Proposal to Nevada Department of Education

February 5, 2016

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Part I A – Technical Proposal

Tab I – Title Page

Part I A – Technical Proposal	
RFP Title:	Educator Licensure Study
RFP:	2101
Vendor Name:	The New Teacher Project (TNTP)
Address:	186 Joralemon Street, Suite 300 Brooklyn, NY 11201
Opening Date:	February 9, 2016
Opening Time:	2:00 PM

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Tab III – Vendor Information Sheet

V1	Company Name	The New Teacher Project (TNTP)

V2	Street Address	186 Joralemon Street, Suite 300

V3	City, State, ZIP	Brooklyn, NY, 11201

V4	Telephone Number		
	Area Code: (718)	Number: 233-2800	Extension: N/A

V5	Facsimile Number		
	Area Code: (718)	Number: 643-9202	Extension: N/A

V6	Toll Free Number: N/A		
	Area Code: N/A	Number: N/A	Extension: N/A

V7	***Contact Person for Questions / Contract Negotiations, including address if different than above***
	Name: Jessica Conlon
	Title: Partner
	Address: same as above
	Email Address: jessica.conlon@tntp.org

V8	Telephone Number for Contact Person		
	Area Code: (512)	Number: 638-1206	Extension: N/A

V9	Facsimile Number for Contact Person		
	Area Code: (718)	Number: 643-9202	Extension: N/A

V10	***Name of Individual Authorized to Bind the Organization***	
	Name: Daniel Weisberg	Title: Chief Executive Officer

V11	Signature ***(Individual must be legally authorized to bind the vendor per NRS 333.337)***	
	Signature:	Date: 2/5/2016

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Tab IV – State Documents

The required documents are included on the following pages.

- The signature page from all amendments with an original signature by an individual authorized to bind the organization.
- Attachment A – Confidentiality and Certification of Indemnification with an original signature by an individual authorized to bind the organization.
- Attachment C – Vendor Certifications with an original signature by an individual authorized to bind the organization.
- Copies of applicable certifications and/or licenses.

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State of Nevada
Department of Administration
Purchasing Division
515 E. Musser Street, Suite 300
Carson City, NV 89701

Brian Sandoval
Governor

Jeffrey Haag
Administrator

SUBJECT:	Amendment 1 to Request for Proposal 2101
RFP TITLE:	Educator Licensure Study
DATE OF AMENDMENT:	January 29, 2016
DATE OF RFP RELEASE:	January 13, 2016
OPENING DATE:	February 09, 2016
OPENING TIME:	2:00 PM
CONTACT:	Colleen G. Janes, Procurement Staff Member

The following shall be a part of RFP ***2101.*** If a vendor has already returned a proposal and any of the information provided below changes that proposal, please submit the changes along with this amendment. You need not re-submit an entire proposal prior to the opening date and time.

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1. The deliverable outlined in Section 3.6.3 requires "[d]ocumentation that best practices have been reviewed in each jurisdiction to assist the State in aligning/modernizing licensure requirements." Does the term "jurisdiction" refer to Local Education Agencies (LEAs) in Nevada or to other states in the United States?

The term jurisdiction refers to "other states in the United States".

2. If the deliverable in Section 3.6.3 refers to LEAs, is the expectation that the vendor have direct engagement with every LEA in the State to learn about their practices as they relate to teachers' licenses, endorsements and preparation (e.g. conversations with central office personnel or school leaders about which licenses, endorsements or preparation techniques they seek out in teachers)?

The scope of work for section 3.6.3 will be determined in consult with the selected vendor.

3. Alternatively, if the deliverable in Section 3.6.3 refers to LEAs, would a review of relevant licensure, endorsement and preparation data and information provided by the

State suffice as a review of practices (e.g. review of the number of licenses and endorsements hired by each LEA)?

The scope of work for section 3.6.3 will be determined in consult with the selected vendor.

4. If the deliverable in Section 3.6.3 instead refers to other states and not Nevada LEAs, is the expectation that the vendor review the relevant licensure, endorsement and preparation policies and practices in every state and assess their effectiveness?

The scope of work for section 3.6.3 will be determined in consult with the selected vendor.

5. What is the position or title of the person who will be the primary client point of contact for the work?

The points of contact will be both the Licensure Program Officer and Licensure Director.

6. The deliverable outlined in Section 3.6.4 states that the vendor will "work in consult with the State to draft the legislative changes." Is it the expectation that the vendor will: a) be the lead for drafting, b) provide information to be included with the State leading the drafting and vendor providing feedback, or c) a combination or other?

The expectation is for the deliverable to be a collective effort, but the needs for drafting will be assessed on a case-by-case basis.

ALL ELSE REMAINS THE SAME FOR RFP 2101.

Vendor must sign and return this amendment with proposal submitted.

Vendor Name: The New Teacher Project, Inc.

Authorized Signature: [signature]

Title: Chief Executive Officer Date: 2/5/2016

This document must be submitted in the "State Documents" section/tab of vendors' technical proposal.

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ATTACHMENT A – CONFIDENTIALITY AND CERTIFICATION OF INDEMNIFICATION

Submitted proposals, which are marked "confidential" in their entirety, or those in which a significant portion of the submitted proposal is marked "confidential" **will not** be accepted by the State of Nevada. Pursuant to NRS 333.333, only specific parts of the proposal may be labeled a "trade secret" as defined in NRS 600A.030(5). All proposals are confidential until the contract is awarded; at which time, both successful and unsuccessful vendors' technical and cost proposals become public information.

In accordance with the Submittal Instructions of this RFP, vendors are requested to submit confidential information in separate binders marked "**Part I B Confidential Technical**" and "**Part III Confidential Financial**".

The State will not be responsible for any information contained within the proposal. Should vendors not comply with the labeling and packing requirements, proposals will be released as submitted. In the event a governing board acts as the final authority, there may be public discussion regarding the submitted proposals that will be in an open meeting format, the proposals will remain confidential.

By signing below, I understand it is my responsibility as the vendor to act in protection of the labeled information and agree to defend and indemnify the State of Nevada for honoring such designation. I duly realize failure to so act will constitute a complete waiver and all submitted information will become public information; additionally, failure to label any information that is released by the State shall constitute a complete waiver of any and all claims for damages caused by the release of the information.

This proposal contains Confidential Information, Trade Secrets and/or Proprietary information as defined in ***Section 2 "ACRONYMS/DEFINITIONS."***

Please initial the appropriate response in the boxes below and provide the justification for confidential status.

Part I B – Confidential Technical Information			
YES DW		NO	
Justification for Confidential Status			

A Public Records CD has been included for the Technical and Cost Proposal			
YES DW		NO (See note below)	
Note: By marking "NO" for Public Record CD included, you are authorizing the State to use the "Master CD" for Public Records requests.			

Part III – Confidential Financial Information			
YES DW		NO	
Justification for Confidential Status			

The New Teacher Project, Inc.
Company Name

Daniel Weisberg
Signature

Daniel Weisberg
Print Name

2/5/2016
Date

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ATTACHMENT C – VENDOR CERTIFICATIONS

Vendor agrees and will comply with the following:

(1) Any and all prices that may be charged under the terms of the contract do not and will not violate any existing federal, State or municipal laws or regulations concerning discrimination and/or price fixing. The vendor agrees to indemnify, exonerate and hold the State harmless from liability for any such violation now and throughout the term of the contract.

(2) All proposed capabilities can be demonstrated by the vendor.

(3) The price(s) and amount of this proposal have been arrived at independently and without consultation, communication, agreement or disclosure with or to any other contractor, vendor or potential vendor.

(4) All proposal terms, including prices, will remain in effect for a minimum of 180 days after the proposal due date. In the case of the awarded vendor, all proposal terms, including prices, will remain in effect throughout the contract negotiation process.

(5) No attempt has been made at any time to induce any firm or person to refrain from proposing or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal. All proposals must be made in good faith and without collusion.

(6) All conditions and provisions of this RFP are deemed to be accepted by the vendor and incorporated by reference in the proposal, except such conditions and provisions that the vendor expressly excludes in the proposal. Any exclusion must be in writing and included in the proposal at the time of submission.

(7) Each vendor must disclose any existing or potential conflict of interest relative to the performance of the contractual services resulting from this RFP. Any such relationship that might be perceived or represented as a conflict should be disclosed. By submitting a proposal in response to this RFP, vendors affirm that they have not given, nor intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant or any employee or representative of same, in connection with this procurement. Any attempt to intentionally or unintentionally conceal or obfuscate a conflict of interest will automatically result in the disqualification of a vendor's proposal. An award will not be made where a conflict of interest exists. The State will determine whether a conflict of interest exists and whether it may reflect negatively on the State's selection of a vendor. The State reserves the right to disqualify any vendor on the grounds of actual or apparent conflict of interest.

