



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

Name of Entity	NYSUT Education and Learning Trust	
Address	800 Troy-Schenectady Road	
City, State Zip	Latham, NY 12110	
Phone	518-213-6000	
Fax	518-213-6411	
E-mail	kmagee@nysutmail.org	
Name and Title of Authorized Contact	Karen Magee, Chair and Trustee	
Address (if different from above)		
City, State Zip		
Phone		
Fax		
E-mail ( <b>REQUIRED</b> )	kmagee@nysutmail.org	
Tax I.D. Number	16-6460576	
The organization is: (Please indicate by clicking on the appropriate boxes below:)		
Local Educational Agency (LEA)	<input type="checkbox"/>	
For-profit corporation	<input type="checkbox"/>	Click either: <input type="checkbox"/> <b>NY corp.</b> or <input type="checkbox"/> <b>Foreign corp.</b>
Non-profit corporation	<input type="checkbox"/>	Click either: <input type="checkbox"/> <b>NY corp.</b> or <input type="checkbox"/> <b>Foreign corp.</b>
Limited Liability Company (LLC)	<input type="checkbox"/>	Click either: <input type="checkbox"/> <b>NY LLC</b> or <input type="checkbox"/> <b>Foreign LLC</b>
Other	<input type="checkbox"/>	Please specify:
Vendor Responsibility Questionnaire (VRQ)		Click either: <input checked="" type="checkbox"/> Paper form enclosed with application <input type="checkbox"/> Submitted online <input type="checkbox"/> Will not be filed due to exempt status as follows (please specify):

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

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.<sup>19</sup> (See important footnote below.)
- **If a foreign corporation:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.\* (See important footnote below.)
- **If a New York State LLC:** the Articles of Organization, together with any amendments to such document filed to date.\* (See important footnote below.)
- **If a foreign LLC:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date.\* (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State:** the certificate of Assumed Name

<sup>19</sup> Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the SED Office of Counsel website at [www.counsel.nysed.gov](http://www.counsel.nysed.gov) or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.



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

**Name of Applying Entity:** NYSUT Education and Learning Trust

**Name of Rubric:** NYSUT Teacher Practice Rubric - 2014 Edition

**Please check the most appropriate category:**

	<b>Teacher and/or Principal Practice Rubric</b>	<b>Required Submission</b>
<input checked="" type="checkbox"/>	This is an application for providing <b>Teacher Practice Rubric services.</b>	<p>A full application with all required materials (including this cover page) shall be submitted for <b>each*</b> rubric.</p> <p>Your rubric(s) must be attached in the Appendix section of your submission.</p>
<input type="checkbox"/>	This is an application for providing <b>Principal Practice Rubric services.</b>	<p>A full application with all required materials (including this cover page) shall be submitted for <b>each*</b> rubric.</p> <p>Your rubric(s) must be attached in the Appendix section of your submission.</p>

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



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

**FORM B-2**

**Rubric Design and Implementation (*INFORMATION-ONLY*):**

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

1. Describe and detail any empirical or statistical evidence of demonstrated professional achievement for teachers and/or principals over time as a result of provider services.

**Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.**

**Research confirms that there is a positive association between teacher performance and student achievement. Robust performance-based teacher evaluation systems are also associated with student learning gains (Nelson 2009, Harris & Sass, 2007; Little, Goe & Bell, 2009). Four studies by Consortium for Policy Research in Education-University of Wisconsin positively correlate performance-based teacher evaluation scores with student achievement growth (Kimball, 2004, Milanowski, 2004). Research shows that the key elements of a rigorous, comprehensive, performance-based teacher evaluation system that strengthens teaching and improve student outcomes consists of clearly articulated teaching standards, the use of rubrics, and multiple observations.**

**The NYSUT Teacher Practice Rubric 2014 Edition was developed based on Charlotte Danielson's well accepted and research-based framework (Danielson, 2007, 2011, 2013) and the NYS Teaching Standards. The NYSUT Teacher Practice Rubric 2014 Edition was also reviewed and modified to ensure alignment with accomplished teaching standards (National Board for Professional Teaching Standards), model core teaching standards (Interstate Teacher Assessment and Support Consortium InTASC), and professional development standards (National Staff Development Council). The Danielson framework undergirds the NYSUT Teacher Evaluation and Development System which provides the observation model protocols for use with the NYSUT Teacher Practice Rubric 2014 Edition. Research on similar teacher performance-based evaluation systems such as the Cincinnati Public Schools Teacher Evaluation System (CPSTES) (Taylor, 2010; Kane, 2011) and Montgomery County, MD teacher evaluation system based on the Danielson framework were found to be positively correlated with student achievement growth (Holtzapple, 2003,**

