain the confidentiality of those records.

2.7 RESERVATION OF RIGHTS

NYSED reserves the right to: (1) reject any or all proposals received in response to the RFQ; (2) withdraw the RFQ at any time, at the Department's sole discretion; (3) disqualify any bidder whose conduct and/or application fails to conform to the requirements of the RFQ; (4) seek clarifications of applications; (5) use application information obtained through the state's investigation of a provider's qualifications, experience, ability, or financial standing, and any material or information submitted by the provider in response to the Department's request for clarifying information in the course of evaluation and/or selection under the RFQ; (6) during the application period, amend the RFQ specifications to correct errors or oversights, or to supply additional information, as it becomes available; (7) during the application period, direct providers to submit application modifications addressing subsequent RFQ amendments; (8) change any of the scheduled dates; (9) negotiate with the successful provider within the scope of the RFQ in the best interests of the state; (10) require clarification at any time during the qualification process and/or require correction of arithmetic or other apparent errors for the purpose of assuring a full and complete understanding of a provider's application and/or to determine a provider's compliance with the requirements of the RFQ; (11) request accurate and current estimates of provider costs.

3.0 APPLICATION PROCEDURES

Applicants should be advised that any information submitted in their applications that is considered to be proprietary in nature should be identified as such by completing a Request for Exemption from Disclosure Pursuant to the Freedom of Information Law (Form E), as information contained in the application is presumptively subject to public release.

3.1 APPLICATION TIMELINE

All applicants shall submit all **required** materials. For inclusion on the Department's list of *Approved Teacher and Principal Practice Rubrics*, materials from applicants must be received by the New York State Education Department at the address listed below. Applications are being accepted on a continuous and ongoing basis. The Department will review submissions and update the approved list on a quarterly basis, approximately during the months of April, July, October, and January, as follows:

- Submissions received between January 1-March 31 will be reviewed and a determination made by April 30
- Submissions received between April 1-June 30 will be reviewed and a determination made by July 31
- Submissions received between July 1-September 30 will be reviewed and a determination made by October 31
- Submissions received between October 1-December 31 will be reviewed and a determination made by January 31

After an application is reviewed, all applicants will receive either an approval letter or a debriefing letter explaining why the application was not approved. All letters will be emailed.¹⁹

¹⁹ At the discretion of the State Education Department, the approved list of rubric providers may be updated at additional times throughout the year.

3.2 APPLICATION SUBMISSION METHOD

Facsimile submissions are not acceptable. Applicants must adhere to the submission method detailed below.

Acceptable Submission Method:

Applicants may either:

1. Submit electronically by emailing an application packet containing a copy of the **full application** in Microsoft Office (.doc(x), .xls(x), .ppt(x)) and/or portable document format (.pdf). Also, if possible, include a single PDF containing all application materials / appendices / attachments to RubricRFQ@nysed.gov; or

2. Address of hand-deliver an application packet containing:

1. **one original;**
2. **two copies;**
3. **one CD** containing a copy of the application in Microsoft Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or other standard text (.txt) format to the following address:

New York State Education Department
Office of Teacher/Principal Quality & Professional Development
89 Washington Ave
1071 EBA
Albany, NY 12234

ATTENTION: RFQ # 15-004, TEACHER AND PRINCIPAL PRACTICE RUBRICS

Any questions concerning this RFQ must be emailed to: RubricRFQ@nysed.gov. Answers to questions received by October 21 will be posted no later than November 4. Thereafter, questions and responses will be posted on a quarterly basis. The submitted questions and responses will be made available at: <http://usny.nysed.gov/rtt/rfq/rubricfaq>.

An applicant **must present all the information requested and required in this RFQ** in order to be considered for approval and placed on the New York State Education Department's list of *Approved Teacher and Principal Practice Rubrics*. Applicants that fail to submit all required information may be contacted by NYSED and provided five (5) business days from notice to submit the requested information. Applicants that fail to adhere to this deadline will not be approved.

3.3 APPLICANT RESPONSIBILITY QUESTIONNAIRE

Applicants must file the required Vendor Responsibility Questionnaire (VRQ) online via the New York State VendRep System, or may choose to complete and submit a paper questionnaire. School districts, Charter Schools, BOCES, public colleges and universities, public libraries, and the Research Foundation for SUNY and CUNY are some of the entities exempt from filing the VRQ (http://www.osc.state.ny.us/vendrep/faqs_general_agency.htm#5).

