

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120083



Applicant Name: New York City Department of Education

Reviewer Code: 23A

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The vision for improvement is clear throughout the document. They are using the Danielson framework (p.e112) to define what effective teaching looks like. The district has recently piloted a Teacher Effectiveness Program (TEP) that focuses on increasing instructional supervision and support through in-classroom coaching. (p. e24) and established Citywide Instructional Expectations (CIE) which articulates activities teachers and principals are supposed to utilize in the performance of their jobs (p.e23).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and</p>	35	

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retaining them in those schools.		33
<p>Comments</p> <p>This proposal shows much promise for increasing the number of effective teachers and teacher leaders present in high-need schools and for developing the effectiveness of teachers already working in these schools. They provide a vision for instructional improvement that involves increasing the number of effective teachers and principals in hard to staff high needs middle schools (p.e28-29) and integrating the Common Core Standards (p.e22). However, little evidence is provided that early career teachers or those not seeking career lattice positions will be attracted to teach in these schools. Nor are there real incentives to attract more effective principals to the district’s high-need schools, other than they have the opportunity to work with more effective teachers and they would receive assistance with some of their instructional leadership tasks because of the addition of the teacher leaders that would be assigned to assist in these schools.</p> <p>Many human capital decisions in this proposal such as attracting, retaining, and developing a high caliber teaching force and implementing new teacher evaluation systems (See p. e 10- 11) will be impacted by data on educator effectiveness.</p> <p>This application places appropriate weight on use of educator effectiveness ratings for human capital decisions. The NY state educator evaluation law 3012-c requires that termination procedures for educators include ratings of effectiveness; the NYCDOE school district stated that it aligned human resource decision making with this law. This law applies to teachers, teacher leaders, and principals.</p> <p>The feasibility of the HMCS is addressed on pages e32-33. The district has extensive prior experience in use of information from educator evaluations involving value added measures to inform decisions regarding human capital; these are described on pp. e22-26. However, the applicant states that its use of the educator evaluation described in this plan to assess teachers and principals has only been used to date for research and development purposes and has not, yet been used as a high-stakes measurement (p.e32)</p> <p>Ample evidence is present that demonstrates that NYCDOE has gone to great lengths to ensure that this lack of experience in the use of a “high-stakes” PBCS does not result in a system that is not well designed based on current research and industry standards. To this end, the applicant consulted with experts in the field to develop sound industry standard practices to inform the development of their value added model (VAM). It is evident that consultations with reputable experts in a number of relevant fields (e.g. American Institute for Research (AIR), Wisconsin Value-added Research Center, New York State Education Department (NYSED),</p>		

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Consortium for Chicago Public Schools) have built the capacity of the school system to use educator effectiveness as a factor in a human capital decisions (p.e24). Recent state policy changes (i.e. NY state educator evaluation law 3012-c) have created a favorable environment for the success of this district’s proposed HCMS.

The district and community leadership’s commitment to providing the training and financial support for the program was presented. This should be sufficient to ensure implementation of the HCMS with all of its component parts (p.e33).

Monetary inducements associated with Effective and Highly Effective performance and access to higher paying career lattice positions are powerful incentives for attracting effective educators to high-need schools (p. e31 -33). The system is also providing non-monetary inducements such as providing the ARIS platform that will serve as a center for professional development opportunities for teachers and school leaders.(p. e53)This system gives teachers constant access to their classroom data (p. e33). The use of the Danielson framework for teaching that empowers teachers by providing specific feedback on teacher practice could also be viewed as a non-monetary resource dedicated to the project, as could the dedication of materials and resources already in use at school sites. These resources are adequate to incentivize effective teachers and principal to work in the districts high-need schools.

TOTAL	45	43
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)

We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant provided a high-quality finalized rubric, meeting TIF standards for three or more performance levels was presented and has been piloted in the district.</p>		

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Page e17 states that 40% of the overall evaluation must include other measures of effectiveness, such as a research based teacher/principal observation rubric. The educator performance rubric used to rate teachers is based on a point scale that includes the following performance categories: Highly Effective, Effective, Developing and Ineffective.

The 5 point principal rubric mentioned on p. e46 and the 4 point teacher rating scale based on the Danielson framework (presented in the appendix) are supported by recent NY state legislation.

<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The applicant provided compelling evidence that the model for using student growth to evaluate educator effectiveness utilized in their project was supported by current research and best practices. The NYCDOE consulted with experts in the field of psychometrics and use of value added performance measures (ex. AIR, NYSED, Colorado's model, Consortium for Chicago Public Schools) to establish a rationale for the level of student growth associated with each educator performance level. While it was not explicitly stated in the application, the fact that the district consulted with multiple reputable research institutions well regarded school systems that have experience with value-added approaches to educator evaluation, is solid evidence that the district made a good faith effort to ensure their model was consistent with current research and best practices.</p> <p>Collaborations with leaders in the field were held to build in the rigor and comparability of the model. Again, these were not presented explicitly, but partnering with reputable research institutions such as AIR makes it highly likely that the plan is built on sound industry standards in line with current educational thinking.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>11</p>
<p>Comments</p>		

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The application contained a clear rationale for the development of a high-quality plan for multiple teacher and principal observations (pp.e40-41). Observations of teachers are based on Danielson’s framework for Effective Teaching, a very credible research-based system involving the use of a classroom observation tool to guide the collection of data on specific instructional behaviors associated with gains in student learning. The plan for evaluating teachers is well-developed. However there was insufficient evidence that the district evaluators have achieved a high level of accuracy and inter-rater reliability in results when observing with the Danielson classroom observation tool. The applicant is still refining processes associated with use of the teacher observation rubric, including developing guidelines for determining when to observe teachers, and providing feedback to teachers.

The application does not provide substantive information as to the actual quality of the procedures or the standards used to determine a satisfactory level of inter-rater reliability, however, the district provides mid-year recalibration exercises for administrative staff (p.e41). Such practices increase the reliability of measures, so the fact that the district provides principals with on-going recalibration training, justifies placing considerable confidence in the inter-rater reliability.

The applicant stated that principal evaluations are already based, in part, on student growth. However, evidence of the system’s development of a high-quality plan for using multiple observations, for evaluating principals (p.39-41) was not as clearly explained.

Good explanations of positions for both teacher and principal observers are provided. These include responsibilities and events to be observed (p. e67-68). Key personnel working with program are named, but qualifications other than job title are not provided.

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
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Comments

Evidence was presented (p. e43) that the district piloted implementation of measures of student growth at the classroom level. Substantial progress has been made in developing the proposed plan for evaluating educators. Value-added scores were calculated, student learning objectives and standardization of student work products by grade/subject. The applicant indicates that the state of New York is working with them and that the district plans to leverage NYCDOE’s experiences in developing value-added models (p.e44).

The application stated that the district contracted AIR, a well-known research firm, to develop their growth

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percentile and value-added model (p. e22). They are also modeling their approach after other well established entities such as Colorado Department of Education, New York State Department of Education, and the Wisconsin Value Added Research Center; each of these institutions have substantial experience with use of student growth models. The fact that this district is looking to very credible and experienced sources to inform their approach adds a great deal more confidence in their ability to develop a high-quality research-based plan, consistent with best practices, despite their limited firsthand experience in the creation of such performance based observation systems.

<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>5</p>
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Comments

The performance of teachers in this district is based in large part on student growth. State law passed in 2011 (e.g., 3012-c) mandates that 40% of an educator’s overall performance evaluation be based upon measures of student learning. During the school year teachers participate in three week cycles of “intensives” (p.e41) with a talent coach from the central office. This statement does not clearly say that all teachers in the district (including teachers of special populations, such as students with disabilities, and English learners) would participate in the training, but this implied by use of the word teachers with no qualifiers. Later (p.e48), the applicant stated “... ensuring that the needs of special populations are met has been and continues to be a key goal of new teacher and principal evaluation systems. The measures of student learning used in both teacher and principal evaluation compare educators to other educators with similar populations and provide additional credit for making exemplary gains with special populations.” Therefore, the district is aware of the need to fairly evaluate teachers of special populations and is using the Danielson framework to ensure that the needs of special populations are met.