	<p><b>Milanowski, 2004a, b).</b></p> <p><b>The success of performance-based teacher evaluation system is highly dependent on the provision of high quality training for stakeholders around the standards and rubrics as well as the goals of the evaluation system (Mather, Olivia, &amp; Laine, 2008). Systematically training classroom observers and evaluators (e.g. inter-rater reliability and inter-rater agreement) helps ensure their ability to accurately assess teacher performance (Little, Goe &amp; Bell, 2009). The evaluation protocols and processes associated with the NYSUT Teacher Practice Rubric 2014 Edition are reinforced by extensive training and support for teachers, peer evaluators and administrators.</b></p> <p><b>Anecdotal evidence from districts using the NYSUT Teacher Practice Rubric is consistent with findings in similar performance systems as documented in CPSTES (Kane, 2011), connecting specific teaching practices with student achievement outcomes. Descriptions of practices and different performance levels that comprise the NYSUT Teacher Practice Rubric 2014 Edition, as well as specific details about practice that contribute to rating categories, provide evidence of effective teaching practices that can be widely shared and also map out professional development support to individual teachers. The American Institute of Research (AIR) continues to collect data and identify findings resulting from the use of the NYSUT Teacher Practice Rubric 2014 Edition in the NYSUT's Innovation Initiative school districts through 2015. AIR will document demonstrated effectiveness of the rubric and other aspects of the evaluation system in contributing to professional achievement of teachers.</b></p> <p><b>(See Appendix 3)</b></p>
<p>2. What is the methodology used to collect evidence of the demonstrated professional achievement for teachers or principals (<i>i.e. measures and analyses used, comparison groups, etc.</i>)?</p>	<p><b>Multiple measures of teaching practices and student achievement will be used to collect evidence of demonstrated professional achievement for teachers. The NYSUT Teacher Practice Rubric 2014 Edition describes the practices, skills and characteristics that effective teachers should employ. Multiple measures will collect evidence on the elements that comprise the NYS Teaching Standards. Teacher performance data will be collected using detailed classroom observations by highly-trained multiple observers; an analysis of teaching</b></p>

	<p><b>artifacts; multiple observations; structured review of student work; goal-setting and professional learning responsibility and progress on growth plans. Evaluators assign a performance rating for each specific practice element indicating evidence of a level of proficiency. The various levels of proficiency in the NYSUT Teacher Practice Rubric 2014 Edition incorporate a point system of scoring individual practices in order to understand variations in skills among teachers with similar overall ratings. Comparison of teacher differences in performance over time, with a focus on observable practices, increases the probability that classroom/observation-based evaluation will result in improved practice. The NYSUT Teacher Evaluation and Development System (TED) has developed quality evidence collection methods to be used with the NYSUT Teacher Practice Rubric 2014 Edition.</b></p>
<p>3. What type of research design has been established to support these findings? <i>(e.g., experimental, non-experimental, quasi-experimental, etc)</i></p>	<p><b>AFT's federally funded i(3) project is supporting the pilot and implementation of NYSUT's Teacher Development and Evaluation System. American Institute for Research (AIR) is conducting the formative and summative evaluation of the pilot and implementation of the teacher evaluation process. AIR's research design uses a mixed method approach to collecting data on changes in teaching practices. Formative studies include interview protocols, focus groups, and survey instruments previously used in large-scale research studies. Focus groups include teacher evaluators, surveys of school principals and building team representatives, and online surveys of teachers. Data collection includes district reports of annual district data on student characteristics and teachers, and annual results from state assessments. Data collection also includes changes in policies and practices, teacher performance data and student achievement data. Descriptive and inferential statistical techniques are used to calculate frequency, proportions, ranges, means. AIR is conducting a qualitative investigation of relationships between these characteristics using descriptive and inferential statistics to analyze school, district and teacher characteristics. Observation/fidelity protocols, and teacher and administrator surveys have been established to document features of training provided.</b></p>
<p>4. Describe and detail the proposed scoring or rating system associated with the rubric being submitted.</p>	<p><b>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</b></p> <p><b>Below are two proposed options associated with the scoring of a teacher's performance using the evidence</b></p>