To enroll in and use the New York State VendRep System, see the VendRep System instructions at: http://www.osc.state.ny.us/vendrep/info_vrsystem_vendor.htm.

Vendors must provide their New York State Vendor Identification Number when enrolling. To request assignment of a Vendor ID or for VendRep System assistance, contact the Office of the State Comptroller's Help Desk at 866-370-4672 or 518-408-4672 or by email at itservicedesk@osc.state.ny.us. General information can be found at http://www.osc.state.ny.us/vendrep/info_vrsystem_vendor.htm.

See http://www.osc.state.ny.us/vendrep/documents/vendrep/document_requirements.pdf for a complete list of exempted entities.

Applicants opting to file a paper questionnaire can obtain the appropriate questionnaire from the VendRep website: http://www.osc.state.ny.us/vendrep/forms_vendor.htm or may contact the State Education Department or the OSC Help Desk for a copy of the paper form.

Note: Applicants must check the appropriate box in the application (Form A) to indicate if the questionnaire was submitted online or via paper format, or to indicate exempt status.

3.4 APPLICATION PACKAGE FORMAT

- Applicants seeking approval of both teacher **and** principal practice rubrics must submit a completed, separate technical proposal for **each**.
- The "information-only" forms (Forms B2, C, F, and G) should be put into a **separate, sealed envelope**, clearly identified as "INFORMATION-ONLY FORMS." Please note: only one copy of the forms is necessary and will, if the application is approved, be posted online as part of the "application" included in the list of approved rubric providers.
- All information should be submitted **in the order indicated** on the forms and in the instructions.
- Type size should be no smaller than 12 pt.
- Applicants must use this specialized Word document for their responses. The fill-in areas will automatically expand, as needed, to accommodate text.
- The total number of pages in the Technical Proposal is limited to **25 pages, single spaced** (each page can be used in its entirety for your response).
- Appendices/Attachments are not included in the page maximums listed above and may contain resumes, letters of reference, printed brochures describing the services provided, certificates of incorporation or other legal documents, fiscal documents, tables, charts, graphs, scanned images, or photocopies.
- Applicants should not include CD presentations, videotapes, or other multimedia productions; these will not be considered.
- All prospective vendors must complete a Vendor Responsibility Questionnaire online (or complete and submit a hardcopy, if necessary), unless exempt.
- The Transmittal Letter should be submitted as an original hardcopy with an original signature signed in blue or black ink.