The district also has a Quality Review process that considers how well a school is structured to support access to rigorous content for all students. Teachers are trained in methods and procedures support the needs of students with disabilities and English learners (pp. e48-49). This is indicative of a district culture that places considerable importance of meeting the needs of special populations as a component of the educator

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performance based evaluations. Documentation of forms the district uses to address the needs of special populations is presented on p. e102 – 111. However the extent to which the district practices are actually consistent with district policy is questionable because it was stated that schools “are developing” a list of evidence of possible indicators of excellent teaching because student behavior and work products may look different in a special needs classroom. This is promising, but indicates that while the system is aware of the issue and taking steps to address it, processes and supports to assist teachers of special populations may not be well developed, or are in need of updating.

<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>6</p>
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Comments

The applicant stated that one-third of the Principal Performance Review is based on student growth as measured in each school’s annual Progress Report (p. e46). Less information is provided about principal evaluations than was provided about teacher evaluations and some of the description was unclear. An example of lack of clarity was the use of the term “Quality Review “in the narrative without defining it (p. e47). The Citywide Instructional Expectations (CIE) policy (pp.e97-101), for which principals are held accountable, clearly states that schools are to implement practices which ensure a culture for learning in every classroom, and ensure that the entire school community is engaged in this work. The same document outlines five specific best practices for establishing a collaborative culture for continuous improvement that principals are to put into practice at their school sites. This is compelling evidence that this district evaluates principals on the extent to which they engage every teacher, and the school community generally on student growth.

The principal performance review contains indicators which evaluate the principal’s success in establishing a collaborative school culture based on continuous improvement. Principal evaluations (p. e47-48) include observing how well the school is meeting the needs of special learners (– 22% of the principal’s evaluation rating). They are also evaluated on the extent to which the school is in compliance with legal and regulatory

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requirements pertaining to special populations.

The Quality Review process also considers how well a school is structured to support access to rigorous content for all students and the principal is evaluated specifically on whether school policies and procedures support the needs of students with disabilities and English learners (pp. e48-49). The application also discusses how principals are changing their use of time to adapt to developing a school culture conducive to continuous adult learning (p. e63-64).

The district places considerable importance on principals being evaluated on meeting the needs of special populations as a component of the educator performance based evaluations.

TOTAL	35	32
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SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
<p>Comments</p> <p>The application indicates that teacher evaluation data will be used to inform professional development needs of teachers (p e.31). The plan builds on the Teacher Evaluation Project (TEP) and the professional development provided to teachers during the 2011-12 Talent Management Project. The teachers involved in that project watched common videos and practiced setting instructional goals based on student data.</p> <p>The applicant placed a heavy emphasis on using teacher and principal professional development as a</p>		

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catalyst to improve instruction. The application referred to multiple professional development strategies employed (such as peer coaching) and discussed the intent to add unique school-embedded peer leadership roles to help teachers improve their effectiveness through the use of disaggregated data on teacher needs. The teacher leader training engages effective teachers with tailored professional development (p.e30) . Some teacher professional development needs are still determined at the school or other level, using trend data. Presentation “sessions” continue to be delivered to all faculty, as in more traditional models. More clarification as to HOW the professional development of teachers would occur in the new program would be helpful in determining the extent to which it meets the needs of individual educators and schools.

No mention was made of how data was disaggregated and used to address individual professional development needs of educators, as well as school level needs. The applicant states that knowledge building opportunities will be augmented for teachers, school leaders and administrators (p.e32), but it was never explicitly stated that data would be aggregated and reported at these levels to use in determining the professional development needs of these educator groups. When considered holistically, descriptions of professional development practices in this district reflect a district under-going a paradigm shift and in transition between moving from a more traditional professional model toward one that places greater emphasis on the professional development needs of individual teachers, principals and schools.

(2) Provide professional development in a timely way (2 points);	2	2
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Comments

A plan is presented on page e31 which outlines school leader responsibilities with regard to teacher and principal professional development. This plan calls for six annual teacher observations per year, the provision of regular feedback to teachers on their practice, and requires developmental conversations with teachers at the middle and end of the year. This policy ensures that professional development will be provided in a timely manner, because teachers will be in a continuous cycle of learning if they are being observed that often by teacher leaders who are trained in peer coaching and use of observational data to tailor professional learning experiences. The narrative spoke of principals being trained in many things in conjunction with the implementation of these new programs. It can be inferred from this that professional development is provided to principals in a timely way.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
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<p>Comments</p> <p>This proposal provides a mechanism for the delivery of job-embedded opportunities to transfer new knowledge into instructional and leadership practices. The applicant states that knowledge building opportunities will be augmented for teachers, school leaders and administrators (p.e32). There is evidence that this is taking place for some teachers through the Teacher Effectiveness Program (TEP). TEP participants are given a chance to view videos of classroom instruction and rate its effectiveness. They also learn to use their own effectiveness data to set goals for improved personal performance in instruction. (p.e52).</p> <p>The applicant said that leaders observe regularly in classrooms using the Danielson research-based observation rubric. The “leaders” receive training in the use of the framework to observe, provide data, feedback and professional development (p.e31). While the applicant did not define the word leaders, based on context clues, it seems to mean “principals and teacher leaders”. This district is using an approach to professional development based on peer leadership and job-embedded teacher learning. This is evident in the chart of new leadership roles to be implemented (p. e55-56). The leadership training program increases the likelihood that leaders will be well prepared to support the type of continued, job-embedded professional learning, tailored to the needs of individual teachers and principals, based on observations of that teacher’s instructional practices. When the observational assessment plan is implemented with integrity, it provides a rich adult learning environment that makes it more likely educators will transfer new knowledge into improved instruction, leading to gains in student achievement. This is well documented in the research literature on teacher professional development, although the district did not provide direct evidence of this effect.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph. (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>19</p>
<p>Comments</p> <p>The model of professional development for teachers, teacher leaders and principals presented in this application (p.e29 – 38) provides for tailored professional development for educators on targeted areas most likely to improve instruction and leadership. Individualized data is collected through multiple in-class observations, and used to guide teacher professional learning. The approach is built on research indicating that collaboration among educators is a key way to increase knowledge and skills in amongst educators (p. e30). Therefore, the district-designed model relies heavily on instructional coaching, guided by Charlotte</p>		

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Danielson’s framework for effective teaching.

The application states that teacher leaders and administrators will be “imbued” with knowledge on use of the Danielson framework (p. e38) to address the needs of individual educators. Teachers all participate in district led three week “intensives” on the use of the Danielson framework for effective teaching. The integration of new teacher leadership roles (p.35 -36) will allow teachers to get more individualized support and this should increase their effectiveness (p.e38)

Little information is provided about teacher or principal buy-in to the new instructional coaching approach. Nor is much said about other techniques used for building collaboration between educators at the school. This professional development plan is designed to impact individual teachers by providing detailed feedback on teacher professional development needs. The success of such approaches hinges on building trust and strong teacher-teacher and teacher-leader relationships. Surveys of teachers in the TEP pilot, which employed this approach to individualized professional development (p. e54), indicated that 67.9 % of teachers reported TEP helped them identify strengths and weaknesses in instructional practice. On the whole the applicant paints a picture of a district that values professional development approaches that most likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators.

TOTAL	35	32
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SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
Comments		
The applicant stated that the district has incorporated the ideas and opinions of teachers and school		

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leaders regarding design of the PBCS over the past two years (p.e41). It is also stated that each year of implementation will include middle and end-of-the-year surveys and focus groups with teachers to collect feedback on the implementation of the PBCS program. Six other forums for providing educator involvement are listed on page e41, and include: direct feedback to talent coaches, discussions and exit surveys at centrally provided in-person professional development, teacher town hall meetings in all 5 boroughs in both fall and spring, a think-tank to provide feedback and develop promising practices, and the creation of lab sites to drive effective implementation. Later, the applicant states that the creation of the teacher lattice positions was heavily informed by educator feedback, in hopes of having to make fewer adjustments as the program is implemented (p.e67).