	<p><b>collected through the NYSUT Teacher Practice Rubric 2014 Edition:</b></p> <p><b>Option One:</b> The evaluator collects evidence and rates the teacher's effectiveness associated with the elements and performance indicators of each NYS Teaching Standard. The evaluator uses a 1-4 scale with 4 = highly effective, 3 = effective, 2 = developing and 1 = ineffective. A total per standard score is produced by adding individual indicator scores divided by the number of performance indicators assessed. All standard scores are added to produce a total score and divided by the number of standards. The total score is then applied to a locally negotiated conversion chart to determine the subcomponent score. If a teacher's total subcomponent score is 2.62, according to the sample conversion table, the teacher's rating would be "effective."</p> <p style="text-align: center;"><b>Sample Conversion Table</b></p> <table border="0"> <tr> <td><b>Highly Effective</b></td> <td><b>3.5 – 4.0</b></td> </tr> <tr> <td><b>Effective</b></td> <td><b>2.5 – 3.49</b></td> </tr> <tr> <td><b>Developing</b></td> <td><b>1.5 – 2.49</b></td> </tr> <tr> <td><b>Ineffective</b></td> <td><b>1.0 – 1.49</b></td> </tr> </table> <p><b>Option Two:</b> A point value which is locally negotiated is assigned to each of the seven teaching standards adding up to 60 points. A local determination is made regarding point allocation for elements/performance indicators to total the point value per standard. Evidence is collected and scored on a 60-point basis; the final score will fall into locally negotiated scoring bands indicating highly effective; effective; developing; ineffective.</p>	<b>Highly Effective</b>	<b>3.5 – 4.0</b>	<b>Effective</b>	<b>2.5 – 3.49</b>	<b>Developing</b>	<b>1.5 – 2.49</b>	<b>Ineffective</b>	<b>1.0 – 1.49</b>
<b>Highly Effective</b>	<b>3.5 – 4.0</b>								
<b>Effective</b>	<b>2.5 – 3.49</b>								
<b>Developing</b>	<b>1.5 – 2.49</b>								
<b>Ineffective</b>	<b>1.0 – 1.49</b>								
<p>5. Describe and detail your organization's demonstrated ability to adapt and sustain the submitted rubric to align with the requested needs of participating LEAs.</p>	<p><b>The NYSUT Teacher Practice Rubric has been adopted by more than 200 school districts in addition to the pilot districts of: (See Appendix 10) Albany (large urban), North Syracuse (large suburban), Plattsburgh (small city), Marlboro (small suburban), Hempstead (large urban), and Poughkeepsie (small city). Each district required different strategies to adapt and sustain the Rubric. To meet local needs, tailored technical assistance was offered to each district with regard for the following conditions: the district's current evaluation system; adjustment to current observation practices; training for administrators and</b></p>								

	<p>peer evaluators on observation protocols; training for teachers on NYS Teaching Standards and observation protocols; examination of current data; and systems and processes for teacher evaluation; and professional development practices and district PDP. As the work continues, and additional districts adopt the Rubric, NYSUT's Education and Learning Trust will continue to provide districts with appropriate technical assistance to sustain the evaluation process as required to conduct an effective teacher evaluation and development system. (See Appendices 7, 8 and 11) ELT's Director and staff have been an integral part of the development and piloting of the Teacher Evaluation and Development System (TED) including the pilot of the Rubric.</p> <p>The Education &amp; Learning Trust has successfully adapted and sustained a variety of educational programs and innovative initiatives in rural, suburban and large city districts. ELT brings over thirty years of experience and has worked with over 700 school districts on providing training on numerous reform initiatives. Customizing programs to meet the particular needs of districts is always the entry point for technical assistance in designing and developing training programs for teachers and administrators. With experience in many district-wide educational initiatives, such as mentoring, block scheduling or differentiated instruction, ELT has achieved outstanding results with demonstrated ability to work effectively at the district level.</p>
<p>6. What is the instructional content, methodology, and format of any proposed evaluator training that your organization may be able to offer participating LEAs?</p> <p><i>Please note: providers are not obligated to provide training nor are districts obligated to buy training from providers.</i></p>	<p><b>Instructional content: Evaluator training includes the following components: (1) NYS Teaching Standards and their related elements and performance indicators; (2) research and evidence based observation techniques; (3) application and use of the student growth percentile model and the value-added growth model identified by the State; (4) application and use of the NYSUT Teacher Practice Rubric 2014 Edition; (5) use of any district assessment tools (multiple measures, such as surveys, reviews of student work, observations, etc.) used to evaluate teachers; (6) application and use of any State approved locally selected measures of student achievement; (7) use of the Statewide Instructional Reporting System; (8) scoring methodology, including scoring subcomponents and the composite effectiveness score, and use of the scoring ranges for the four designated</b></p>