(8) All employees assigned to the project are authorized to work in this country.

(9) The company has a written equal opportunity policy that does not discriminate in employment practices with regard to race, color, national origin, physical condition, creed, religion, age, sex, marital status, sexual orientation, developmental disability or handicap.

(10) The company has a written policy regarding compliance for maintaining a drug-free workplace.

(11) Vendor understands and acknowledges that the representations within their proposal are material and important, and will be relied on by the State in evaluation of the proposal. Any vendor misrepresentations shall be treated as fraudulent concealment from the State of the true facts relating to the proposal.

(12) Vendor must certify that any and all subcontractors comply with Sections 7, 8, 9, and 10, above.

(13) The proposal must be signed by the individual(s) legally authorized to bind the vendor per NRS 333.337.

The New Teacher Project, Inc.

Vendor Company Name

Vendor Signature

2/5/2016

Daniel Weisberg, CEO

Print Name

Date

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NEVADA BUSINESS LICENSE

SECRETARY OF STATE

STATE OF NEVADA

NEVADA STATE BUSINESS LICENSE

THE NEW TEACHER PROJECT, INC.
Nevada Business Identification # NV20131963516

Expiration Date: September 30, 2016

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or canceled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on September 14, 2015

BARBARA K. CEGAVSKE
Secretary of State

You may verify this license at www.nvsos.gov under the Nevada Business Search.

License must be canceled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which by law cannot be waived.

ATTACHMENT B – TECHNICAL PROPOSAL CERTIFICATION OF COMPLIANCE WITH TERMS AND CONDITIONS OF RFP

I have read, understand and agree to comply with ***all*** the terms and conditions specified in this Request for Proposal.

YES	_____	I agree to comply with the terms and conditions specified in this RFP.
NO	x	I do not agree to comply with the terms and conditions specified in this RFP.

If the exception and/or assumption require a change in the terms in any section of the RFP, the contract, or any incorporated documents, vendors ***must*** provide the specific language that is being proposed in the tables below. If vendors do not specify in detail any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

The New Teacher Project, Inc.
Company Name

Signature

Daniel Weisberg
Print Name

2/5/2016
Date

Vendors MUST use the following format. Attach additional sheets if necessary.

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)
1	21 (Attachment D)	7 (Attachment D)	TNTP takes exception to this provision in its entirety. TNTP can give the State a license to use any work product, but all title and ownership interest in work product under this contract must remain with TNTP. Further, TNTP retains all right, title or interest in the accumulated knowledge, expertise, and general know-how of TNTP, whether developed before or after the commencement of the agreement, including without limitation, any systems, layout, or processes to develop works for others that are similar to the services provided under the

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)
			agreement.
2	23 (Attachment D)	7 (Attachment D)	TNTP takes exception to this provision. TNTP can maintain the confidentiality of documents provided by the State so long as they are clearly marked, and that any conversations are clearly designated as confidential.
3	15 (Attachment D)	4 (Attachment D)	TNTP takes exception to this section and requests that our liability is limited to those situations that arise out of the willful misconduct or any negligent act or omission of Contractor, its agents, or employees. TNTP requests that the State indemnify TNTP for any claims related to or arising out of (1) any and all employment practices and decisions made by the State regarding individuals recruited, staffed, trained, or certified by TNTP pursuant to the Agreement and any actions brought by third-parties in relation thereto, (2) any grossly negligent acts or omissions or willful misconduct of the district or any of its agents, employees or representatives, and (3) any State breach of the Agreement. TNTP also requests a limitation of liability clause that (a) ensures that neither party is liable for any indirect, consequential, special, incidental or punitive damages arising from or relating to performance under the contract and (ii) limits a party's liability to the amounts paid by or payable by the State hereunder.
4	16 (Attachment D)	4 (Attachment D)	TNTP takes exception to the indemnity portion of this clause, and requests that both parties provide mutual indemnification.
5	First Paragraph of Attachment E	Attachment E Insurance Schedule page 1	TNTP takes exception to this section and requests that our liability is limited to those situations that arise out of the willful misconduct or any negligent act or omission of Contractor, its agents, or employees. TNTP requests that the State indemnify TNTP for any claims related to or arising out of (1) any and

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)
			all employment practices and decisions made by the State regarding individuals recruited, staffed, trained, or certified by TNTP pursuant to the Agreement and any actions brought by third-parties in relation thereto, (2) any grossly negligent acts or omissions or willful misconduct of the district or any of its agents, employees or representatives, and (3) any State breach of the Agreement. TNTP also requests a limitation of liability clause that (a) ensures that neither party is liable for any indirect, consequential, special, incidental or punitive damages arising from or relating to performance under the contract and (ii) limits a party's liability to the amounts paid by or payable by the State hereunder.
6	9 (B) (Attachment D)	2 (Attachment D)	TNTP takes exception to this section, and requests reasonable notice of any audits.
7	16 (B)(1) (Attachment D)	6 (Attachment D)	TNTP takes exception to this section, and requests that any obligation in Section 16(B)(1) is limited to the extent of our indemnification obligation under this agreement.
8	16(B)(2) (Attachment D)	6 (Attachment D)	TNTP takes exception to this section, and requests that any obligation in Section 16(B)(2) is limited to the extent of our indemnification obligation under this agreement.
9	16(B)(3) (Attachment D)	6 (Attachment D)	TNTP takes exception to this section, and requests additional language to determine the limits of the coverage and compliance with terms.

Tab VI – Section 3 – Scope of Work

Introduction

TNTP is uniquely qualified to support the Nevada Department of Education (NDE) to assess and improve its licensure policies, systems and practices. We have been working at the intersection of policy and practice since 1997, helping more than 200 public school districts, charter management organizations and state departments of education across the country realize their goals for great teaching.

During that time, TNTP has been a partner for change, supporting state leaders who work to advance and implement smart changes to state education policies. Specific to the licensure initiative on which NDE is embarking, TNTP has partnered with five other states to study the efficacy of their licensure systems. As part of these engagements, we recommended opportunities to strengthen licensure policies and practices and in some instances supported the state agencies to execute on those recommendations.

This knowledge and experience, coupled with TNTP's proven track record of delivering high-quality results for clients, makes us well-suited to support NDE in evaluating its current educator licensure system and offering specific, actionable recommendations for ways to improve its policies and practices.

To that end, we have responded as directed to each component of the Scope of Work below. However, it is immediately evident to us that the requested Scope of Work and Deliverables are interdependent and should be approached holistically. For instance, the defensibility of an action taken against a license (Section 3.5) may be further bolstered by improving alignment to the NEPF (Section 3.3). Thus, recommendations for each portion of this Scope of Work should account for multiple goals and potentially competing priorities. The Project Plan included in Tab IX illustrates our holistic approach to the work. This approach will not only ensure a comprehensive and high-quality set of recommendations and deliverables, but it will also enable TNTP to maximize its resources for this engagement.

3.1: Align Nevada Administrative Code and Nevada Revised Statute

Over the course of our nearly two decades working in dozens of states across the country, TNTP has often found itself in the position of needing to reconcile complex – and even conflicting – regulatory and statutory requirements. Misalignment in licensure policies can cause confusion and unnecessary obstacles, which can mean fewer high-quality teachers in classrooms. Thus, the need for Nevada to clarify and align its licensure policies is both urgent and high-stakes as it works to ensure Nevada schools and students have the high-quality teachers they need.

As an initial step to support NDE in this effort, TNTP will conduct a comprehensive review of NAC 391 and NRS 391. In addition, we will consult with NDE personnel to learn about particular pain points resulting from any misalignment of rule and statute and barriers to improving alignment between them. In our experience, the context that clients provide can significantly improve our understanding of how the policies manifest in practice and in turn enable us to offer recommendations that are tailored to the client's unique circumstances and desired outcomes. We have taken this approach in several other similar engagements, including in Colorado, Massachusetts and Indiana which are outlined in detail in Section 4.1.9.

After thorough research and due diligence, TNTP will offer specific recommendations to align Nevada Administrative Code 391 and Nevada Revised Statute 391.

3.2: Comprehensive Analysis of Available Licenses and Endorsements

From our experience, states often maintain dozens if not hundreds of licenses and endorsements that are underused or obsolete. The sheer breadth of licensure and endorsement offerings can complicate the licensure processes and increase administrative costs without adding much, if any, value for educators or students. Likewise, there may be opportunities to replace obsolete licenses with ones that are more relevant to the 21st Century skills teachers should foster in their students.

To accomplish Nevada's goal of incorporating national best practices while meeting the diverse needs of Nevada's Local Education Agencies (LEAs), TNTP will examine all Nevada educator licenses and endorsements

and offer recommendations for ways to revise available licenses and endorsements. Our review and subsequent recommendations will be informed by our extensive knowledge of Nevada licensure requirements from current and past engagements in the State, national best practices, and our experience designing and implementing effective licensure approaches in other states.