The applicant stated that the district has incorporated the ideas and opinions of teachers and school leaders regarding design of the evaluation system over the past two years (p.e41). There is also evidence of consultation with educators beyond the district regarding description of methods used to employ a value-added approach consistent with those used by experts in psychometrics and education. This is also a form of educator involvement into the development of this evaluation system. The United Federation of Teachers (UFT), the exclusive representative of the district’s teachers, provided a letter of support (p. e93) suggests significant buy-in to the model and indicates its intent on actively engaging in discussions to implement changes to compensation structures based on this plan to evaluate performance and develop teachers.

Therefore, it is evident that extensive educator involvement went into the creation of this PBCS system and evaluation system. The existence of the above mentioned collaborative forums and activities indicates that the norm in this district is to routinely involve educators in substantial ways when considering or implementing projects of importance to educators. The application states (p.e47) that the developers are aware that that it is “crucial” that they build in opportunities for educators to provide additional feedback throughout all implementation years to allow the district to continually refine their PBCS and evaluation system. Research on organizational culture change would predict that it is inevitable that the practice of involving educators in the refinement of PBCS and the educator evaluation system will continue in this district throughout the grant period.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
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Comments

In 2010-11 NYCDOE surveyed 805 teachers to better understand the concerns of teachers around the evaluation system (p.e41). Eighty percent of respondents indicated that they want useful feedback on

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instruction throughout the year. The proposed PBCS and educator evaluation systems described in the application provide for the useful feedback on instruction throughout the year. On the 2010-11 NYCDOE survey 81% of responding teachers thought the teacher evaluation system takes into account student outcomes and growth (p.e42). A different survey found that two-thirds of teachers responding were interested in expanded leadership opportunities. These are all elements of the proposed PBCS. The reported survey data indicating strong teacher support for developing PBCS and the educator evaluation systems that includes these elements. Thus, there is evidence that teachers support the elements of the proposed PBCS and the educator evaluation systems.

On the 2011-12 Teacher Effectiveness Pilot (TEP) end of the year Administrator survey 92% of school leaders involved with the pilot program agreed that the new model is more effective at differentiating teacher performance than the old evaluation system. (p.e43) These data reflect a high level of educator support for the new PBCS and educator evaluation system.

TOTAL	35	35
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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3

Comments

The applicant identifies roles and job responsibilities of key project personnel (p.e67-68). The deputy CEO, Division of Human Resources and the Executive Director, Office of Teacher Recruitment and Quality as the individuals who will be ultimately responsible for ensuring that high-level project objectives are met in a timely way. They will also ensure relevant stakeholders from other divisions of the NYCDOE have opportunities to collaborate and contribute their expertise. The Director of Strategic Incentives, one of four Program Managers, will manage more immediate goals such as coordinating monthly, weekly, and daily work for other project staff.

A Project Director will be in charge of overall implementation, while two Project Managers will also support the project. The determination of who will fill these positions has not yet been made. It is anticipated that specific tasks assigned will be in line with the individual's unique strengths and preferences. In general, Project Directors responsibilities include working with school-based participants and stakeholders. Data

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analyses, communications and similar tasks will also be handled by Project Directors. The funds from this grant will also be used to fund a senior staff person, "The Director, Teacher Effectiveness Ambassador", who will manage the recruitment, training, support, and on-going management of the centrally based Teacher Ambassadors. Job descriptions are not provided for any of these positions, but at this pre-implementation stage, clearly identifying and defining the roles and responsibilities of key personnel is sufficient.

(2) Allocates sufficient human resources to complete project tasks (5 points);

5

5

Comments

The staff list provided on p. e68 seems sufficient to complete the tasks outlined in this proposal. The central office staff may exceed what is necessary to coordinate a new project, however upon reflection on the size of the district and the magnitude of the changes ushered in with this project, the applicant is exercising caution and good judgment in tasking enough high level staff to ensure implementation with fidelity. It will be necessary to monitor workloads and job assignments and make refinements, if needed. The district has taken this into consideration in the timeline. Project staff might also need to utilize the services of other central office staff from time to time to support the project. One notable example of additional support that may be needed is the services of a district Information and Technology (IT) specialist to support new technology used in the project.

(3) Includes measurable project objectives and performance measures (5 points); and

5

5

Comments

The project objectives were clearly stated, measurable and realistic (p.e49-53).They include four objectives, stated in broad, big picture terms:

Objective 1: Successful implementation of the career lattice at selected schools

Objective 2: Successful implementation of rigorous evaluation system for both teachers and school leaders, based partly on student growth, which serves as the primary driver for a range of human capital decisions, including professional development, promotion and termination at schools selected for participation

Objective 3: Successful implementation of a robust and comprehensive professional development system that provides support and opportunities for growth of teachers based on their levels of performance

Objective 4: Majority support for the HCMS from teachers and school leaders at participating schools

Each objective is then followed by a listing of measures and standards that will be employed to determine whether the objective has been met. These are stated in very specific terms. For example, here are the measures that follow Objective 1:

Measure 1a: By the end of project year 2, 70% of participating school leaders who respond to a survey indicate satisfaction with the range of career lattice roles, the support DOE provides for selection and development of teacher leaders in career lattice roles, the impact the career lattice has on retention of high performing teachers, and the

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<p>impact the career lattice has on attracting high performing teachers to high-need schools.</p> <p>There is also a Measure 1b, similarly worded with enough detail to make it specific measurable, as are all of the goal measurements provided. These objectives focus on the key program outcomes. The provision of the measures makes it easy to understand how the attainment of the objectives will be measured. The applicant has done a good job of articulating measurable project objectives performance measures in this application.</p>		
<p>(4) Includes an effective project evaluation plan (5 points);</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>There is a project evaluation plan (p. e73) that explains processes to be used to evaluate the success in achieving stated objectives. A standard for determining success are provided for each measure used. The standards are high, but reasonably set so as to be obtainable. (For an example of this, see measure 1a in section e3). The standard in Measure 1a (above) is that, at the end of the second project year “70% of school leaders are satisfied with the range of career lattice roles, the support DOE provides for selection and development of teacher leaders in career lattice roles, the impact the career lattice has on retention of high performing teachers, and the impact the career lattice has on attracting high performing teachers to high-need schools.” Seventy percent is much more realistic than a much higher standard such as 90%. This evaluation plan will provide an effective way to gauge the success of the program because it clearly delineates what the district hopes to achieve in the project and specifies ways to measure attainment of each objective.</p>		
<p>(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p>8</p>	<p>8</p>
<p>Comments</p> <p>Realistic timelines are provided implementing the components of the HCMS, PBCS, and educator evaluation systems. Proposal implementation is discussed on p. e74-76. The project will be phase-in with a three phase approach. The district included explanations of situations beyond district control, such as union negotiations and approval. The timeline identifies months in which important implementation steps will begin. Some of the steps included in the timeline include finalizing applicant pools and launching professional development associated with components of the HCMS, PBCS, and educator evaluation systems.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The timelines presented (on p. e74-76) appear to provide adequate time to achieve the objectives associated with</p>		

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each period. The scope of the project is attainable within the dates provided, assuming the process is not slowed substantially by negotiations with the United Federation of Teachers.

HCMS Timeline involves a two year phase-in period before all program personnel are in place and the program is fully operational. In year one, most of the focus and activities will involve planning and organizing. In year two, two primary focus of the project management team will be on getting TIF up and running in all participating schools. (p.e77)

There was sufficient detail in the timeline to verify that the district is providing appropriate amounts of time to realistically complete the outlined tasks.

TOTAL	30	30
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SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8

Comments

This application identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during the grant period, but it is uncertain whether there will be sufficient stable funding sources to sustain the programs and after the grant. A list of financial support dedicated to this project is found on p.e78-80. Most of the non-TIF sources listed in the application are federal sources of funds, such as No Child Left Behind (NCLB) Title I. The applicant is also dedicating funds from a grant from the Bill Gates Foundation. These funding streams may or may not be present beyond the scope of the TIF4 funding period. ESEA is scheduled for reauthorization in the coming years and there has been talk in political realms of substantially changing or repealing No Child Left Behind. If this were to occur the federal funds could be repurposed by newer legislative requirements. Fortunately, the district's prior participation in the TEP and other projects that share common goals, approaches and materials has eased some of the funding demand because the district is able to build upon the resources acquired through these programs and repurpose them for use in this project.