	<p><b>rating categories and (9) consideration in evaluating teachers of English language learners and students with disabilities.</b></p> <p><b>Additional topics include (a) ethical responsibilities of evaluators; (b) timelines and processes for evaluators and participants; (c) appropriate use of tools and instruments; (d) inter-rater reliability; (e) how to engage teachers in "instructional conversations,"; and other topics.</b></p> <p><b>Methods: Training focuses on practice evaluation by observing teachers, examining artifacts, and reviewing student work, and the use of other measures. The emphasis in instruction is on role-playing, practice in authentic contexts, discussion, examination of research, demonstrations, analysis of video, and formative and summative feedback for learners. Participants are assessed for inter-rater reliability through the use of master scored video and supporting materials, (certification through testing). A comprehensive handbook and integrated forms also support evaluator development. Post-training support includes paired observations to insure inter-rater reliability; progress monitoring and ongoing evaluation of training.</b></p> <p><b>Format: NYSUT provides training through a number of mechanisms (Appendix 11 ). Training will be delivered in classrooms and through web-based, interactive designs, such as webinars, modular instruction, and online resources that support the ongoing development of evaluator expertise. The Evaluator Institute (45 hours=30 hour Institute /15 hour in-district support) examines best practices in NYS standards-based teacher evaluation and provides support for observers to develop skills in communicating to teachers in a balanced way about their teaching repertoire.</b></p>
<p>7. Describe and detail the projected costs associated with the adoption of your teacher or principal rubric evaluation tool, which would include the projected cost(s) for the adoption of the practice rubric and any supplemental costs involved (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	<p><b>The adoption of the NYSUT Teacher Practice Rubric 2014 Edition would require two significant activities (1) training teachers on the New York State Teaching Standards Elements and Performance Indicators and the NYSUT Teacher Practices Rubric (referred to as stakeholders training) and (2) Evaluator Training.</b></p> <p><b>Stakeholder Training: This training program will address the important details of evaluation, such as</b></p>

how teachers are involved in the evaluation process of the district, including the protocols for the evaluation process, performance expectations according to the prescribed rating categories; measures for obtaining evidence of teaching practices using observation and analysis of teaching/student artifacts and an understanding of a goal setting procedures and learning plans to structure continuous professional growth. This training has been delivered in 5 three-hour sessions to ensure adequate levels of awareness and application of appropriate knowledge and skills necessary for participating in the teacher's annual evaluation. NYSUT's Education and Learning Trust has provided this training to school districts using NYSUT's Teacher Practice Rubric. The estimated cost of the fifteen-hour program is approximately \$110 per person.

**Evaluator Training:** The NYSUT Education and Learning Trust delivers evaluator training which is a major component of NYSUT's Teacher Evaluation and Development (TED) System. A well-trained evaluator is a critical element of a successful teacher evaluation system. As described above in B-2(6), the training provides an overview of the evaluation system and the process used for formal observations including, but not limited to, analysis of teaching artifacts during the pre-conference, evidence collection, observation, examination of student work, and goal setting and developing learning plans.

The training includes 30 hours of intensive training followed by 15 hours of in-district support with paired coaching to develop evidence collection and inter-rater reliability skills. The estimated cost of the 45-hour program is \$650 per person, including the paired observations.



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

**FORM B-3**

**Organizational Capacity (INFORMATION-ONLY):**

In this section, the applicant should demonstrate that it has adequate human, organizational, and technical resources to provide the proposed teacher and/or principal practice rubric services.