As a first step, we will examine the types of licenses and endorsements offered and assess their relative utility based on our research and knowledge of licensure systems in other states. However, each state's context is different. Therefore, to ensure we are supporting Nevada to best meet the needs of its LEAs, we will also examine the following:

- ***Rates of usage (e.g. issuance, renewal and transfer) of each type of license and endorsement and if rates have shifted over time***
- ***Trends in usage by metropolitan, rural and charter LEAs***
- ***Trends in the characteristics of educators who hold each type of license and endorsement (e.g. where they completed their preparation, years of experience, holds multiple licenses, effectiveness data – if available)***
- ***Notably high rates of vacancies in specific licenses and endorsements***

The State may also wish to consider a stakeholder engagement effort to give leaders and educators in LEAs an opportunity to share their needs, desired improvements and effective approaches currently used. In our experience, we have found bringing educators to the table during the policy discussions can significantly improve not just the policy on paper but also strengthens the implementation and support from the people living out the day-to-day of those policies. ("Bringing Stakeholder to the Policy Table," TNTP Blog, Brandy Fluker Oakley). We have facilitated a varying scopes of stakeholder engagement that range from online surveys to dozens of statewide focus groups. Depending on the NDE's interest and financial considerations, we would be happy to explore offering stakeholder engagement services to supplement the licensure study.

Following this comprehensive review, TNTP will synthesize its findings and recommend specific licenses and endorsements to add or remove so that Nevada's licensure offerings are aligned with effective practices grounded in research and informed by LEA experiences and TNTP's expertise.

3.3 Alignment with the Nevada Educator Performance Framework

TNTP believes in the importance of establishing clear expectations for educators early on and reinforcing and building on them throughout their career continuum. (Fast Start, TNTP, 2014; The Irreplaceables, TNTP, 2012, "Paperwork Does Not a Teacher Make," TNTP Blog, Berrick Abramson). Aligning teacher quality systems to one another is a particularly effective strategy to achieve this level of clarity and continuity. This approach will help ensure that the educators to whom Nevada grants the privilege and responsibility of educating Nevada students are prepared and supported to meet those expectations.

In parallel with our review of NAC 391, NRS 391 and Nevada's available licenses, TNTP will also delve into the NEPF by examining available documentation and State guidance as well as consulting with relevant State personnel who oversee the design and implementation of the NEPF. Through this research and consultation, TNTP will gain an understanding of both the licensure standards and the NEPF and identify opportunities to align initial licensure and licensure renewal to the NEPF. Our subsequent recommendations will articulate these opportunities and actionable steps the State can take to increase alignment and efficiency of these systems so that Nevada educators can have a set of consistent expectations from the beginning of their careers and are supported to achieve those expectations.

3.4 Efficiency

From our work supporting other states to refine their licensure processes – as well as our personal experiences as educators – TNTP has experienced the complexities and challenges of licensure systems for both the educator and the State's personnel. We are eager to support Nevada's goal to increase the efficiency of its licensure system so that it can reduce redundancies and unnecessary obstacles and redirect its efforts and resources to meeting the demands for a sufficient number of high-quality Nevada educators.

To support Nevada in this effort, TNTP will review the areas articulated in Section 3.4 of the RFP:

- ***Federal requirements: Our review will include a particular emphasis on the changes to the Every Student Succeeds Act and how these new opportunities could affect the State's approach to licensure***
- ***All available licenses and/or endorsements: Per our response to Section 3.2 above, TNTP will examine not only the types of licenses, but the frequency of usage to determine if any can be eliminated***
- ***National reciprocity: Our analysis will include states with a surplus of educators who may be attracted to Nevada and/or states that produce teachers who frequently seek reciprocal licensure in Nevada***
- ***Renewal requirements: TNTP will review the renewal requirements in the context of aligning licensure to the NEFP as well as to ensuring that any action taken against a license (e.g. non-renewal) is legally defensible***
- ***Fee structure: TNTP will compare Nevada's fee structure to other states to discern if it is comparable and competitive***

In addition to the review outlined above, TNTP can also partner with NDE staff to examine the State's licensure processes, structures and systems (both technical and organizational) for inefficiencies that prevent Nevada from increasing the number and quality of educators it certifies. If the NDE decides to pursue a stakeholder engagement initiative as part of or in addition to this licensure study, we will include in our outreach to educators questions about the efficiency of the State's licensure system to ensure their perspectives are also represented. Our subsequent recommendations will balance the need for efficiency with the desire to align Nevada licenses with the NEPF and ensure a rigorous bar is set for educators to obtain and renew licenses.

3.5 Suspension and Revocation

To preserve the public's trust in the State's education system, educator licenses should be held in high regard. Thus, in rare instances the State may be required to take action against an educator's license to preserve the integrity of the profession. At the same time, it is essential that educators are able to trust the State's system, including the validity and fairness of any action taken. To that end, Nevada has a goal of ensuring any action taken against an educator's license is legally defensible.

Without offering legal advice, TNTP can support Nevada to achieve this goal by evaluating the currently available actions that can be taken against licenses consistent with state law. If possible, TNTP will also review available State data on the rates and types of actions taken against licenses in the recent past to discern any trends and identify issues to prioritize. Finally, TNTP will draw on our findings from work in other states that have also examined similar legal issues and share the solutions they explored.

In addition to summarizing these findings in writing, in its recommendations TNTP will identify specific steps that the State can take to ensure that these actions are also consistent with other recommendations TNTP offers regarding alignment of NRS and NAC, alignment of systems (e.g. revocation for consistent failure to meet expectations of NEPF) and efficiency (e.g. opportunities to improve renewal requirements).

3.6 Deliverables

Based on the interconnectedness of the requested scope of work and deliverables, we expect to be able to maximize our time and resources by conducting a comprehensive review of the above topics at one time and offer recommendations that capture the intersection of these policies and systems. We propose submitting Deliverables outlined in Sections 3.6.1, 3.6.2 and 3.6.3 by September 2016. Once accepted, we can begin work on the Deliverable outlined in 3.6.4, which we expect to submit by October 2016. The Project Plan contained in Tab IX provides more details on the sequence and timeline of our anticipated work.

Tab VII – Section 4 – Company Background and References

4.1 Vendor Information

4.1.1 Company Profile

Question	Response
Company name:	**The New Teacher Project, Inc.**
Ownership (sole proprietor, partnership, etc.):	**509(a)1 Public Charity governed by a Board of Directors**
State of incorporation:	**New York**
Date of incorporation:	**July 17, 1995**
# of years in business:	**19**
List of top officers:	**Daniel Weisberg, CEO** **Karolyn Belcher, President** **Lara Oerter, CFO and Executive Vice President, Operations** **Layla Avila, Chief of Staff and Executive Vice President, Strategic Projects** **Amanda Kocon, Executive Vice President, Emerging Services** **Anne Harris, Executive Vice President, Talent and Culture**
Location of company headquarters:	**186 Joralemon Street, Suite 300 Brooklyn, NY 11201**
Location(s) of the company offices:	**186 Joralemon Street, Suite 300 Brooklyn, NY 11201**
Location(s) of the office that will provide the services described in this RFP:	**186 Joralemon Street, Suite 300 Brooklyn, NY 11201**
Number of employees locally with the expertise to support the requirements identified in this RFP:	**TNTP has staff based nationally. Those with the deepest expertise do not reside in NV but our staff regularly commute or relocate and we have at least five staff who spend significant time in Nevada.**
Number of employees nationally with the expertise to support the requirements in this RFP:	**TNTP has more than 50 staff with the experience necessary to conduct the necessary research and reviews. At least ten at present with relevant experience working with states on policy issues, and more than a dozen who have led engagements with state departments of education.**

Location(s) from which employees will be assigned for this project:	**Las Vegas, Nevada** **Austin, Texas** **New Orleans, Louisiana** **Denver, Colorado**

4.1.3 Nevada Business License

Question	Response
Nevada Business License Number:	**NV20131569516**
Legal Entity Name:	**The New Teacher Project, Inc.**

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes	x	No	

If "No", provide explanation.

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes	X	No	

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Question	Response
Name of State agency:	***Clark County School District***
State agency contact name:	***Thomas Nacos***
Dates when services were performed:	***2012 - 2014***
Type of duties performed:	***Support the district in creating stronger goals, fair evaluations, developing a focused HR department, supporting academic managers, and providing aligned professional development***
Total dollar value of the contract:	***$49,995***

Question	Response
Name of State agency:	***Nevada Department of Education***
State agency contact name:	***Dena Durish, Deputy Superintendent, Division of Educator Effectiveness and Family Engagement***
Dates when services were performed:	***Current***
Type of duties performed:	***Teacher recruitment and training through Nevada Teacher Corps***
Total dollar value of the contract:	***$966,067***

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	X

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	X

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Question	Response	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8 Vendors must review the insurance requirements specified in ***Attachment E,*** Insurance Schedule for RFP 2101. Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	X	No	

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

About TNTP

A national nonprofit founded by teachers, we are partners for change in public education. We help school systems end educational inequality and achieve their goals for students.