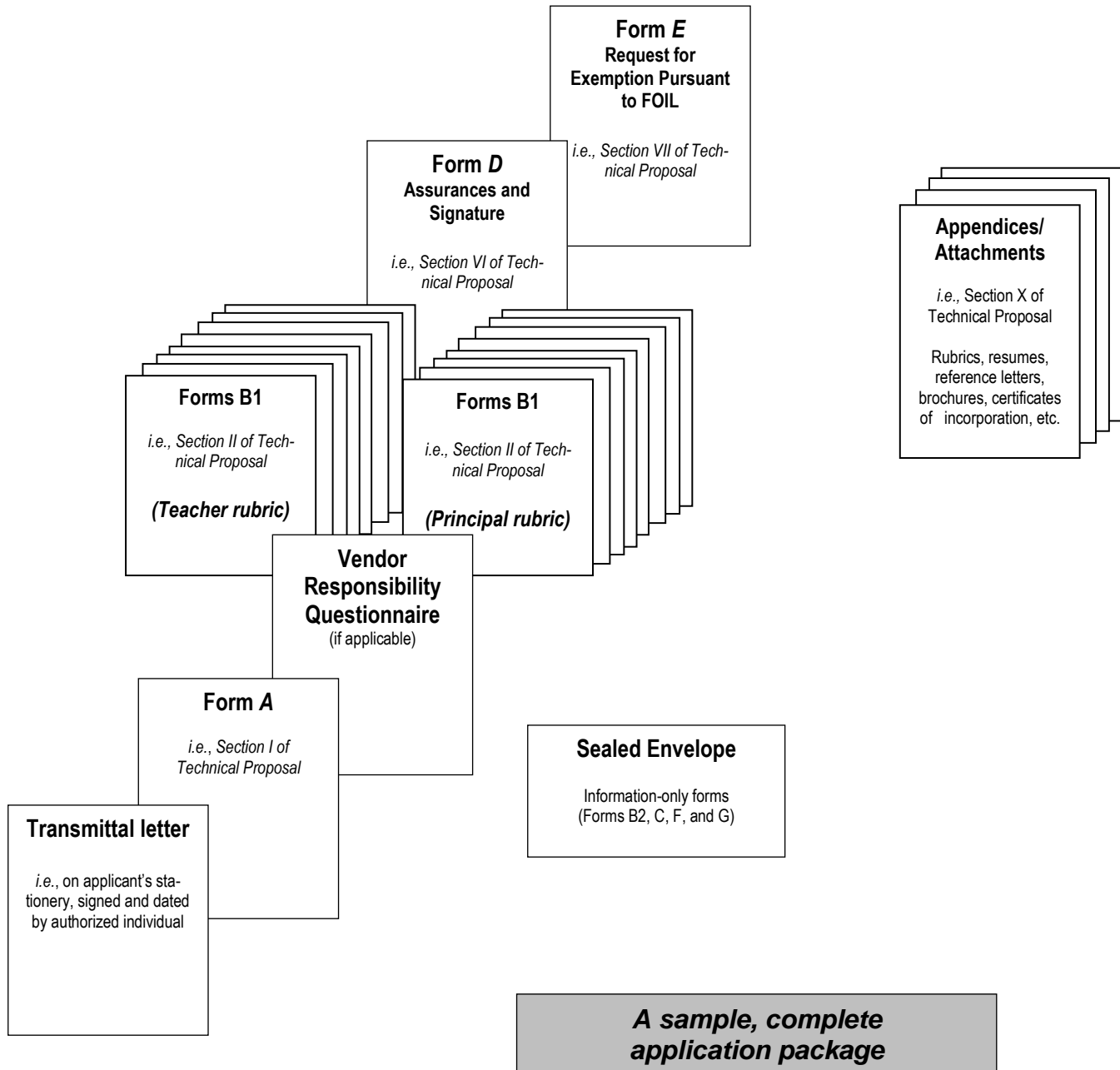
3.5 APPLICATION PACKAGE CHECKLIST

Please use the checklist below to ensure that you have submitted all required materials in the required format:

Submitted?	Component	Requirement/Format
<input type="checkbox"/>	Transmittal Letter	The applicant should submit a brief Transmittal Letter to formally submit/transmit the application, proposal, and other materials, on behalf of the applying entity, to the New York State Education Department. The transmittal letter should be signed and dated by the authorized individual in blue ink .
<input type="checkbox"/>	VENDOR RESPONSIBILITY QUESTIONNAIRE (VRQ)	A completed VRQ should be completed online (or may submitted as a hardcopy, if necessary), unless applicant is exempt. Applicants must check the appropriate box in Form A to indicate if the questionnaire was submitted online or via paper format, or to indicate exempt status.
<input type="checkbox"/>	FORM A	The applicant must complete an Application .
<input type="checkbox"/>	FORM B1	The applicant must submit a Plan/Narrative .
<input type="checkbox"/>	FORM B2 (INFORMATION-ONLY)	The applicant should present evidence of its Rubric Design and Implementation . This should be put into a sealed envelope, along with Forms C, F, and G (if necessary) and be clearly identified as "INFORMATION-ONLY."
<input type="checkbox"/>	FORM C (INFORMATION-ONLY)	The applicant should provide a Service Summary of the information outlined in the Application and Technical Proposal. This should be put into a sealed envelope, along with Forms B2, F, and G and be clearly identified as "INFORMATION-ONLY."
<input type="checkbox"/>	FORM D	The applicant must complete an Assurances and Signature page , signed and dated by an authorized individual.
<input type="checkbox"/>	FORM E	The applicant should complete a Request for Exemption from Disclosure Pursuant to the Freedom of Information Law, for any proprietary materials .
<input type="checkbox"/>	FORM F (INFORMATION-ONLY)	The applicant should provide Supplemental Information . This should be put into a sealed envelope, along with Forms B2, C, and G and be clearly identified as "INFORMATION-ONLY."
<input type="checkbox"/>	FORM G (INFORMATION-ONLY)	The applicant should complete the Confidentiality Information Form (if necessary). This should be put into a sealed envelope, along with Forms B2, C, and F, and be clearly identified as "INFORMATION-ONLY."
<input type="checkbox"/>	Appendices/ Attachments	The applicant must provide appropriate Appendices/Attachments . <ul style="list-style-type: none"> ○ A copy of the practice rubric being submitted for qualification ○ Supporting documentation (Graphs or charts demonstrating achievement, resumes, certificates of incorporation, etc.)