Foundation money is never guaranteed because it tends to be tied to competitive grants that expire in a short period

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of time (usually 1-3 years). They provide good seed money for start-ups, expansions or scale-ups, but are not suitable for providing long term sustainability due to the temporal nature of the funding stream. In the short run it appears they have money coming in from many sources that could cover the expenses associated with this project. In the future, it may be necessary to dedicate more state funds to this project to sustain it in the future, should any of these funding streams not be available.

The district is providing non-monetary support in the dedication of human, resources, management tools, buildings and other resources already in use at school sites. While the applicant did not explicitly provide a listing of non-monetary resources dedicated to support the PBCS and educator evaluation systems during and after the grant period, references to the use of such resources was evident throughout the application.

(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	7
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Comments

This program has garnered much local commitment among teachers (p.e61), leaders (e97-101) and other stakeholders (p.e93) that will be important in implementing this program and sustaining this project. From the documentation provided it is likely that the program will be implemented and will result in a sustained PBCS and educator evaluation system after the grant period ends. This judgment is further supported by the favorable state and local policy climate in which the program emerges and the fact that the district has already invested considerable resources in to the TEP pilot program. In fact, PBCS can be seen as the next logical outgrowth of that program.

It is unclear where continued support for project staff and Peer Leader Bonuses will come from.

TOTAL	20	15
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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant	Total Possible	Assigned Score
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<p>must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	17
<p>Comments</p> <p>A strength of this proposal is the vast research the district has done, via its consultation with multiple reputable institutions to arrive at best practices for developing a value-added PBCS.</p> <p>The applicant provided a timeline for implementing this project as part of the PBCS (p. e63-66). This timeline indicates that by the 5th year a salary structure will be in place for teachers.</p> <p>New salary structures for principals based on performance ratings were not presented. It is unknown whether this was merely an omission, whether they have already been developed and implemented and now the focus is on teachers, or whether they are still being designed.</p> <p>Ample evidence was presented throughout the narrative that the teacher performance ratings will be integral in determining salaries. How the principal performance ratings will inform their salaries is less clear.</p> <p>TIF4 funds will be used to support the addition of new career lattice teacher leader positions.</p> <p>There is evidence of stakeholder support from leaders, teachers and teacher unions. Evidence of support from principals and parent groups is lacking.</p>		
TOTAL	20	17
GRAND TOTAL	220	189

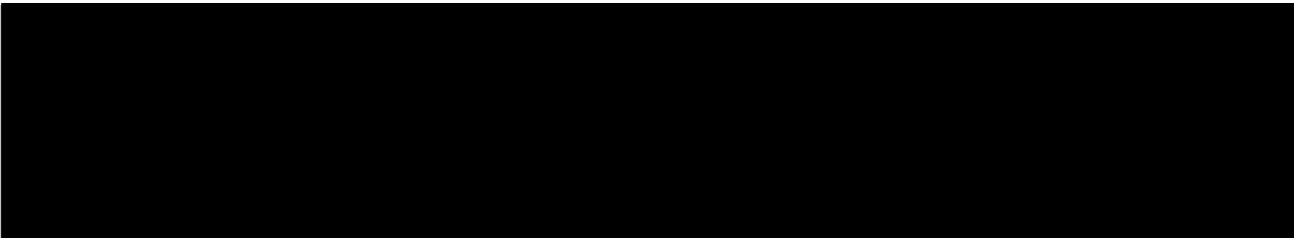
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments: The applicant described a vision of instructional improvement aligned with the HCMS through the different components described in LEAP and educator evaluations. The applicant identifies the importance of the development, identification, and cultivation of effective educators to realize fully the vision of HCMS (pg. 3). The applicant indicated the need, which was stated, “NYCDOE serves primarily high-need students: 81% of students come from low-income families. In addition, 15% have disabilities and 14% are English language learners” (pg. 2). The applicant indicated the belief that <i>high-quality teaching</i> is the most powerful tool for helping students reach higher standards. The applicant indicated that the combination of Common Core standards with an increased attention to improve teacher effectiveness through feedback, support, and high expectations (pg. 2). The applicant indicated the use of research based Charlotte Danielson’s <i>Framework</i> indicated in the abstract (pg. e12).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p>	35	30

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(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

Comments: The applicant demonstrated a strategy that would lead to an increase the number of effective educators in the LEA's schools which includes special school populations.

The applicant indicated the range of human capital decisions will focus on "*strong instructional leadership*" (pg. 3) that involves high-quality leadership training and on-the-job support. The applicant pointed to the focus of this study will include both principals and teachers but have a stronger focus on teachers through performance management and career ladder opportunities (pg. 3).

The applicant indicated that schools are expected to adopt Charlotte Danielson's *Framework for Teaching* (pg. 4). Teachers will have frequent classroom observations, formative feedback, and professional development. The applicant point to the law that requires that teacher and principal effectiveness be rated according to a four-point scale: Highly Effective, Effective, Developing, and Ineffective (pg. 4). Additionally, the educator, by law, requires an Annual Professional Performance Review (APPR) that results a single composite teacher or principal effectiveness score (pg. 5).

The applicant indicated the weight given to the current teacher evaluation system being piloted has not been for stakes. However, the applicant stated that NYCDOE does have prior experience in using evaluation data from other systems to make human capital decisions. The applicant shared that decisions around tenure, professional development, transfer, and termination will be guided by explicit rules heavily informed by annual evaluations for educators (pg. 12). The applicant indicated the vision that the TIF grant will improve the current work being done on teacher effectiveness, such as leadership growth and implementation of Common Core Learning Standards (pg. 13).

The applicant indicated that Senior leadership (undefined) is committed to providing training and financial support for HCMS (pg. 13). The applicant addressed a strategy to ensure buy-in at the local level through the expectations that at least partial salary will be based purely on instructional time, which means that schools will pay for all school-based coaches, mentors and demonstration teachers and TIF funds will cover salary bonuses (pg. 13). The applicant stated confidence that beyond the grant that schools will continue teacher leader salaries as part of their regular budget (pg. 13). The applicant described several elements of support demonstrated through statements found in HCMS section of the NIA.

- "*working with the United Federation of Teachers*" (pg. 5)
- "*anticipate reaching an agreement with the UFT*" (pg. 5)
- "*In 2007-08, as part of a joint agreement between NYCDOE and the Council of School Supervisors and Administrators (CSA), NYCDOE established a new Principal Performance Review (PPR)*" (pg. 6)
- "*teachers will be required to uphold standards of practice which will be developed in conjunction with UFT*" (pg. 12)

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Additionally, the applicant stated evidence for commitment through applications submitted for NY State Strengthening Teacher and Leader Effectiveness (STLE) grant, Race to The Top funds, and the Wallace Grant for School Leadership Development (pg. 14).

The applicant indicated that their PBCS will be based on Design Model 2 and focus on approximately 70 high-need middle schools. The applicant indicated their participation in TEP has allowed them to build a foundation for implementing a *career lattice*, career ladder (pg. 9). The applicant stated two types of schools selected to receive TIF high-need/low-middle-capacity and high-need/high-capacity schools (pg. 9). The applicant described that funding for partial salaries for some career lattice positions, salaries for project staff, PD for project participants, and technology to collect and share best practices (pg. 9). Additionally, the applicant noted that NYS Education Law 3012-c will not yet be implemented for stakes; therefore, the applicant will use a proxy to determine effectiveness rating for the first year of implementation. The applicant described the development of four roles of teacher leadership career ladder (pg. 11) with the primary goal to attract, retain, recognize and support exemplary talent. The applicant points to the use of research base rubric by Danielson to align with priority areas of selecting leadership opportunities (pg. 11). The applicant indicated eligibility for any teacher leadership career position must follow a rating of Effective or Highly Effective and maintain standards of practice in conjunction with UFT (pg. 12). The applicant stated specific financial incentive funds received from Teachers of Tomorrow (TOT) grant that were used to provided financial incentives to nearly 3,000 new teachers in high-need schools (pg. 14). NYCDOE schools provide new top tier teachers with \$25,000 in loan forgiveness, per the Mayor’s 2012 State of the City address (pg. 14). It would be important that identifying top tier teachers is equitable to all teachers. The applicant described non-financial incentives as recognition, titles, and high-level PD opportunities. The applicant described current practices of principals leveraging informal teacher leadership titles, networking opportunities, mentoring, and PD (pg. 15).