Our Partnerships

We partner with public school systems to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. We work at every level of the public school system, partnering with school districts, state departments of education, and charter school networks. Since 1997, we've partnered with more than 200 public school districts, charter school networks and state departments of education. We offer a range of support to our partners, from strategic advice to multi-year execution. Today, TNTP is active in more than 30 cities and states, including a current partnership with the Nevada Department of Education to recruit and train effective teachers.

More information about our organization, our impact and our people are included in Tab X.

TNTP's Current Partners

Relevant Research & Experience

Drawing on the totality of our experiences, TNTP is uniquely qualified as an organization to offer expertise to state leaders working to advance and implement smart changes to state education policies. We draw on the organization's collective expertise, which ranges from teacher training to district policy and operations to evaluation systems design and implementation, and beyond to support states in drafting, advocating for and implementing policy changes. We come to each partnership armed not only with our widely acclaimed research, but with the confidence that only experience can provide. Our work across the country affords us a perspective that few – if any– organizations can truly offer.

Beginning with our report "Unintended Consequences" published a decade ago, TNTP has long been a widely-acclaimed national leader in a variety of educator effectiveness policy areas, including: educator evaluation, educator retention, school leadership, district recruitment and selection, and educator licensure and preparation. Since then, TNTP has published dozens of policy reports, including our ground-breaking publication: "The Widget Effect." This report has been widely recognized by policy leaders and advocates for sounding the alarm on our education system's failure to acknowledge differences in teacher quality.

Our 2013 and 2014 reports, "Leap Year" and "Fast Start" build off our experience selecting and developing first year teachers for our Teaching Fellows programs. The reports makes concrete and specific recommendations about how to leverage a teacher's first year in the classroom, including using a teacher's performance in this first year as a criterion for licensure. Our blend of research and practice provides us with a unique perspective in the education field. As we work alongside teachers and school leaders, we collect emerging data and promising practices each day.

However, TNTP's work in this area is not limited to the theoretical; we are also one of the leading practitioners of implementing best practices to assess and improve teacher quality. Our exceptional and diverse team, which consists of more than 300 education policy experts, researchers, strategy consultants and writers - more than half of whom are former teachers, school leaders and district leaders – work alongside clients, collecting emerging data, identifying promising practices and supporting clients implementing new systems, policies and practices.

The balance of our policy and practical experience distinguishes us as an unrivaled partner for NDE's initiative to assess and improve its licensure policies and practices. Included below are just some of our recent engagements supporting State education agencies as a partner for change.

Licensure Acquisition and Renewal Policy Changes: ***As mentioned above, TNTP has partnered with several other states to conduct a study of their licensure systems, similar to that which is outline in this RFP. As part of these engagements, we recommended opportunities to strengthen licensure policies and practices and in some instances supported the state agencies to execute on those recommendations.***

As with all of our policy design, TNTP's work in this area is informed by our practice and experience. We have more than 15 years of experience preparing teachers for a career in the classroom, which gives us a first-hand perspective that no other organization can offer. Since 2000, we have trained more than 34,000 teachers for urban districts and set a new bar for teacher certification. We are the first teacher preparation provider in the country to recommend certification ONLY to teachers who demonstrate their effectiveness in the classroom based on multiple measures of performance. Our outcomes-focused, performance-based approach to recommending licensure is a model for what states and other teacher preparation programs are beginning to adopt.

We have used these lessons and best practices to support state policy-makers to improve policies in their states so that more students can have access to great teachers. The partnerships described below highlight our most recent work supporting states to improve their educator preparation and licensure policies.

- ***Colorado: Building on TNTP's previous work with the Colorado Department of Education (CDE), in 2014, CDE engaged TNTP to lead a comprehensive review of the state's licensure regulations and licensure to ensure alignment of educator policies including the educator effectiveness system and standards and to help align disconnected or contradictory statutes. TNTP also performed an audit of exams, managed a robust stakeholder engagement process to get input about exams, identify rules that were not aligned with the state's educator effectiveness standards and develop a set of recommendations for changes to state required exams for new teachers. Beginning in the summer of 2011, TNTP led a partnership with CDE and the Colorado Department of Higher Education (CDHE) to study the existing system of educator licensure and make recommendations for a redesign of licensure aligned with the State's other education initiatives including the vision laid out in SB 10-191. As part of this work, TNTP led monthly task force meetings, conducted outreach through more than sixty stakeholder meetings and presented interim findings and recommendations to the State Board of***

Education (SBE). Upon conclusion of the work, TNTP published "Making Licensure Matter," a comprehensive report that made recommendations for raising the bar to entry, basing licensure decisions on educator effectiveness and providing greater autonomy to schools and districts to hire the teachers and principals that fit their needs. In addition to developing recommendations for the licensure system, TNTP worked with CDE to develop a plan for implementing the new system including necessary changes to internal systems, processes, forms and web-based materials. TNTP continued to provide support to CDE and to legislators on the development of legislative strategies and frameworks to redesign educator licensure. Following release of the report, State Senator Mike Johnston and Governor John Hickenlooper convened a working group, the LEAD Compact, to solicit further input and gather support for an effectiveness based system of licensure. Tim Daly, TNTP's President at the time, presented to the Compact on TNTP's findings and research and Partner Berrick Abramson consulted regularly with CDE representatives to the Compact and with its conveners, members and funders.

- ***Massachusetts: Performance based licensure has been a topic of discussion in the Commonwealth for nearly a decade. Beginning in April 2014, the state's Department of Elementary and Secondary Education (DESE) engaged TNTP to develop potential models for transforming Massachusetts' educator licensure system into a performance-based licensure system with stakeholder input. TNTP sub-contracted with a neutral third party vendor, The Keystone Center ("TKC"), to manage the stakeholder engagement and ensure all voices were heard in a collaborative manner recognizing there would be diverse perspectives and ideologies. TNTP worked in close partnership with DESE and TKC to oversee stakeholder engagement efforts, glean actionable findings from the focus groups, interviews and town halls TKC facilitated and to draft a policy implications report for DESE based on the stakeholder input. For the remainder of TNTP's engagement, we were solely responsible for researching national trends and best practices concerning educator licensure and pre-service assessment, conducting a comprehensive review of Massachusetts' licensure policies, systems and operational practices, and supporting DESE to articulate a vision for educator licensure. In addition, midway through our engagement DESE expanded the scope of TNTP's involvement to oversee reforms to the state's licensure processes as well as increase efficiency of Office of Educator Licensure. Our engagement concluded in the summer of 2015 when TNTP delivered a series of recommendations for DESE's consideration to reform its licensure system, which were informed by our research, stakeholder input, our deep engagement in the Department and were aligned to its vision.***

- ***Connecticut: In 2013, TNTP partnered with the Connecticut State Department of Education (CSDE) to provide strategic advice, research and support in their efforts to redesign their systems of educator preparation, licensure and district implementation of educator evaluation systems. As part of the work, TNTP advised CSDE on the work of the Educator Preparation Advisory Council (EPAC), preparing materials for EPAC meetings, providing research to support the Council's work and facilitating meetings of the 30+ member group. The outcomes based framework for educator preparation developed was unanimously adopted by the State Board of Education. TNTP's relationship with CSDE later expanded to include advising the state in their participation in CCSSO's NTEP collaborative and providing strategic, communications and process redesign advice for the state's system of reviewing and approving district plans for implementing educator evaluation systems.***

- ***Rhode Island: As a long-time and committed partner working in Rhode Island on educator preparation and effectiveness, the Rhode Island Department of Education (RIDE) requested that we review and comment on its proposed standards for educator preparation programs. We were pleased to provide detailed feedback and that RIDE adopted some of our suggestions for improvement. Specifically, Rhode Island has adopted a standard that requires educator preparation providers to use an end-of-program performance assessment aligned with the state's evaluation system, similar to the Assessment of Classroom Effectiveness (ACE) System we use with our Teaching Fellows. Additionally, RIDE strengthened the requirements that educator preparation programs report on candidates' performance once they have entered the workforce.***