3.6 APPLICATION PACKAGE SAMPLE

A sample complete application package might look like the following (see illustration below):



4.0 TECHNICAL PROPOSAL²⁰

²⁰ All applicants are required to complete Sections I, II, VI, VII, and X. Sections III, IV, VII, and VIII have been designated as informational-only sections and should be submitted together in a sealed envelope, clearly identified as “INFORMATION-ONLY SECTIONS.”

In the Technical Proposal, applicants must describe in detail the teacher and/or principal practice rubric they are submitting for approval. The Technical Proposal, which will be reviewed by the New York State Education Department Office of Teacher/Principal Quality & Professional Development, is described below.

The Technical Proposal is divided into ***eight*** sections:

Section I – Application (Form A)

In this section, the applicant shall identify the nature of the practice rubric being submitted.

Section II – Teacher and Principal Practice Rubric Narrative (Form B-1)

In this section, the applicant shall describe in detail the nature of the teacher and/or principal practice rubric and services they will provide.

Section III – Rubric Design and Implementation (Form B-2, Information-only)²¹

In this section, the applicant should present evidence that the rubric has a demonstrated record of effectiveness in contributing to teacher and/or principal achievement.

Section IV – Service Summary (Form C, Information-only)²²

The applicant should provide a service summary of the information outlined in the Application and Technical Proposal.

Section V – Assurance and Signature Page (Form D)

The applicant must complete an **Assurances and Signature page**, which must be signed and dated by an authorized individual.

Section VI – Request for Exemption from Disclosure Pursuant to the Freedom of Information Law (Form E)

The applicant should complete a **Request for Exemption** form in order to identify any proprietary materials submitted as part of, or in support of, an applicant's proposal, which applicant considers confidential or otherwise excepted from disclosure under the Freedom of Information Law.

Section VII – Supplemental Information (Form F, Information-only)²³

The applicant should complete a **Supplemental Information** form in order to 1) identify the subcomponents/domains of the practice rubric that are observable and 2) clarify how all observable subcomponents/domains of the practice rubric can be assessed without utilizing the prohibited elements identified on page 3 of this RFQ.

Section VIII – Confidentiality Information (Form G, Information-only)

If the applicant's training and implementation services require access to confidential personnel and/or student records, the applicant will be required to include a supplemental attachment detailing how the applicant will maintain the confidentiality of those records.

Section IX – Appendices

²¹ Applicant responses received in this section will not be used as criteria for the approval of practice rubrics, but will be posted online as part of the "application" included in the list of approved rubric providers and/or at the request of participating LEAs the responses contained in this section will be provided only for those practice rubrics which are approved.

²² Ibid

²³ Ibid

The applicant must provide a copy of the rubric being submitted for approval. The applicant shall also provide any supporting documentation that has been requested in this RFQ, or that which has been referenced by the provider in the completed Technical Proposal.



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

Name of Entity	
Address	
City, State Zip	
Phone	
Fax	
E-mail	
Name and Title of Authorized Contact	
Address (if different from above)	
City, State Zip	
Phone	
Fax	
E-mail (<i>REQUIRED</i>)	
Tax I.D. Number	
The organization is: (Please indicate by clicking on the appropriate boxes below:)	
Local Educational Agency (LEA)	<input type="checkbox"/>
For-profit corporation	<input type="checkbox"/> Click either: <input type="checkbox"/> NY corp. or <input type="checkbox"/> Foreign corp.
Non-profit corporation	<input type="checkbox"/> Click either: <input type="checkbox"/> NY corp. or <input type="checkbox"/> Foreign corp.
Limited Liability Company (LLC)	<input type="checkbox"/> Click either: <input type="checkbox"/> NY LLC or <input type="checkbox"/> Foreign LLC
Other	<input type="checkbox"/> Please specify:
Vendor Responsibility Questionnaire (VRQ)	Click either: <input type="checkbox"/> Submitted online (preferred) <input type="checkbox"/> Paper form enclosed with application <input type="checkbox"/> Will not be filed due to exempt status as follows (please specify):