The applicant needs to develop the Principal part of the HCMS. It would be helpful that a clear framework for evaluation of principals as well as the vision and expectations for their educational leadership and accountability be stated.

TOTAL	45	40
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);		

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	2	1
<p>Comments: The applicant described implementing new teacher and principal evaluations systems that placed 40% overall rating on measures of student learning and 60% overall rating on “other measures of effectiveness”, the majority of which must include a research-based teacher/principal practice rubric (pg. 17). The applicant indicated that the 60% as well as 20% local measures of student learning must be collectively bargained with the local teacher’s and principal’s union, which may affect the implementation or the ability to implement the final rating. The applicant described using research to develop a final rating on a four-point scale: Highly Effective, Effective, Developing and Ineffective (pg. 17). The applicant indicated, “to ensure educator support for the system, both the 60% “other measures of effectiveness” as well as the 20% local measures of student learning must be collectively bargained with the local teacher’s and principal’s union (pg. 17)</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments: The applicant indicated that negotiations with the CSA and UFT on the new evaluation systems will be complete by January 2013 (pg. 18). The applicant demonstrated clear rationale through the adoption of research-based Charlotte Danielson’s <i>Framework for Teaching</i> to strengthen a common language and understanding of what quality teaching looks like, classroom observations, formative feedback, and support for improve practice (pg. 18). The applicant described resources and training to facilitate effective implementation of the Citywide Instructional Expectations (CIE) (pg. 18). The applicant indicated, in May 2011, New York State passed Education Law 3012-c that supports LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments (pg. 17).</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	13	11

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<p>Comments: The applicant identified that educators are required to be observed multiple times a year by state law (pg. 20). The applicant has indicated that teachers will be observed 4 to 6 times per year; however, the same has not been stated for principals. The applicant indicated that school leaders receive support and training for operational aspects and implementing the evaluation system as well as instructional aspects affecting the accuracy and achieving inter-rater reliability on the Danielson rubric, observation times, and feedback (pg. 20). The applicant stated that school leaders undergo PD and one-on-one coaching to ensure they are effectively normed and calibrated on the Danielson observation rubric (pg. 20). School leaders receive approximately 28 hours of targeted PD on the Danielson Framework for Teaching.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>
<p>Comments: In reference to experience measuring student growth, the applicant has been piloting the use of student learning objectives to build a set of NYCDOE-specific resources to supplement NYSED's (pg.23). The applicant indicated 40% of an educator's evaluation is based upon student learning measures under state law which includes state growth measures and locally-selected measures (pg. 22). It was indicated that "state growth" portion of 20% will increase to 25% required by state law. The applicant indicated that NYSED is in the process of creating a statewide growth score for high school principals based on student progress towards graduation (pg. 22). NYSED has contracted with American Institute of Reach (AIR) and school growth metric is informed by the Consortium for Chicago Public Schools, as well as New York City's own progress to graduation accountability metrics (pg. 22). NYSED has selected a growth percentiles model base on the successes with similar models in Colorado. The applicant indicated requirements of all student learning objectives to include: measureable targets, common assessments, growth calculated twice, and conversion of the "state growth" component (pg. 23). The applicant indicated that growth norm tables have been developed (pg. 23). The applicant stated that these will norm educators' expectations of quality student learning objectives and performance targets.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p>	<p>6</p>	<p>6</p>

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<p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments: The applicant indicated a significant portion of an educator’s overall evaluation rating (40%) must be based upon measures of student learning (pg. 17). The applicant will want to analyze baseline data in year one to determine if 40% of an educator’s evaluation is achievable and reflects the overall evaluation accurately. The applicant stated local measures will use common rubrics to evaluate student performance which will be created by teacher design teams, working with experts, and field tested (pg. 25). “NYCDOE will centrally calculate growth scores to take into account critical demographic factors, but are not under the direct control of teachers including special education and English language learner status” (pg. 25). The applicant indicated, “In our scale-up of the TEP program we have included District 75 schools (those exclusively serving self-contained special education classes) and have worked with their leadership to develop a list of possible evidence that school leaders may see” (pg. 29).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>6</p>
<p>Comments: The applicant has established a multiple-measure evaluation system called the Principal Performance Review (PPR) in alignment with state law (pg. 26). PPR measures performance on a five-point scale, with a focus on student outcomes with one-third based on student growth (pg. 26). The Final Rating for all principals will be based on performance including accomplishing objectives, school’s Quality Review score and addressing the needs of special learners (pg. 26). The applicant stated that both teacher and principals will be compared to those teaching similar populations of students and provided additional credit for making exemplary gains with special populations, including students with disabilities and English learners (pg. 28). The applicant indicated, “In our scale-up of the TEP program we have</p>		

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included District 75 schools (those exclusively serving self-contained special education classes) and have worked with their leadership to develop a list of possible evidence that school leaders may see” (pg. 29). The applicant indicated the Quality Review design included an external evaluator to evaluate the principal, in part, for a collaborative school culture focused on continuous improvement (pg. 27).		
TOTAL	35	32

SELECTION CRITERION (c) PD Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

We will consider the extent to which each participating LEA has a high-quality plan for PD to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for PD, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the PD needs of individual educators and schools (8 points);	8	6
Comments: The applicant indicated that the implementation of six observations with a four-point evaluation rating aligned to professional development (PD) (pg. 31). The Teacher		

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Effectiveness Program (TEP) expects several observations, two Common Core aligned units of study, regular feedback, targeted PD based on observations and aligned with Danielson *Framework for Teaching*. The applicant indicated that educators will attend PD sessions before and during the school year to build their knowledge of the Danielson Framework (pg. 31). The applicant connects this PD to that provided PD for TEP participants, during the 2011-12 Talent Management Pilot (pg. 31). TEP participants are involved in quality PD based on teacher need, but those who are not TEP participants may be lacking input into PD needs. The applicant did not make it clear to how non-TEP educator would provide input to assure all educators PD needs were met. The applicant pointed that for the 2012-13 school year knowledge-building and PD opportunities will be augmented for teachers, school leaders, and administrators (pg. 32).

(2) Provide PD in a timely way (2 points);	2	2
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Comments: School leaders and administrators will receive PD during the summer and school year, some will receive support from a centrally-based teacher effectiveness expert and coaching on quality feedback and PD to teachers (pg. 32). Teachers will receive at least three rounds of school-based PD throughout the school year. Network leaders, achievement coaches, and other instructional staff will attend TEP PD sessions, co-create and facilitate school leader PD on teacher effectiveness during the school year (pg. 32).

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
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Comments: School leaders and teachers have access to their classroom data through Achievement Reporting and Innovation System (ARIS) which also identifies PD needs (pg. 33). The applicant described ARIS Learn as a major component for school-based PD that allows the educator to self-assess performance along the school leadership competencies (pg. 33). ARIS Learn provides immediate access to learning opportunities (pg. 33). School leaders can see feedback and immediately connect recommendations for development through the ARIS Learn platform (pg. 33). One component of any PD is effective two-communication and feedback. The applicant may consider designating collaboration time to increase the effectiveness in processing and implementing new ideas from PD as well as create feedback and two-way communication systems.