- ***Louisiana: In addition to the wide ranging work in support of the Louisiana Department of Education (LDOE) educator effectiveness policies discussed below, in 2013, TNTP began formally advising the state on its redesign of educator licensure. TNTP supported LDOE's successful application for CCSSO's NTEP and has provided strategic advice as the state moved forward with its work as part of NTEP and LDOE's broader work aligning licensure with the state's educator effectiveness standards. As with all of TNTP's state policy work, the licensure redesign in Louisiana was informed by extensive research and an awareness of the state context. We researched licensure policy nationwide and internationally to understand goals, innovation and current actions. Our research, combined with our deep understanding of the state context, enabled us to be strategic partners for change which resulted in a cutting edge licensure system.***

State-level educator effectiveness policy changes:

- ***Indiana: TNTP has been supporting Indiana's teacher quality initiatives for years, including helping to shape the laws and regulations governing teacher evaluations when they were first passed in 2011. As the state worked to enact comprehensive legislation relating to educator evaluation, the Indiana Department of Education (IDOE) engaged TNTP for expertise in crafting and strengthening the legislation and to ensure the changes were consistent with best practices and knowledge from the field. Upon passage, IDOE partnered with TNTP to bring its legislation to fruition, including the development and implementation of regulations and regulatory guidance, stakeholder engagement on approach and system design, and the development, piloting and statewide roll-out of 21st-century evaluation and compensation models that recognize classroom results and reward teacher excellence. Unfortunately, in the years since our first engagement ended, Indiana, like many states, has experienced challenges with the implementation of its evaluation policies and systems. Their issues have ranged from inflated teacher evaluation ratings to low teacher confidence in the system itself. To help address these implementation challenges, in 2014 and 2015, the Indiana State Board of Education (IN SBOE) engaged TNTP to review its state evaluation laws and offer recommendations on how to improve its regulatory or statutory language in order to strengthen the implementation of their teacher evaluation system. After being presented with our recommendations, the vast majority of our proposed changes were adopted by the IN SBOE. Ultimately, these changes would help to improve the state's teacher evaluation system, giving teachers an understanding of their performance in the classroom, supporting them in the development of their instructional skills, and improving academic outcomes for students. Once these recommendations were approved, the IN SBOE charged the Stakeholder Design Committee (SDC) to execute the recommendations it adopted and develop other recommendations for the IN SBOE to consider. To support the work of the SDC, TNTP provided preparation materials, including the scope and sequence for the meetings, materials and facilitation support.***

- ***Rhode Island: RIDE committed to a statewide evaluation system that gives significant weight to student learning. Beginning in 2011, RIDE partnered with TNTP over more than three years to develop and implement a comprehensive, user-friendly evaluation system that represents the best thinking from around the state. RIDE and TNTP worked in tandem alongside educators, national experts, and labor leaders to pilot this statewide evaluation model. TNTP partnered with RIDE to develop significant written support for system implementation, found at: http://www.ride.ri.gov/educatorquality/educatorevaluation/.***

- ***Louisiana: TNTP has partnered with the LDOE to assist in implementing its suite of reforms relating to teacher quality. Specifically, TNTP provided support for reforms included in new "ACT 1" legislation, which required reform of contracts with Superintendents, new compensation models, and an end to "last in first out" layoff policies. TNTP also worked with LDOE to develop a statewide process to train evaluators and ensure that they have the skills necessary for effective implementation of the COMPASS evaluation model. To bring COMPASS to scale successfully, TNTP prepared a team of evaluation experts to deliver training statewide and will distributing key training materials.***

Project Team

The TNTP's project team will consist of a Partner who will oversee the engagement as well as Project Director who will be responsible for the research and day-to-day needs of the client. In addition, this team will have the benefit of additional Partners who have deep context in state licensure policies. The members of the project team and its advisors have participated in or managed similar engagements in Colorado, Connecticut, Indiana, Louisiana, Massachusetts and Rhode Island. Additionally, members of the project team have deep knowledge of Nevada's licensure requirements through other TNTP engagements. The team brings to this partnership a deep understanding of the issues as well as Nevada-specific context. In addition to the members of this team, TNTP will dedicate other staff as needed, all with experience in state-level policy, stakeholder engagement and strategic consulting.

Additionally, the NDE will have the benefit of all the resources and skill TNTP brings with it. We enjoy the full-time expertise of a large communications and information technology teams that are experienced in supporting the work of our staff on the ground in school districts. We believe that communication and stakeholder engagement are critical requirements for successfully managing change, and we bring seasoned communications professionals to our engagements in order to ensure that the communications strategy is tailored for long-term success.

TNTP has worked successfully with many clients to control costs, ensure service reliability and maintain schedules. We are experts at bidding our work and will deliver the promised work for the promised price. We manage projects tightly to deadlines using a variety of project management tools and techniques appropriate to the situation. It is critically important to us to establish regular, focused contact with our clients to ensure that we talk candidly about expectations for the work and solve problems as they arise. Generally, we will work with you at the outset of the engagement to establish a schedule of calls and meetings with appropriate staff, as shown in the Scope of Work, Project Plan and Timeline above.

We will come to each call and meeting prepared with an update of where the work stands, and will be ready to raise any issues or concerns and discuss next steps. During regular check-ins and throughout the engagement we will do our best to forecast time demands on our clients. We develop close, congenial relationships with our clients; our goal is to have them view us as part of their team. We set internal goals for client satisfaction on all engagements, which are taken seriously and monitored by senior leadership.

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

As mentioned above, TNTP's origins are in supporting public education systems to improve the way they recruit, train and hire new teachers. For over 15 years, we have been training highly-effective teachers for high-need schools. Through that work, we have become experts in navigating the state laws that govern educator licensure, preparation and accountability.

For more than ten years, TNTP has advised states on existing educator policies and supported their efforts to advance new policies through legislation and rulemaking. Over five years ago, we first engaged with Colorado to explore the redesign of its licensure system. Since then, we have supported four additional states to study and reform their licensure policies, systems and practices. We have partnered with nearly a dozen states on a broader array of teacher quality policies ranging from educator evaluation to compensation and career pathways.

The partnerships described above provide more detail on the depth and breadth of our experience supporting states to improve their educator preparation and licensure policies.

4.2 Subcontractor Information

4.2.1 Does this proposal include the use of subcontractors?

Yes		No	X

4.3 Business References

Reference #:			***1***
Company Name:			***The New Teacher Project (TNTP)***
Identify role company will have for this RFP project (Check appropriate role below):			
x	***VENDOR***		***SUBCONTRACTOR***
Project Name:	***Educator Licensure Study (Reference # 2101)***		
Primary Contact Information			
Name:	***Hannah Dietsch, Deputy Superintendent***		
Street Address:	***1201 North Third Street***		
City, State, Zip:	***Baton Rouge, LA 70802***		
Phone, including area code:	***(225) 223-4816***		
Facsimile, including area code:	***n/a***		
Email address:	***HANNAH.DIETSCH@LA.GOV***		

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Alternate Contact Information	
Name:	***John White***
Street Address:	***1201 North Third Street***
City, State, Zip:	***Baton Rouge, LA 70802***
Phone, including area code:	***Email preferred***
Facsimile, including area code:	***Email preferred***
Email address:	***John.White@LA.Gov***
Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***TNTP worked with the Louisiana Department of Education over the course of two years to support statewide initiatives. In the first year, TNTP supported the roll out and implementation of the Louisiana Compass evaluation system and new performance-based compensation systems through both designing and delivering workshops and training trainers to deliver them, helping the Department of Education to consider and identify success metrics, and creating tools and resources for district leaders to use when designing new compensation systems. In the second year, TNTP provided strategic support and capacity to the Louisiana Department of Education to complete the project plan for designing the state's new licensure and accountability system, including conducting policy and data analysis, other research, and surfacing the questions and decisions the state would need to make in such an endeavor.***
Original Project/Contract Start Date:	***September 2013 (work began on the licensure study)***
Original Project/Contract End Date:	***August 2014 (all work on licensure and evaluation concluded)***
Original Project/Contract Value:	***$550,000 for the licensure study and support and continued support on evaluation implementation***
Final Project/Contract Date:	***August 2014***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes***

Reference #:	***1***
Company Name:	***The New Teacher Project (TNTP)***

Identify role company will have for this RFP project ***(Check appropriate role below):***			
x	***VENDOR***		***SUBCONTRACTOR***
Project Name:	***Educator Licensure Rules Alignment & Licensure Test Analysis***		
Primary Contact Information			
Name:	***Colleen O'Neil, Executive Director, Office of Professional Services and Educator Licensing, Colorado Department of Education***		
Street Address:	***201 East Colfax Avenue, Room 205***		
City, State, Zip:	***Denver, CO 80203***		
Phone, including area code:	***(303) 866-6945***		
Facsimile, including area code:	***n/a***		
Email address:	***Oneil_C@cde.state.co.us***		
Alternate Contact Information			
Name:	***Jill Hawley, formerly Associate Commissioner, Colorado Department of Education (during contract period). Now Associate Chief of Academics, Denver Public Schools***		
Street Address:	***1860 Lincoln St.***		
City, State, Zip:	***Denver, CO 80203***		
Phone, including area code:	***(720) 423-3018***		
Facsimile, including area code:	***n/a***		
Email address:	***Jill_hawley@dps12.org***		
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***In 2014, CDE engaged TNTP to lead a comprehensive review of the state's licensure regulations and licensure to ensure alignment of educator policies including the educator effectiveness system and standards and to help align disconnected or contradictory statutes. TNTP also performed an audit of exams, managed a robust stakeholder engagement process to get input about exams, identify rules that were not aligned with the state's educator effectiveness standards and develop a set of recommendations for changes to state required exams for new teachers.***		
Original Project/Contract Start Date:	***July 1, 2014***		
Original Project/Contract End Date:	***June 30, 2015***		

