



New York State Race to the Top Plan

PARTICIPATING LEA FINAL SCOPE OF WORK – **TEACHER AND PRINCIPAL EVALUATION**
SYSTEM IMPLEMENTATION CERTIFICATIONS FOR SUBMISSION ON OR AFTER
JULY 1, 2011

INTRODUCTION

Public Charter Schools

Although public charter schools are not legally required to implement Education Law §3012-c, for purposes of participation in the State's RTTT plan and receiving funds to implement Section D activities, charter schools must evaluate all classroom teachers and building principals using a comprehensive annual evaluation system that is consistent with the following elements of Education Law §3012-c: (1) is based on multiple measures of effectiveness, including 40% student achievement measures, which would result in a single composite effectiveness score for every teacher and principal; (2) differentiates effectiveness for teachers and principals using the following four rating categories: Highly Effective, Effective, Developing, and Ineffective; and use such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development; and (3) provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective. If a public charter school's teachers and/or principals are represented by a collective bargaining agent, such charter school must certify that any contracts comply with the relevant provisions of Education Law §3012-c as stated above before the Section D apportionment will be available to spend on implementation activities. If a public charter school's teachers and/or principals are not represented by a collective bargaining agent, such charter school must certify that it has established a teacher and principal evaluation system that is consistent with the three elements of Education Law §3012-c described above.

INSTRUCTIONS

Please review the two scenarios below, select the scenario(s) that accurately describes your LEA's situation by checking the box, print out the form, have the appropriate leaders sign and date; then send the form with **original signatures** to:

RTTT Evaluation Law Certification
RTTT Performance Management Office
Room 375 EBA
New York State Education Department
89 Washington Ave.
Albany, NY 12234

This completed certification can be filed at any time between 7/01/11 and 06/30/13.

PUBLIC CHARTER SCHOOLS WITH NO COLLECTIVE BARGAINING AGREEMENT

By signing this document, the participating public charter school hereby certifies that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that is consistent with the following elements of Education Law §3012-c: (1) is based on multiple measures of effectiveness, including 40 % achievement measures, which would result in a single composite effectiveness score for every teacher and principal; (2) differentiates effectiveness for teachers and principals using the following four rating categories: Highly Effective, Effective, Developing, and Ineffective; and uses such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development; and (3) provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective.

Public Charter School Name: _____

Public Charter School Governing Board Chair

Signature

Print Name

/ /

Date

PUBLIC CHARTER SCHOOL WITH COLLECTIVE BARGAINING AGREEMENT

By signing this document, the public charter school and its collective bargaining agent(s) hereby certify that all new and/or existing collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that is consistent with the following elements of Education Law §3012-c: (1) is based on multiple measures of effectiveness, including 40% student achievement measures, which would result in a single composite effectiveness score for every teacher and principal; (2) differentiates effectiveness for teachers and principals using the following four rating categories: Highly Effective, Effective, Developing, and Ineffective; and uses such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development; and (3) provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective.

Public Charter School Name: _____

Public Charter School Governing Board Chair

Local Union Leader

Signature

Signature

Print Name

Print Name

/ /

/ /

Date

Date