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(4) Provide PD that is likely to improve instructional and leadership practices, and is guided by the PD needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	15
<p>Comments: For the 2012-13 school year, school leaders, administrators, teachers, Network leaders, achievement coaches, and other instructional staff will be involved with knowledge-building and PD focus on Danielson’s <i>Framework</i> (pg. 32). The applicant indicated that TIF would allow NYCDOE to implement a “bottom-up” approach in which peer teacher leaders take on additional responsibilities to model and share best practices and support their colleagues’ PD (pg. 35). Peer Leadership roles were defined on pages 35 and 36. The applicant indicated that peer leadership teams will form powerful professional learning communities (pg. 37). The “cycles” of feedback and PD that school leaders implemented will be emulated by the peer leaders which will allow for continuous growth. The applicant provided information on training and support for peer leaders which will move effectiveness work farther and enable teachers to get even greater individualized support (pg. 38). The growth of peer leaders will have dramatic effects on PD opportunities. While the PD demonstrated potential to improve instruction and leadership practices, it will be vital to recruit strong leaders as part of the TEP program that can build buy-in for long-term sustainability and effective PD.</p>		
TOTAL	35	27

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SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments: The applicant indicated evidence that NYCDOE will be soliciting educator feedback and making adjustments to evaluation and PD (pg. 39). The applicant indicated the importance and continuance of teachers and school leaders to be represented in the development of these systems, but consensus may be an issue. The letter of support for this grant proposal from New York City United Federation of Teachers President Michael Mulgrew serves as evidence of commitment (pg. 40) However, while there is general commitment to the development of HCMS, PBCS, and the educator evaluation system, it has not been determine to what extent or detail.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	22
<p>Comments: The applicant indicated support and feedback for the proposed PBCS throughout pages 39 to 46. The applicant provided changes to design of the PBCS based on feedback of the TEP participants. The applicant does point out a letter of support by NYC UFT by President Michael Mulgrew and indicated that performance-based compensation system written into the principal contract has provided school leader union support (pg. 40). The applicant indicated feedback from Educator Feedback on Evaluation System and information learned from a survey of 805 teachers (pg. 41). Additional, survey data from teachers participating in TEP in 2011-12 provided excellent feedback (pg. 42). Finally, the applicant shared data collected from school leaders who participated in TEP in 2011-12 which demonstrated changes in time reallocation based on feedback (pg. 43). The applicant finalized changes based on feedback on pages 45 and 46 that increase resources for school leaders, increase PD opportunities, and the development of a career lattice (pg. 46). While there appeared to be feedback from teachers and principals, the results of principals were clearly shared but teacher</p>		

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specific details were not included.		
TOTAL	35	31

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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The applicant identifies project leaders and responsibilities (pg. 47). The applicant indicated the relationship with the Director of the Strategic Incentives team and the Office of Teacher Recruitment and Quality (pg. 47). The addition of a Project Director to lead the overall implementation of the TIF project was indicated (pg. 47).		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The applicant indicated three major leaders in the implementation of TIF as well as the support of the DOE (pg. 48). The applicant indicated that the Executive Director of the Office of Teacher Effectiveness will oversee and direct the implementation of the teacher evaluation aligned with State Law 3012-c (pg. 48). The applicant will appoint a Deputy Executive Director of the Office of Research and Data to oversee the design of data systems and negotiate the new Annual Principal's Performance Review (APPR) for principals (pg. 49). The applicant has demonstrated sufficient human resources to complete project tasks, but will want to annually assess the roles and responsibilities of this emerging system.		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments: The applicant indicated clear objectives and timelines for measurement (pgs. 49 to 53). The applicant has aligned the objectives to the goals of PBCS and HCMS. The applicant indicated qualitative and quantitative measures that would be used to determine effectiveness and necessary revision.		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments: The applicant indicated the importance of gathering feedback and responding timely to the feedback which will be provided by project participants in a variety of ways; informal soliciting, surveys, and focus groups (pg. 53). The applicant indicated the use of student achievement data as well as teacher and principal evaluation data (pg. 53). The applicant stated the importance of check points in the middle and end of each implementation year, which follows best practice techniques for		

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multiple and on-going assessing (pg. 53).		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments: The applicant indicated the hiring of key personnel in the first year as well as gathering feedback from a variety of stakeholders by February 2013 (pg. 54). The applicant indicated the TEP experience will provide foundational PD while TIF will finalize PD for the upcoming year (pg. 54). The applicant indicated the launching of ARIS and finalization of the career lattice hiring decisions by August 2013 (pg. 54). In January 2014, the applicant indicated the administering of midyear surveys and holding focus groups that was indicated earlier in the application (pg. 54). The applicant continued with timeline of career lattice through August 2014 (pg. 55). The applicant indicated that the remaining three cycles would look similar in development (pg. 55). The applicant pointed out that NYCDOE will be implementing its new evaluation system, either for-stakes or as part of TEP with additional components of PD, feedback, and consequences (pg. 56). The applicant has developed a strategic plan and timeline to implement the components of the HCMS, PBCS, and educator evaluation systems that are realistic and achievable.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
<p>Comments: The applicant described timelines that involved measurement and collaboration for success (pgs. 54 to 56). The applicant indicated realistic timelines with measurements that can assist with revision of the HCMS, PBCS, and educator evaluation when necessary, but will need strong leadership to stay the course. The applicant's timeline for the implementation for career lattice is based on the negotiations with school stakeholders, this may be a concern. If an agreement cannot be reached with United Federation of Teachers (UFT), it will drastically affect the realistic and achievable timelines.</p>		
TOTAL	30	29

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SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	7
<p>Comments: The applicant indicated that NYCDOE has allocated significant resources which means that TIF grant money will go to bonuses as opposed to full salaries (pg. 60). The applicant indicated that NYCDOE have been awarded additional federal and non-federal resources in support of TIF activities, including Title 1, Title IID ARRA, national corporate and private foundations, and Race to the Top funds (pg. 60). While that applicant provided other sources of financial support, it is unpredictable the amount of support in the long-term future (5 years out) with the current trend of funding at the federal and state declining. The applicant indicated that NYCDOE includes in their core priorities strong support for full development of HCMS (pg. 61). The applicant included letters of support from UFT, NYSED and a national expert in teacher talent (pg. 61). The applicant indicated that some current administration and teacher positions will assist in developing and managing the PBCS without additional funds.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	7
<p>Comments: The applicant indicated that the proposed expenditures are fully aligned with TIF grant priorities (pg. 61). The Notice Inviting Applications (NIA) provided clear involvement by school stakeholders or educators with timelines for implementation and evaluation, pending cooperation from UFT. While a letter of support by the president of the UFT is necessary, it does not assure agreement or consensus to implement the proposed NIA. The applicant does a good job pointing out committed leadership from a variety of stakeholders (pg. 61).</p>		
TOTAL	20	14

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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	15
Comments: The applicant indicated that the TIF program is a way to establish a performance-based compensation for its educators who take on additional roles (pg. 63). Throughout the proposal, the performance-based career lattice positions for teachers required Effective or Highly Effective ratings (pg. 63). The applicant indicated a compensation changes for Demonstration Teacher and Peer Instructional Coach (pg. 63). The applicant indicated the use of evaluation and findings from the first two years of the implementation of TIF to identify other opportunities to adjust the salary schedule based on performance (pg. 64). The applicant points to the UFT negotiating salary structure for NYCDOE teachers in collective bargaining which may be difficult. However, the applicant indicated that positive bargaining history with the UFT, as well as in current discussions about the performance-based career lattice roles and new evaluation system indicates this idea is feasible (pg. 65). The applicant has not identified clearly how the principals’ revision of the salary structure would be similar to that described for teachers.		
TOTAL	20	15
GRAND TOTAL	220	188