Original Project/Contract Value:	***$138,000***
Final Project/Contract Date:	***June 30, 2015***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes. There were adjustments made throughout the contract to specific deliverables and scope based on the needs of CDE. All deliverables and services agreed upon were provided on time.***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes.***

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Reference #:	***2***		
Company Name:	***The New Teacher Project (TNTP)***		
Identify role company will have for this RFP project ***(Check appropriate role below):***			
x	***VENDOR***		***SUBCONTRACTOR***
Project Name:	***Indiana RISE Refresh***		
Primary Contact Information			
Name:	***Ashley Cowger, Former Chief of Staff for Indiana State Board of Education***		
Street Address:	***143 West Market, Suite 500***		
City, State, Zip:	***Indianapolis, Indiana 46204***		
Phone, including area code:	***(219) 508-8042***		
Facsimile, including area code:	***(317) 233-6632***		
Email address:	***ashleycowger@gmail.com***		
Alternate Contact Information			
Name:	***Brian Murphy***		
Street Address:	***143 West Market, Suite 500***		
City, State, Zip:	***Indianapolis, Indiana 46204***		
Phone, including area code:	***(317) 233-6809***		
Facsimile, including area code:	***(317) 233-6632***		
Email address:	***bmurphy@sboe.in.gov***		
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***Beginning in fall 2014, the Indiana State Board of Education (IN SBOE) engaged TNTP to review its state evaluation laws and offer recommendations on how to improve its regulatory or statutory language in order to strengthen the implementation of their teacher evaluation system. After being presented with our recommendations, the vast majority of our proposed changes were adopted by the IN SBOE. Ultimately, these changes would help to improve the state's teacher evaluation system, giving teachers an understanding of their performance in the classroom, supporting them in the development of their instructional skills, and improving academic outcomes for students.***		

	Once these recommendations were approved, the IN SBOE charged the Stakeholder Design Committee (SDC) to execute the recommendations it adopted and develop other recommendations for the IN SBOE to consider. To support the work of the SDC, TNTP provided preparation materials, including the scope and sequence for the meetings, materials and facilitation support.
Original Project/Contract Start Date:	***November 15, 2014***
Original Project/Contract End Date:	***March 31, 2015***
Original Project/Contract Value:	***$75,000***
Final Project/Contract Date:	***September 30, 2015***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes, with mutually agreed upon adjustments to scope and timeline.***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes.***

PROPOSED STAFF RESUME FOR RFP 2101

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***The New Teacher Project (TNTP)***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Berrick Abramson***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Partner***		
# of Years in Classification:	***5***	**# of Years with Firm:**	***5***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Berrick Abramson leads TNTP's Policy and Government Affairs practice, working with state leaders and other stakeholders to research, craft and implement scalable, sustainable systems and policy changes that increase the number of effective teachers in the classroom, improve the quality and rigor of instruction for all students, support school leaders in increasing the effectiveness of all teachers and to improve hiring/retention processes.

Prior to joining TNTP, Berrick spent fifteen years as a public policy and political consultant for candidates and policy initiatives in Colorado, California and Washington, D.C., with a focus on issues relating to public education, early childhood education and children's welfare. Berrick has guest lectured for political science, public policy and public administration courses at the University of Denver, Regis University and Metropolitan State University of Denver.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

As a Partner with TNTP over the last five years, Berrick has advised state officials, legislators and stakeholders on state policy relating to educator preparation, educator licensure, evaluation and career ladder structures and state education agency educator effectiveness strategy. In addition to his work on state policy, Berrick has provided research and strategic advice to large school districts on educator employment contracts, collective bargaining agreements and compensation structures.

- ***Berrick currently leads our work with the Colorado Educator Preparation Innovation Coalition (EduPIC), a coalition of preparers, district personnel and state officials convened by TNTP with the support of state officials to develop a framework to grant greater autonomy to preparation programs and hold those programs accountable for the outcomes of their program and the ability of their completers to meet the needs of the state's students.***
- ***In 2014 and 2015, Berrick led TNTP's partnership with the Massachusetts Department of Elementary and Secondary Education (ESE) to redesign educator licensure and with the Colorado Department of Education (CDE) to review of the state's licensure regulations and licensure to ensure alignment of***

educator policies including the educator effectiveness system and standards and to help align disconnected or contradictory statutes.

- ***Also in 2014 and 2015, he led TNTP's work with the Indiana Board of Education to study the state's educator evaluation system and make recommendations for improvements.***
- ***During 2013, Berrick provided policy, strategy and communications advice to the Connecticut State Department of Education on the redesign of educator preparation policies, career ladder opportunities and the CSDE's overall educator effectiveness strategy.***
- ***From 2011-12, Berrick led a team in partnership with the Colorado Department of Education and Department of Higher Education to research redesigning licensure.***

Relevant Publications Include:

- ***He was the lead author of TNTP's "Making Licensure Matter," that made recommendations for raising the bar to entry, basing licensure decisions on educator effectiveness and providing greater autonomy to schools and districts to hire the teachers and principals that fit their needs.***
- ***Recent articles Berrick has written addressing state policy include "How Can States Help Teachers Improve," "States are Part of the Teacher Pay Problem," "Paperwork Does Not a Teacher Make," "The 2014 State Policy To-Do List," and "State Policy: The Right (and Left) Place for Action."***

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

University of California Santa Barbara, Santa Barbara, CA ***1990 - 1994***
Bachelor of Arts in History, Minor: Political Science

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

N/A

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Jill Hawley
Associate Chief of Academics, Denver Public Schools. Formerly Associate Commissioner, Colorado Dept of Education
(720) 423-3018 / jill_hawley@dps12.org

Christine Scanlan
President & CEO, Keystone Policy Center
(970) 513-5841 / cscanlan@keystone.org

Leslie Colwell
Vice President of K-12 Education Initiatives, Colorado Children's Campaign
(303) 620-4534 / leslie@coloradokids.org

Sarah Barzee
Chief Talent Officer, Connecticut Department of Education
(860) 713-6848 / sarah.barzee@ct.gov

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Company Name Submitting Proposal:	*The New Teacher Project (TNTP)*

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	*X*	Subcontractor:	

The following information requested pertains to the individual being proposed for this project.

Name:	*Jessica Conlon*		Key Personnel: (Yes/No)	*Yes*
Individual's Title:	*Partner*			
# of Years in Classification:	*Less than 1*	# of Years with Firm:		*3.5*

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE
Information should include a brief summary of the proposed individual's professional experience.

As a Partner in TNTP's Policy & Government Affairs practice, Jessica leads key initiatives with states seeking to establish or improve policies and practices at scale that will increase the number of effective teachers in the classroom, improve the quality and rigor of instruction for all students, and support school system leaders in increasing the effectiveness of all teachers.

Before joining TNTP, Jessica worked as the Director for Legislative Support for StudentsFirst. In that role, Jessica managed the team of legislative analysts that drafted and reviewed education legislation in the 16 states in which StudentsFirst was engaged. Prior to her time at StudentsFirst, Jessica served as the Director of Human Capital for KIPP: Austin, where she worked closely with leadership to support the CMO in establishing and implementing best practices for attracting, developing and retaining talent at all levels. While at KIPP:Austin, Jessica established a robust evaluation system for all employees in the region, that included competencies aligned to their roles and goals aligned across schools and departments. Jessica was also a litigator with an emphasis on labor and employment issues and taught middle school ELA in the South Bronx, New York.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Since 2012, Jessica has worked with a variety of clients – ranging from district leaders, to state agencies, to philanthropic partners – to achieve ambitious goals, support educators and improve outcomes for students.