<p>1. A description of the organization, including information such as length of time in operation, number of existing locations, number of staff, an organization chart, etc.</p>	<p><b>Since 1979, NYSUTs Education and Learning Trust (ELT) has been providing professional development for approximately 10,000 members annually. ELT maintains a staff of 15 professionals including director, coordinators and administrative assistants. Five regional offices oversee a faculty of 120 teacher-practitioners. ELT has worked with over 700 school districts in the past 30 years, providing customized support and technical assistance in reform initiatives for rural, suburban and urban districts. (See Appendices 7 and 8.)</b></p>
<p>2. A description of the organization’s history of providing similar teacher and/or principal evaluation services, including the outcomes achieved, number of previous contracts, the diversity of clients, the number of students served, etc.</p>	<p><b>The Education &amp; Learning Trust (ELT) is the professional development division of the New York State United Teachers organization. ELT provides comprehensive professional development through programs designed for experienced teachers as well as new practitioners. Each year thousands of educators and students from rural, suburban and large urban districts benefit from the ELT’s research-based seminars and courses.</b></p> <p><b>ELT bring extensive experience in providing evaluation services (See appendix 7, 8, 11, 12) As a partner in the Innovation initiative (2009 - present) and the NYSED District Development Program (DDP) grant, ELT has developed and refined numerous programs regarding teacher evaluation, rubric application, evidence collection, evaluator training, master code training and summative evaluation training. Training for these programs has been delivered for the past three years throughout NYS. In addition ELT provides evaluator re-certification programs, coaching and supportive professional development services. ELT also designed professional development addressing teacher evaluation and professional collaboration through a grant from the National Education Association (2008-2011) to train teachers and administrators in data teams to analyze student/teacher work in order to improve delivery of instruction.</b></p>

3. Copies of the organization's tax returns for the past two years, or other evidence of fiscal soundness, e.g. annual financial statements, fiscal audits, Dunn & Bradstreet reports, etc., submitted as Appendices.	<b>Please clearly identify and attach this documentation in the Appendix section.</b>
4. Copy of the organization's 501(c)3 certificate or State license.	<b>Please clearly identify and attach this documentation in the Appendix section.</b>
5. Information as to whether lawsuits have been filed against the organization for educational and/or fiscal mismanagement, civil rights violations, criminal act(s), or other reason(s); and indicate the outcome of each instance.	N/A
6. Information as to whether the organization has been denied the ability to conduct business in any state and indicate the reason(s) for such denial.	N/A
7. Information as to whether the organization has been debarred or suspended from doing business with any local government, state, or the federal government.	N/A
8. Information as to whether the organization has been approved as a teacher and/or principal evaluation service provider in another state and specify such state(s).	N/A



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

**FORM C**

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

1.	Name of organization:	NYSUT Education and Learning Trust
	Primary location (city/state):	800 Troy-Schenectady Road Latham, NY 12110
	Contact information: (phone / email / website):	eltmail@nysutmail.org www.nysut.org/elt
	LEAs where service will be provided (or is intended to be provided):	New York State
2.	The number of years the provider has delivered service:	1979-present (35+years)
3.	Title of the Teacher and/or Principal Rubric Evaluation model to be used (if appropriate):	NYSUT Teacher Practice Rubric 2014 Edition
4.	Professional population that the provider has served, and that they are requesting to serve (i.e., teachers, principals, admin., etc.):	10,000-12,000 annually served and requesting to serve
5.	Number of teachers and/or principals that have received an evaluation using the submitted rubric tool (approximately):	In the 2012-13 school year, approximately 37,000 teachers used the NYSUT Teacher Practice Rubric in their negotiated Teacher Evaluation.
6.	Number of teacher and/or principal evaluation instructional sessions provided per year, if applicable:	150
7.	Average length of each training session for the training of evaluators (minutes/hours):	45 hours plus additional support in-district

**Following is information provided as of April 23, 2014 date (contact the provider for the most up-to-date information):**

<p><b>Teacher/Principal Rubric Tool:</b>  <input checked="" type="checkbox"/> Free    <input type="checkbox"/> For Cost</p>
<p><b>If for cost, to which does a fee apply:</b>  <input type="checkbox"/> Rubric    <input checked="" type="checkbox"/> Related services (e.g., training or professional development associated with the use of the rubric)</p>
<p><b>If services are offered by the applicant, are any mandatory in order to use the rubric?</b>  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>

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

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



**FORM D**

**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS  
Assurances and Signature**

In submitting this application to be included in the State Education Department’s Teacher and Principal Practice Rubric Service Provider list, I certify that:

1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.
2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, Education Law §§305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(ll), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), 3035 and Part 87 of the regulations of the Commissioner of Education.
3. All instruction and content will be secular, neutral, and non-ideological.
4. All instruction and content provided to LEA’s will be aligned to the applicable professional standards of practice for teachers and/or principals, including but not limited to, the New York State Teaching Standards, ISLCC 2008 Leadership standards, New York State Education Law, and the Commissioner’s regulations.
5. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.

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

<p>1. Name of Organization (PLEASE PRINT/TYPE) NYSUT Education and Learning Trust</p>	<p>4. Signature of Authorized Representative  (PLEASE USE BLACK/BLUE INK) </p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE) Karen E. Magee</p>	<p>5. Date Signed 6/25/14</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE) Chair and Trustee</p>	