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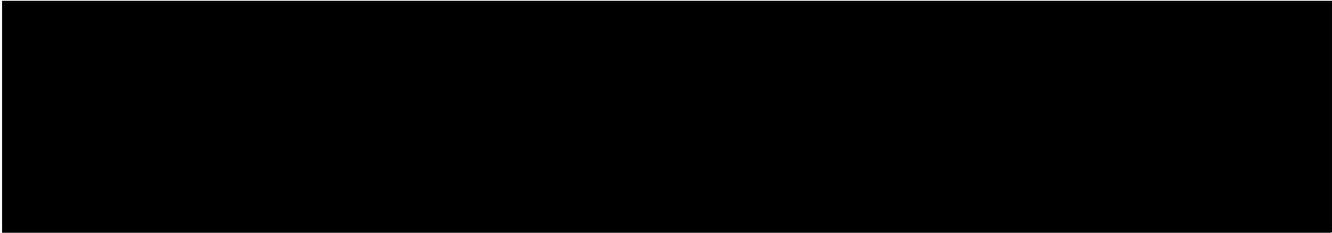
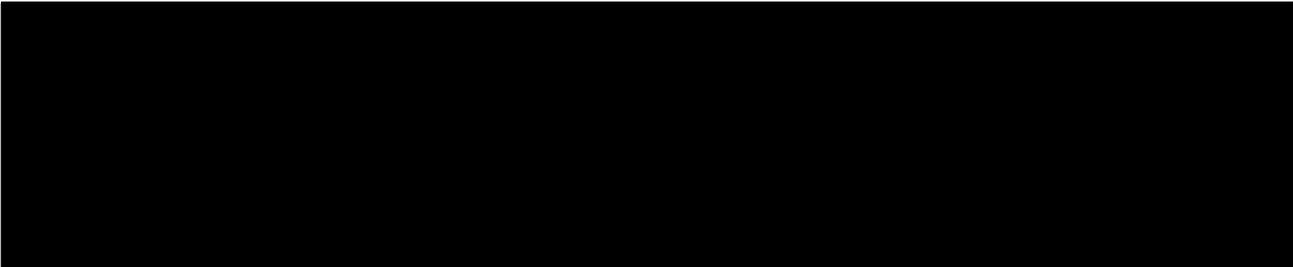
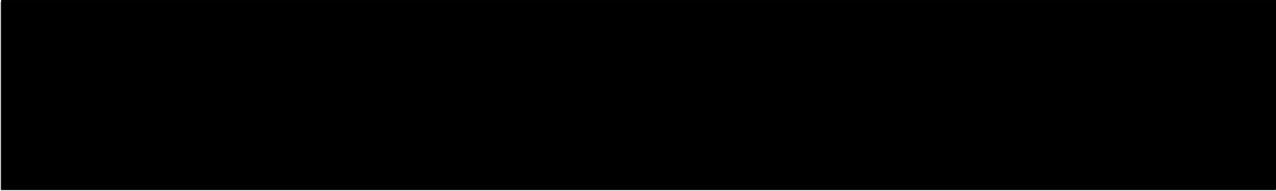
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments The applicant indicates that to ensure high quality teaching in their schools, they would focus on integrating the Common Core standards with an increased attention to improving teacher effectiveness. (page e22) The applicant references the work of Charlotte Danielson’s Framework for Teaching as the common language of what quality teaching looks like and provides a detailed supplemental document outlining the Framework. (page e112) The applicant sites their Citywide Instructional Expectations and the Teacher Effectiveness Program as two mechanisms for indentifying what effective teaching looks like and how it can produce high levels of student achievement. The applicant details how the Teacher Effective Program is used to acquire the knowledge that educators need as well as to show how to help educators improve their behaviors. (page e24) The applicant provided supporting comments to show evidence that their vision was aligned with their HCMS. For example, the applicant stresses the importance of ensuring that all students benefit from great teaching and therefore they now focus on teacher effectiveness. The applicant also states that the development, identification, and cultivation of effective educators will help them fully develop their vision of a HCMS. (pages e22-e23)</p>		
(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)-- (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator	35	30

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effectiveness as a factor in human capital decisions; (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.		
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Comments:

There is sufficient evidence that the applicant has developed a plan which will increase the likelihood of effective educators in the high need schools through the educator evaluation systems in their Human Capital Management System.

The applicant notes that the educator evaluation systems in their HCMS will be used to make decisions regarding the promotion, retention, tenure determination, termination, supplemental compensation, and the professional development of their educators. (page e25) The applicant specifies a change to a four point rating scale in their teacher evaluation program as an opportunity to make more informed, deliberate choices regarding human capital decisions. (page e30) The applicant references the fact that their former evaluation system did not allow for promoting effective teaching; however, a four point scale would support their efforts in the creation of their teacher leadership career lattice. (page e31)

The applicant addresses the weight of effectiveness for effective educators as being rated either Effective or Highly Effective for all educators. Teachers would be eligible for career advancement with the appropriate rating. The rating of performance would then be transferred to the salary structure when educator effectiveness was considered. (page e32) Although the applicant indicates that results of decisions about termination would be guided by the information in an annual evaluation, the applicant is unclear as to the weight of a rating for ineffective educators and how that would translate to other human capital decisions. (page e32)

The applicant presents information as to how the results of their teacher evaluation system have been used for research in the current pilot rather than as a means to make human capital decisions. Prior experience is noted of using evaluation data from previous systems that were in place; however, it was only noted that the data was used to grant or deny tenure. (page e32) The applicant recognizes the need to gather data in the future to ultimately raise student achievement. There was no mention in the application as to the policies in place at the LEA that may inhibit or facilitate the use of educator

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evaluation data when making human capital decisions.

The applicant indicates a presence of the commitment from the senior leadership and specifies the commitment to: providing the necessary training and the financial support going forward and sites other funding sources that have been committed to this same work. At the local school level, the applicant notes how that commitment is specifically related to the salary structure. (page e33/34)

The applicant documents strategies they have employed to incentivize teachers to work in high-need schools. Financial strategies included salary supplements, career ladder opportunities, and differentiated compensation. Nonfinancial strategies included those primarily instigated by school principals such as informal leadership roles. (page e35)

TOTAL	45	40
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35

points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	1
Comments: The applicant adequately addresses the use of an evaluation rubric with a four point rating scale for teachers. The sum of a teacher’s evaluation on the evaluation components would result in a rating of: Highly Effective, Effective, Developing, and Ineffective. (page e37) However, the language used in the rubric provided indicated that ratings would be: Distinguished, Proficient, Basic and Unsatisfactory. (page e114) There was no evidence presented as to how the proposed rating scale would translate into the rubric provided. For example, the applicant should have denoted that Highly Effective translated into Distinguished. For principal evaluation, the applicant notes a five point rating scale with a focus on student outcomes; however, the performance levels were not mentioned. (page e46)		
(2) Each participating LEA has presented (4 points)--	4	3
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		

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<p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments: The applicant references the state law requiring a new evaluation system for its educators. Under that law an educator's overall evaluation rating must be based on student learning with 20% based on state growth measures and 20% based on locally selected measures. (page e37) Although the applicant indicates that sum of the teacher's score would result in a final rating utilizing the 4 point rating scale, the clarity of how much growth is needed to support the rating was not evident.</p> <p>The applicant references the work of Charlotte Danielson as research supporting their evaluation systems. The applicant utilizes this model as a best practice of demonstrating the rigor of teacher effectiveness and the use of student growth models.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>11</p>
<p>Comments: The applicant provided extensive information regarding their plan for teacher observation. This included school leaders (defined as principals or assistant principals) observing teachers at least six times per year with at least two observations during common core aligned units of study. The observation tool is provided through the Talent Management system that is aligned with Danielsons' work. The plan requires regular feedback to teachers following each observation as well as suggestions for targeted professional development. (pages e39/40) The applicant also addressed the professional development requirements for those tasked with conducting the teacher observations to establish that they are qualified. This included rigorous professional development (28 hours) and one-on-one coaching. The applicant also specified a mid-year calibration exercise to support observers' understating of the performance levels. Additionally, school leaders are required to achieve mastery on an online assessment. Through this training and implementation, the applicant indicated that school leaders were able to achieve inter-rater reliability. (page e 41) The applicant lacks information supporting the observation of principals.</p>		

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<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>3</p>
<p>Comments: With the inception of the state law as it relates to educator evaluation, the applicant is required to base 40% of an educator’s evaluation upon student learning measures. The applicant denotes that they have been piloting the use of student growth measures prior to implementation for stakes. Additionally, the application references a contractual relationship with an outside agency to develop growth percentile and value-added models. (page e42)</p> <p>The applicant notes that their teacher observation plan has been piloted in the Teacher Effectiveness Program schools. (page e40) There is no additional information provided that indicates that other components of the evaluation system (indicated as ‘other measures of effectiveness’-page e37) have been implemented; however, applicant mentions the work they have done in developing growth norm tables, developing exemplar student learning objectives, and an innovative approach to local measures of student learning. (pages e43-45)</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>6</p>
<p>Comments: The applicant provides the percentage of a teacher’s evaluation which is based on student growth. The plan indicates that 20% will be based on state growth measures and 20% will be based on locally selected measures. The basing of 40% of a teacher’s evaluation on student growth measures is significant. In the evolution of this process, the state growth measures will increase to 25% of a teachers’ evaluation. (page e42)</p> <p>The applicant references a list that has been developed of possible evidence of excellent teaching in special needs classrooms. This list was developed with the Teacher Effectiveness Program. This demonstrates a process of evaluating the practice of teachers of special populations, and provides a document supporting effective classroom practices for students</p>		