- ***Jessica's current body of work is focused on educator preparation and licensure.***
  - ***In collaboration with Berrick Abramson, Jessica leads work with the Colorado Educator Preparation Innovation Coalition, a coalition of preparers, district personnel and state officials convened by TNTP with the support of state officials to develop a framework to grant greater autonomy to preparation programs and hold those programs accountable for the outcomes of their program and the ability of their completers to meet the needs of the state's students.***
  - ***Jessica leads a team working with external partners to establish an undergraduate teacher residency with a Historically Black College or University.***
- ***From 2014 to 2015, as a Project Director with TNTP, Jessica led TNTP's partnership with the Indiana Board of Education to study the state's educator evaluation system and make recommendations for improvements. As lead on that engagement, she authored several reports and analytical summaries of***

the state's implementation of its evaluation system. She oversaw the statewide stakeholder engagement initiative, including focus groups and multiple statewide surveys. She also supported the IN SBOE's facilitation of the Stakeholder Design Committee and statewide stakeholder engagement.

- ***Since 2014, Jessica has been part of a small team that advised a national funder on its five year strategic plans in two key states, with an emphasis on improving teacher quality and student outcomes in those states.***
- ***From 2012 to 2014, Jessica supported Newark Public Schools on a variety of initiatives aimed at improving the district's human capital practices. Most recently, Jessica worked closely with the district's top officials to explore bold alternatives to encourage smart retention of the district's best teachers during its budget crisis.***

Relevant Publications Include:

- ***Recent articles Jessica has written addressing state policy include "The Changing Role of the SEA" and "Case Closed: Why Vergara Must be Upheld in California"***

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

University of Missouri – Columbia School of Law, Columbia, MO ***2005 – 2008***
Juris Doctor

Pace University, New York City, NY ***2003 – 2005***
Masters of Science in Teaching

Boston University, Boston, MA ***1999 – 2003***
Bachelor of Arts in English Literature, Minor in French Literature

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Admitted to the Missouri Bar in 2008
Admitted to the Illinois Bar in 2009
New York City Initial Certificate of Teaching. Valid: 2005 – 2010

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Jessica Wilson
Executive Director of Educator Effectiveness
Cleveland Metropolitan School District
412-867-8470 / jess.o.wilson@gmail.com

Ashley Cowger
Director of Special Education
Indianapolis Public Schools (Formerly Chief of Staff to the State Board of Education)
219-508-8042 / ashleycowger@gmail.com

Gabrielle Misfeldt
Director of Human Capital
ReNew Schools – New Orleans

TNTP reimagine teaching

920-544-2912 / gabrielle.misfeldt@gmail.com

Company Name Submitting Proposal:	*TNTP*

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	*X*	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	*Brandy Fluker Oakley*		**Key Personnel: (Yes/No)**	
Individual's Title:	*Project Director*			
# of Years in Classification:	*1.5*	**# of Years with Firm:**		*1.5*

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE
Information should include a brief summary of the proposed individual's professional experience.

Brandy Fluker Oakley works as a Project Director at TNTP consulting with state leaders and managing projects focused on statewide teacher effectiveness policies, district enrollment policies and central office hiring, and stakeholder/community engagement. Prior to TNTP, Brandy created political strategies to advance district and state-wide policies, while managing a team of organizers who focused on engaging parents and teachers in the policy-making and political processes. She also strategized with district and elected officials, and managed the hiring process and match-process strategy for several high-performing charter schools and a turn-around district in Massachusetts. Brandy also taught in Baltimore city and worked as a Public Defender. She holds a degree in policy from the Maxwell School at Syracuse University and a law degree from Emory.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

As a Project Direct with TNTP since 2014, Brandy has worked extensively with state education leaders to assess and improve policies related to educator quality. She has deep knowledge of licensure policies in a variety of states, including Nevada.

- ***From October to December 2015, to support TNTP's Nevada Teaching Corps, Brandy reviewed statute and regulations related to the certification of elementary programs and provide program recommendations to TNTP to meet the state requirements.***
- ***In 2014 and 2015, Brandy led the day-to-day research and client support for TNTP's partnership with the Massachusetts Department of Elementary and Secondary Education to study the state's educator licensure system. As part of that engagement, Brandy reviewed statutes and regulations pertaining to educator licensure and conducted an extensive analysis examining the state statute, board regulations, and practices of the licensure offices related to teacher certification. She also conducted statewide tour of focus groups with the field (higher education personnel, teachers, administrators, school committee members, etc.) to understand challenges with current licensure system and distill data to provide recommendations for making licensure more meaningful and related to performance.***
- ***Also in 2014 and 2015, Brandy led the research for TNTP's engagement with the Colorado Department of Education to study its licensure policies. Brandy reviewed statutes and regulations pertaining to educator licensure and conducted an extensive analysis examining the state statute, board regulations, and practices of the licensure offices related to teacher certification. She also conducted***

statewide tour of focus groups with the field (higher education personnel, teachers, administrators, school committee members, counselors, nurses, etc.) to understand challenges with current licensure system and distill data to provide recommendations for aligning the rules to state statute and the practice of the educator certification office.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Emory University, Atlanta, GA ***Aug 2007 – May 2010***
Juris Doctor

The Johns Hopkins University, Baltimore, MD ***Jun 2005 – May 2007***
Master of Art Education, Elementary Education

Syracuse University, Syracuse, NY ***Jul 2001 – May 2005***
Bachelor of Science in Social Work and Bachelor of Arts in Public Policy; urban ed. concentration

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Admitted to the Massachusetts Bar in 2010. Active Bar Status 2010-2015.
Maryland Standard Professional Teacher License: Elementary Education. Valid: 2007 – 2011.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Kenya Bradshaw
Vice President Community Engagement
TNTP
832-919-0851 (m)
kenya.bradshaw@tntp.org

Berrick Abramson
Partner
TNTP
303-482-1775 (w)
berrick.abramson@tntp.org

Jessica Conlon
Partner
TNTP
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jessica.conlon@tntp.org

Tab IX – Project Plan, Including Project Timeline

The proposed Project Plan below recognizes the intersection of many of the requested deliverables and reflects the holistic approach TNTP will take to the work. We expect to be able to maximize our time and resources by conducting a comprehensive review of the requested topics at one time and then offer recommendations that capture the interrelated nuances of these policies and systems. We propose submitting Deliverables outlined in Sections 3.6.1, 3.6.2 and 3.6.3 by September 2016. Once accepted, we can begin work on the Deliverable outlined in 3.6.4, which we expect to submit by October 2016.

To that end, we offer the following Project Plan and timeline for producing the four requested deliverables.

Phase	Dates	Deliverables / Activities
Launch of Engagement	***Start of Contract – April 30***	***Kickoff call with TNTP Partner responsible for contract and Nevada client lead for work to establish expectations and working norms, review scope of work, timeline and plan of action*** ***Calls and/or meetings as appropriate between TNTP project team and Nevada staff involved in work*** ***Establish regular calls and/or meetings between TNTP project team and Nevada staff throughout the engagement***

Phase I: Research & Due Diligence	***April 30 – July 15***	***Research***
		• ***Comprehensive review of NAC and NRS with a focus on opportunities to increase alignment between them as well as opportunities to align licensure requirements to NEPF***
		• ***Identify and obtain additional data or information needed from State or LEAs to inform research***
		• ***Examination of available State and/or LEA data on rates and trends in licensure usage (per our response to Section 3.2 above)***
		• ***Review of licensure and endorsement processes for efficiency, including:***
		  ○ ***Federal requirements***
		  ○ ***All available licensures and endorsements***
		  ○ ***National reciprocity***
		  ○ ***Renewal requirements***
		  ○ ***Fee structure***
		• ***Review of Nevada Educator Performance Framework and related State guidance***
		• ***Review of available actions that can be taken against licenses as well as available State data on the frequency of these actions***
		• ***Research other state licensure systems to glean effective practices aligned to Nevada's goals and context, including:***
		  ○ ***Alignment to performance standards***
		  ○ ***Pre-service assessment of educators***
		  ○ ***Comparability of Nevada's fee schedule***

		Consultation & Engagement • ***Conduct ongoing calls and meetings with State***

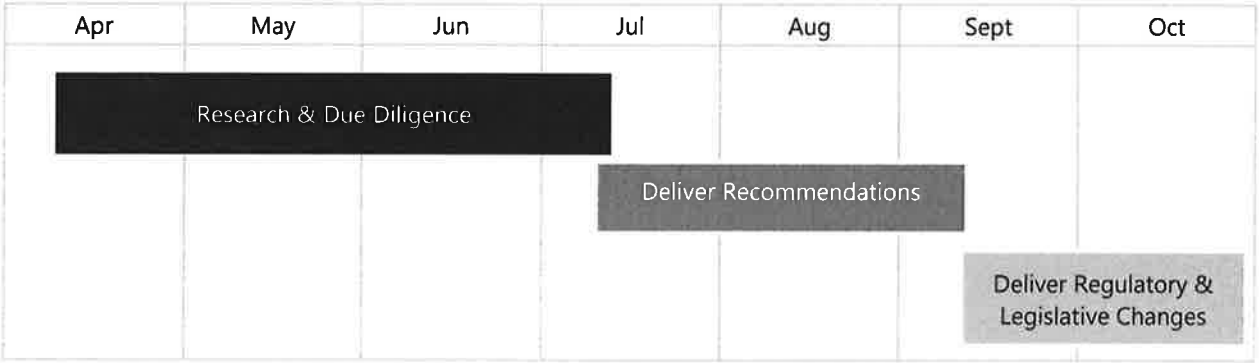
		personnel to report on progress, discuss findings and troubleshoot obstacles if necessary • ***Consult with State personnel to identify inefficiencies, pain points or unnecessary complexity in the State's licensure system and processes*** • ***Based on NDE's interest and other financial considerations, engage with district leaders and educators to assess strengths and desired improvements for the State's licensure system and processes***