IMPORTANT: For-profit corporations, non-profit corporations, and LLCs, are required to attach the following document(s), as applicable:

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.²⁴ (See important footnote below.)
- **If a foreign corporation:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If a New York State LLC:** the Articles of Organization, together with any amendments to such document filed to date. * (See important footnote below.)
- **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

²⁴ Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the SED Office of Counsel website at www.counsel.nysed.gov or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.



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

Name of Applying Entity:

Name of Rubric:

Please check the most appropriate category:

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

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

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

Teacher and Principal Practice Rubric Narrative:

In this section, the applicant must describe in detail the nature of the teacher and/or principal practice rubric services they will provide. **Please be advised that your responses in Section I will be thoroughly reviewed and rated on a point-based evaluation system.** We strongly encourage you to be as complete and detailed as possible in your responses. *If you are attaching supporting documentation, please do not simply indicate “see attached” in the response fields.*

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

Table 1.1			
New York State Teaching Standards	Domain	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.”
I.	Knowledge of Students and Student Learning	Please select:	
II.	Knowledge of Content and Instructional Planning	Please select:	
III.	Instructional Practice	Please select:	
IV.	Learning Environment	Please select:	
V.	Assessment for Student Learning	Please select:	
VI.	Professional Responsibilities and Collaboration	Please select:	
VII.	Professional Growth	Please select:	
	Student Learning Outcomes	Please select:	
	“Other”	Please select:	



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 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	<i>My rubric:</i> broadly covers the New York State Teaching Standards, and its related elements.	Please select:	
	is grounded in research about teaching practice that supports positive student learning outcomes.	Please select:	
	has four performance ratings categories.	Please select:	
	does not have four levels that match the rating categories of highly effective, effective, developing, and ineffective, but the rubric’s summary ratings are easily convertible to the four rating categories that New York State has adopted.	Please select:	
	clearly defines the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of ef-	Please select:	

	fort or compliance.		
	is applicable to all grades and subjects or, is designed explicitly for specific grades/subjects as indicated herein.	Please select:	
Ease of Implementation	uses clear and precise language that facilitates common understanding among teachers and administrators.	Please select:	
	is specifically designed to assess the classroom effectiveness of teachers.	Please select:	
	to the extent practicable, relies on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning.	Please select:	
	includes descriptions of any specific training and implementation details that are required for the rubric to be effective.	Please select:	



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 <i>An education leader promotes the success of every student by:</i>	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.”
I.	facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Please select:	
II.	advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Please select:	
III.	ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Please select:	
IV.	collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	Please select:	
V.	acting with integrity, fairness, and in an ethical manner.	Please select:	
VI.	understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Please select:	
	“Other”	Please select:	



TEACHER AND PRINCIPAL PRACTICE RUBRIC NARRATIVE:

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 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	<i>My rubric:</i> broadly covers the Educational Leadership Policy Standards: ISLLC 2008 and its related domains and elements.	Please select:	
	is grounded in research about leadership practice that supports positive student learning outcomes.	Please select:	
	has four performance rating categories.	Please select:	
	does not have four levels that match the rating categories of highly effective, effective, developing, and ineffective, but the rubric's summary ratings are easily convertible to the four rating categories that New York State has adopted.	Please select:	
	clearly defines the expectations for each rating category. The Highly Effective and Effective rating categories encourage excellence beyond a minimally acceptable level of effort or compliance.	Please select:	

Ease of Implementation	uses clear and precise language that facilitates common understanding among building principals and their evaluators.	Please select:	
	is specifically designed to assess the effectiveness of school leaders.	Please select:	
	to the extent practicable, relies on specific, discrete, observable, and/or measurable behaviors by principals and their staff and students.	Please select:	
	includes descriptions of any specific training and implementation details that are required for the rubric to be effective.	Please select:	



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – RUBRIC DESIGN AND IMPLEMENTATION**