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with special needs. (pages e49 and e102)		
(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.	6	6
<p>Comments: The applicant notes the establishment of a principal evaluation system which calls for multiple measures of performance. The evaluation would be based on student growth as measured in the school's annual Progress Report at 20 percentage points of the evaluation. The evaluation review outlines the use of the principal's ability to accomplish objectives, address the needs of special learners, and the outcomes of a Quality Review.</p> <p>An extensive description of the Quality Review process is provided and accounts for 22% of a principal's evaluation rating. Within that Quality Review, the external evaluator is responsible for determining the principal's ability to establish a collaborative culture focused on continued improvement. (page e47)</p> <p>A component of the principal evaluation measure addresses compliance of principals with a specific focus on compliance with mandates pertaining to populations with special needs. (page e48) The applicant references the continued involvement of the Quality Review to ensure that it reflects both school quality and principal leadership abilities. (pages e47-48)</p>		
TOTAL	35	30

SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional

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development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
<p>Comments: The applicant references the use of teacher observation and feedback in the development of targeted professional development that would be aligned to the Framework for Teaching. (page e31) Details on how this performance evaluation data would be disaggregated to support the individual professional development needs of a teacher were not clear.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments: The applicant indicates that professional development would be supplied to teachers before and during the school year to build their knowledge of the Framework for Teaching. Additionally, a plan is outlined for professional development opportunities for educators beginning with the 2012-2013 school year. This plan detailed the focus and frequency of the professional development (page e52)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments: The applicant noted that professional development previously provided to Teacher Effectiveness Program participants included the opportunity to view and rate classroom practices and analyze sample goal setting proposals. (page e51) Teachers would also be provided with training on effective practices on individual competencies included in the classroom observation rubric. For administrators, the applicant outlines job embedded training to support instructional leadership practices. Two examples include the reviewing of rigorous classroom assessments and using data to drive instructional feedback. (page e51) For teachers, training will be conducted on Danielson's Framework which would provide them with new knowledge that could be transferred to instructional practices. (page e52)</p>		

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(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	19
<p>Comments: The applicant outlines school based, timely, and job embedded opportunities that could result from TIF funding. The applicant defined this as a “bottom-up” approach where peer leaders would be taking on additional responsibilities. A chart is included (page e55-e56) which describes new peer leadership roles to support teacher effectiveness. The applicant qualifies this approach as a means to significantly improve their ability to identify the needs of individual educators and schools. This type of distributive leadership structure and supporting professional development applies to those in their career lattice and will support the regular classroom teachers. One detail the applicant mentions regarding instructional practices lies within the framework of leadership development. It is the sharing of best practices to support teacher’s overall efforts to improve instruction. (page e55) Additional details would be beneficial as to how the professional development would improve instructional practices in the classroom since the majority of the focus presented is related to the improving leadership practices such as the ones mentioned above.</p>		
TOTAL	35	32

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SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments: The applicant addresses the solicitation of educator feedback and specifies a number of ways in which that feedback has been supplied. These included surveys, discussions, targeted focus groups, and lab sites. (page e61) This feedback has initially been collected in the Teacher Effective Program and resulted in some initial changes. Ongoing feedback throughout the grant period was noted to be 'crucial' and will continue to include the use of focus groups, and surveys. (page e66)</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	22
<p>Comments: The applicant provided statistical data that showed evidence that 92% of school leaders in the Teacher Effectiveness Program schools felt like the new model was more effective at differentiating teacher performance. School leaders saw the change in making teacher evaluation and development a top priority as a welcome one. (page e63) Feedback from teachers regarding their support was not as detailed as the school leadership feedback. However, it was noted that 75% of teachers felt, if implemented well, the new evaluation and development system would enable them to develop in areas most needed to help them impact student achievement. (page e61-e62)</p>		
TOTAL	35	32

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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments: The applicant details the key personnel that would be involved in the administration of the project. Positions that are specifically named are The Deputy CEO of the Division of Human Resources and Talent and the Executive Director from the Office Teacher Quality and Recruitment. These roles include the management of project goals, working with school-based project participants, and ensuring that the project was implemented in a high quality way. (pages e67-e68) The applicant has included the resumes of those personnel that would work to support the grant.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The applicant notes that the key positions noted in the grant will provide sufficient capacity to support the work. It was also noted that 'in-kind' support would be provided by the Department of Education through the efforts of the Office of Teacher Effectiveness. (page e68)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments: The applicant provides a comprehensive list of objectives and measures that will be utilized in the implementation of the grant. There are 4 objectives with multiple measures for each. The measures are noted in a time frame as to at what point in the project years the measure will be implemented. (pages e69-e73)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments: The application details the plan for project evaluation. This plan includes the solicitation of teacher and principal feedback through surveys and focus groups at the middle and end of each implementation year. The applicant indicates that revisions to the project would be made as needed based on the feedback. In addition to the feedback, the applicant notes the analyzing of student achievement data as a method of project evaluation. (page e73)</p>		

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(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments: The applicant provides a sound timeline for the implementation of the project. The timeline includes a planning year which would focus on the hiring of staff and preparation of the implementation at the school level. The applicant plans for the Teacher Effectiveness Program to provide the foundational implementation for Professional Development. The Teacher Effectiveness Program will continue to provide the avenue for the employee evaluation system. Implementation at the school level would begin in 2013 with an orientation for all TIF schools. (page e75) After the first implementation year, the applicant has indicated that the following three years will follow a similar cycle. Throughout the process, the applicant notes that data will be continually gathered from project participants. There is no proposal for a phase in as the applicant has indicated that they will prepare all schools for the work of the first implementation year in 2013-2014.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
<p>Comments: The applicant outlines realistic timelines for project tasks such as foundational professional development and the review of teacher performance in anticipation of the hiring for the career lattice positions. The ability to achieve the timeline will need to be predicated on an agreement with the United Federation of Teachers; however this may be a concern if an agreement cannot be reached. (page e74-e76)</p>		
TOTAL	30	29

SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and	10	10

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after the grant period (10 points);		
<p>Comments: The applicant documents how they have had the ability to sustain and support projects with significant results with continued commitment. (page e77) Specific resources to support the PBCS and the educator evaluation system were noted and included funding from a number of additional grants. (pages e80-e81) Funding from sources such as Title I, Race To The Top, and from national corporations and private foundations will continue to support the TIF activities. (page e80) Human Resources and other management tools already in place at the school level will also support this project and are considered to be non-financial resources as they would not be funded from the grant.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments: It is likely that the project will be implemented with the show of support from the stakeholders and the commitment of the school leadership. The applicant references the career lattice roles as a critical piece in ensuring the sustainability of the project. The applicant also cites the commitment of school leadership and their focus on teacher effectiveness as support of the project's continuation. (page e81)</p>		
TOTAL	20	20

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number #S374A120083



Applicant Name: New York City Department of Education

Reviewer Code: 23C

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	15
<p>Comments: The applicant has outlined a proposal to revise their teacher salary schedule to include and build on the performance based career lattice roles. The focus of their compensation structure is on those teachers achieving Effective and High Effective ratings. The rating and the position are noted in the resulting adjustment of a teacher’s salary. (page e83) There is no proposal presented to review the principal salary schedule based on performance.</p> <p>Going forward, the applicant would use data collected from the TIF grant project to identify further opportunities to adjust the salary schedule based on teacher performance. (page e83)</p> <p>The applicant notes the need for collectively bargaining with the UFT, but addresses a positive bargaining history as one that would allow for the feasibility of implementation. (pages e85/e86). Although the applicant references the support of the UFT, it is not clear that other stakeholder support would be utilized in the proposed implementation.</p>		
TOTAL	20	15
GRAND TOTAL	220	198

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