Phase II: Prepare and Deliver Recommendations	***July 16 – September 15***	***<u>Draft Deliverables</u>***
		(Deliverables outlined in Sections 3.6.1 and 3.6.3 can be combined into one report. Each specific deliverable is noted in the outline below.)
		• ***Prepare a memorandum (or a series of memoranda) that summarizes TNTP's review of NAC 391 and offers recommendations for the State to (Deliverable 3.6.1):***
		  ○ ***Improve alignment between NAC 391 and NRS 391***
		  ○ ***Improve alignment between the licensure system and the Nevada Educator Performance Framework***
		  ○ ***Take advantage of opportunities to bring the offered licenses and endorsements in line with national best practices while still meeting the needs of Nevada's diverse LEAs***
		  ○ ***Increase efficiency of the State's licensure processes and systems so that it can redirect resources to ensuring all LEAs – and in turn students – have the high-quality educators they need***
		  ○ ***Increase the efficacy, fairness and legal defensibility of actions taken against licenses***
		  ○ ***Revise regulations to meet the recommendations outlined above (Deliverable 3.6.2)***
		• ***Provide a report of the research and stakeholder engagement that informed TNTP's recommendations to bring Nevada's licensure systems in line with best practices (Deliverable 3.6.3)***

		<u>Continued Consultation, Engagement and Research</u> • ***Conduct ongoing calls and meetings with State personnel to report on progress, discuss findings and troubleshoot obstacles if necessary*** • ***Continued research as needed to adjust to and build on client's feedback on findings***
		Present Deliverables 3.6.1, 3.6.2 and 3.6.3 • ***Submit final versions of deliverables outlined above to the client team*** • ***Present and discuss the deliverables either in person or virtually with the client team***

Phase III: Prepare Regulatory or Legislative changes	***September 16 – October 31***	***<u>Draft Language</u>*** • ***Once Deliverables 3.6.1, 3.6.2 and 3.6.3 have been accepted, TNTP will work with the appropriate State personnel to prepare regulatory language and/or Bill Draft Requests as appropriate.***
		Present Deliverable 6.3.4 • ***Submit final versions of the recommended regulatory changes and Bill Draft Requests to the client team*** • ***Present and discuss the deliverables either in person or virtually with the client team***

Proposed Timeline



TNTP reimagine teaching

Tab X – Other Informational Material
Our Impact

Since 1997, we've helped more than 200 public school systems give more students access to a great education. We work at every level of the public education system, supporting our partners in three areas to ensure teachers succeed and students thrive:

1. Attract and train talented teachers and leaders

We find and develop great people for our schools. We've helped dozens of partners develop strong school leaders and effective central office teams, and we hold the highest standard for certification of any teacher training program in the country.

Past and present clients include:
Baltimore · Charlotte · Chicago · Cincinnati · Denver · Fort Worth · Houston · Memphis · Minneapolis · Nashville · New Orleans · New York · Oakland · San Francisco · St. Paul · Washington, D.C.

- Trained 34,000 teachers for high-need schools and subjects, many through our flagship Teaching Fellows programs.
- Filled 25,000 teacher vacancies, helping large districts open the year fully staffed.
- Launched three school leadership training programs, with four more underway.

2. Support rigorous instruction in every classroom

We ensure students are studying challenging and engaging content. We're helping partners support their teachers and students in the shift to high standards like the Common Core.

Past and present clients include:
Boston · Broward · Charlotte · Duval · Fresno · KIPP New Orleans · Memphis · Pinellas · Pasco

- Compiled one of the largest data sets on Common Core instruction in the country.
- Observed more than 1,000 classrooms in a single semester.
- Designed custom summer trainings for experienced teachers and leaders on Common Core instructional shifts.

3. Create environments that prioritize great teaching

We create conditions that allow everyone to do their best work. We advance policies that reward and retain great teachers, and help leaders cultivate strong school communities.

Past and present clients include:
Bridgeport · Camden · Chicago · Clark County · Denver · Memphis Indiana · New Haven · Newark · Philadelphia · Louisiana's Recovery School District · Rhode Island · Trenton · Texas

- Reached 15 percent of U.S. teachers with our next-generation evaluation systems.
- Helped design and implement new career and compensation options benefiting 31,000 teachers in 1,000 schools.
- Surveyed teachers in 1,300 schools to assess school culture and map a plan for improvement.

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Our Perspective

We share what we're learning in schools and districts nationwide through our publications. As we work alongside teachers and leaders, we identify common challenges and publish promising solutions. Our signature research studies, like *The Widget Effect* (2009) and *The Irreplaceables* (2012), have redefined critical issues like teacher evaluation and retention—and inspired widespread policy change. Our latest report, *The Mirage* (2015), challenges conventional wisdom on teacher development and asks what it will take to achieve great teaching in more classrooms.

Selected Publications

The Mirage (2015)

Conventional wisdom is that consistently great teaching is just over the horizon, with the right professional development. But that's just a mirage.
Download the report »

Shortchanged (2014)

The way we pay our teachers is shortchanging the very best.
Download the report »

The Irreplaceables (2012)

The real teacher retention crisis is not only a failure to retain enough teachers, but a failure to retain the *right* teachers.
Download the report »

The Widget Effect (2009)

Our public education system treats teachers as interchangeable parts, not individual professionals.
Download the report »

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Our People

TNTP is a virtual organization with 400 staff members working in 150 cities nationwide, many based in school and district offices. Half of us are former teachers, principals, and district leaders. This helps us understand our partners' daily challenges and flexibly meet their needs, from quick advice to multi-year support.

Our Executive Leadership Team

Daniel Weisberg, Chief Executive Officer

As TNTP's Chief Executive Officer, Dan Weisberg oversees TNTP's executive team and all aspects of the organization's operations, strategy and growth. Prior to becoming CEO in June 2015, Dan built and led a 130-person team to support the efforts of school systems and states nationwide to recruit, develop and retain effective teachers and principals. Daniel came to TNTP from the New York City Department of Education, where he led critical union negotiations as the Chief Executive of Labor Policy and Implementation. Daniel has 20 years of experience in labor and employment law, holds a J.D. from New York University Law School and a BA in Political Science from Columbia College.

Karolyn Belcher, President

As TNTP's President, Karolyn Belcher oversees all of TNTP's partnerships with school systems nationwide. She has served in a variety of senior leadership roles, including Executive Vice President for TNTP's New Teacher Effectiveness group, where she led 150 staff members to recruit teachers for high-need schools and pioneer new ways of preparing those teachers to be effective in the classroom. Karolyn began her career teaching science in New Orleans as a charter corps member of Teach For America. She has a BA in Biological Science from Mount Holyoke College and an MA of Education in Education Leadership from Teachers College, Columbia University.

Layla Avila, Chief of Staff and Executive Vice President, Strategic Projects

Layla Avila leads TNTP's efforts to broaden our impact through strategic partnerships. She also serves as Chief of Staff for CEO Dan Weisberg, and oversees TNTP's fundraising, new business development, and external research and evaluation. Layla started her career with Teach For America in 1997, working as a bilingual and ESL teacher and school leader at August A. Mayo Elementary School in Compton, CA. She also served as an analyst for the White House Initiative on Educational Excellence For Hispanic Americans, an interagency working group to increase educational opportunities for Hispanic Americans. Layla holds a BA in Economics from Columbia University and a Master's degree in Public Policy from the Kennedy School of Government at Harvard University.

Amanda Kocon, Executive Vice President, Strategy & Emerging Services

Amanda Kocon oversees Strategy & Emerging Services at TNTP, where she leads the team working with clients to design and implement innovative approaches to transform schools and school systems. Prior to this role, Amanda served as the Vice President of Emerging Services at TNTP. Amanda also led the research team for TNTP's flagship study on teacher retention, The Irreplaceables (2012), and for Shortchanged (2014). Amanda worked for 15 years in financial

services, most recently as the Chief Operating Officer for JP Morgan's Global Futures & OTC Clearing division, and has extensive experience growing businesses and innovating across products, operations and technology.