Rubric Design and Implementation (INFORMATION-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>2. What is the methodology used to collect evidence of the demonstrated professional achievement for teachers or principals (<i>i.e., measures and analyses used, comparison groups, etc.</i>)?</p>	
<p>3. What type of research design has been established to support these findings? (<i>e.g., experimental, non-experimental, quasi-experimental, etc.</i>)</p>	
<p>4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.</p>	<p>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</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>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><i>Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.</i></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>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	
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**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – SERVICE SUMMARY
(INFORMATION-ONLY)**

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:	
	Primary location (city/state):	
	Contact information: (phone / email / website):	
	LEAs where service will be provided (or is intended to be provided):	
2.	The number of years the provider has delivered service:	
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	
7.	Average length of each training session for the training of evaluators (minutes/hours):	

Following is information provided as of _____ date (contact the provider for the most up-to-date information):

<p>Teacher/Principal Rubric Tool: <input type="checkbox"/> Free <input type="checkbox"/> For Cost</p>
<p>If for cost, to which does a fee apply: <input type="checkbox"/> Rubric <input type="checkbox"/> Related services (e.g., training or professional development associated with the use of the rubric)</p>
<p>If services are offered by the applicant, are any mandatory in order to use the rubric? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If approved as a provider of a teacher and/or principal practice rubric, we are prepared to provide services to: <input type="checkbox"/> All Districts/LEAs in the State of New York, or <input type="checkbox"/> Only to the following Districts/LEAs:</p>



**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 information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant’s request for approval to be placed in the list of Teacher and Principal Practice Rubric Service Providers or for removal from that same list. I further certify that the organization will comply with all of the assurances set forth herein.

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLACK/BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	



Request for Exemption from Disclosure Pursuant to the Freedom of Information Law

New York State Public Officers Law, Article 6 (Freedom of Information Law) requires that each agency shall make available all records maintained by said agency, except that agencies may deny access to records or portions thereof that fall within the scope of the exceptions listed in Public Officers Law §87(2).

Any proprietary materials submitted as part of, or in support of, an applicant’s proposal, which applicant considers confidential or otherwise excepted from disclosure under the Freedom of Information Law, must be specifically so identified, and the basis for such confidentiality or other exception must be specifically set forth.

Please list **all** such documents for every portion of the proposal on the form below. Materials which are not indicated below may be released in their entirety upon request without notice to you.

According to law, the entity requesting exemption from disclosure has the burden of establishing entitlement to confidentiality. Submission of this form does not necessarily guarantee that a request for exemption from disclosure will be granted. If necessary, NYSED will make a determination regarding the requested exemptions, in accordance with the process set forth in Public Officers Law §89(5).

Name of Organization:

Material for which Exemption is Requested	Location / Page Number(s)	Basis for Request



**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – SUPPLEMENTAL INFORMATION**

Supplemental Information (*INFORMATION-ONLY*):

In this section, the applicant should provide information to 1) identify the subcomponents/domains of the practice rubric that are observable and 2) clarify how all observable subcomponents/domains of the practice rubric can be assessed without utilizing the prohibited elements identified on page 3 of this RFQ.

1. A description of which subcomponents/domains of the rubric are observable.	
2. A description of how all observable subcomponents/domains of the rubric can be assessed without using the prohibited elements identified on page 3 of this RFQ.	



CONFIDENTIALITY INFORMATION

Supplemental Information (*INFORMATION-ONLY*):

If an applicant requests an educational agency (as that term is defined in Education Law §2-d) to provide it with access to the educational agency’s confidential personnel and/or student records in connection with any training and implementation services provided to the educational agency, the applicant must take all steps necessary to protect the integrity and confidentiality of the individual student and educator data received from the educational agency. The applicant must comply with all applicable federal and state laws and regulations (including, but not limited to, the federal Family Educational Rights and Privacy Act and Social Security Act, and New York State Social Services Law, Personal Privacy Protection Law and Education Law §2-d); and the applicant must enter into data protection or sharing agreements, confidentiality agreements, or non-disclosure agreements with the educational agency, as the case may be, that are required by the above-referenced federal and state laws and regulations.

In the text box below, please describe the process you will use to maintain the confidentiality of personnel and/or student records if access to such records is required as part of the training and implementation services you provide. If necessary, you may submit additional pages as an attachment.