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**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - Weighting

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Page Last Modified: 02/25/2022

**Use of the Optional Subcomponent and Student Performance Category Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

**Educator Evaluation - Ed Law §3012-d, amended in 2019****Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent**

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Page Last Modified: 02/25/2022

**Optional Student Performance Subcomponent**

For guidance on the optional subcomponent of the Student Performance category, see NYSED Educator Evaluation Guidance.

*Percentage of Student Performance category to be locally determined if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- **Option (A)** A second SLO, provided that this SLO is different than that used in the required subcomponent;
- **Option (B)** A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- **Option (C)** A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- **Option (D)** A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- **Option (E)** An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

**Please indicate if the optional subcomponent will be used by making the appropriate selection below.**

NO, the optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 4. TEACHERS: Observations - Rubric and Scoring

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Page Last Modified: 03/04/2022

**Teacher Observation Category**

For guidance on the Teacher Observation category, see NYSED Educator Evaluation Guidance. For a definition of terms used in this section, see the Educator Evaluation Glossary.

**Teacher Practice Rubric**

Select a teacher practice rubric from the menu of State-approved rubrics to assess teacher practice based on the NYS Teaching Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
NYSUT Teacher Practice Rubric (2014 Edition)	(No Response)

Please read the assurances below and check each box.

- Assure that the same rubric(s) is (are) used for all classroom teachers in a grade/subject across the LEA, provided that LEAs may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in the table above.
- Assure





Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 4. TEACHERS: Observations - Rubric and Scoring

Page Last Modified: 03/04/2022

There are two types of observation within the required observation subcomponent:

1. Observations by principal(s) or other trained administrators
2. Observations by impartial independent trained evaluator(s)

If an evaluator conducts multiple observations of the same type, how are those observations weighted? (e.g., If a principal conducts two observations, one announced and one unannounced, are those two observations weighted equally and averaged to result in one final score for observations by principal(s) or other trained administrators? Or does one of the observation types receive greater weight, such as the announced observation is weighted 60% and the unannounced observation is weighted 40%?)

Multiple observations of the same type are weighted equally

Please read the assurances below and check each box.

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in the next section, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

**Teacher Observation Scoring Bands**

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

	Overall Observation Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0.00*	1.49 to 1.74

\* In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 4. TEACHERS: Observations - Rubric and Scoring

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Page Last Modified: 03/04/2022

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

**Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.**

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

**Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.**

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**Educator Evaluation - Ed Law §3012-d, amended in 2019**

**Task 4. TEACHERS: Observations - Teacher Observations**

---

Page Last Modified: 03/09/2022

**Teacher Observation Subcomponent Weighting**

For a definition of terms used in this section, see the Educator Evaluation Glossary.

**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrator(s)**

- At least 80% of the Teacher Observation category score

**Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)\***

- At least 10%, but no more than 20%, of the Teacher Observation category score

**Optional Subcomponent: Observations by Trained Peer Observer(s)**

- No more than 10% of the Teacher Observation category score when selected

**Please be sure the total of the weights indicated equals 100%.**

*\* The process selected for conducting observations, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is*


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Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 4. TEACHERS: Observations - Teacher Observations

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**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 4. TEACHERS: Observations - Teacher Observations

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**Please also read the additional assurances below and check each box.**

- Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

**Peer Observation Assurances**

**Please read the assurances below and check each box.**

- Assure that peer observers, as applicable, will be trained and selected by the LEA.
- Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

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**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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Page Last Modified: 03/09/2022

**Additional Requirements**

For more information on the additional requirements for teachers, see NYSED Educator Evaluation Guidance.

**Teacher Improvement Plan Assurances**

**Please read the assurances below and check each box.**

- Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- Assure that TIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate,



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Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 6. TEACHERS: Additional Requirements - Appeals

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If "Other" was selected in the table above, please list the corresponding row number and group(s) of teachers that may utilize the appeals process.

Row Number	Groups of teachers not specified in the table above that may utilize the appeals process.
(No Response)	(No Response)

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[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 6. TEACHERS: Additional Requirements - Training

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Page Last Modified: 02/25/2022

**Retraining**

**Approximately how many hours of re-training (annual, periodic, or other frequency) will evaluators receive?**

- 2-6 hours

**Certification of Lead Evaluators**

**How often are lead evaluators certified?**

- Annually

**Please identify the party responsible for the certification and re-certification of lead evaluators.**

- BOCES

**Inter-rater Reliability**

**Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object. Within the context of educator evaluation, inter-rater reliability requires all evaluators trained in the observation process to reach independent consensus on observable behaviors to ensure the accuracy, consistency, and precision of the implementation of the chosen evaluation rubric(s). It also requires administrators to analyze and track educator evaluation data and ensure that observations are being completed with fidelity.**

**Select the option(s) below that best describe the process in place for maintaining inter-rater reliability.**

**Please check all that apply.**

- Data analysis to detect disparities on the part of the evaluators
- Periodic comparisons of an evaluator's assessment of the same classroom teacher
- Periodic calibration meetings and/or trainings

**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 6. TEACHERS: Additional Requirements - Assurances

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Page Last Modified: 02/25/2022

**Teacher Evaluation Assurances**

**Please read the assurances below and check each box.**

- Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's evaluation, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the



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**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 7. PRINCIPALS: Required Student Performance - Information and Assurances

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Page Last Modified: 02/25/2022

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice(• )Tj EMC /f prlted ar; Sg/f 4ti /Lbl <</MCID 7 >>BDC -0.942 -1.5 Td (• )Tj EMC 10/LBody <</MC



Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 7. PRINCIPALS: Required Student Performance - Student Learning Objectives

Page Last Modified: 02/25/2022

**HEDI Scoring Bands**

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

**SLO Assurances**

Please read the assurances below and check each box.

- Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

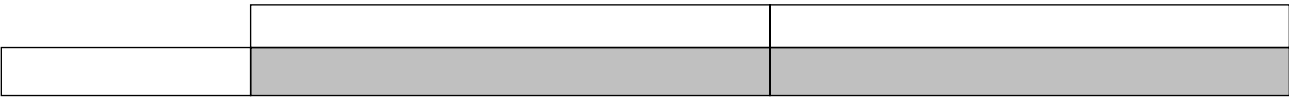
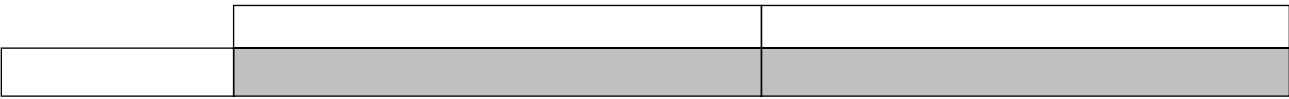
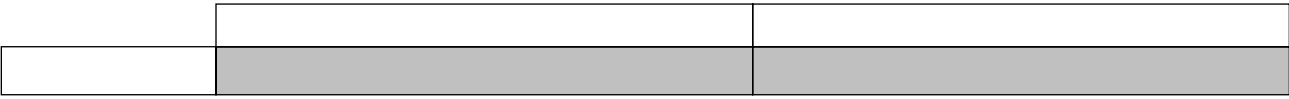
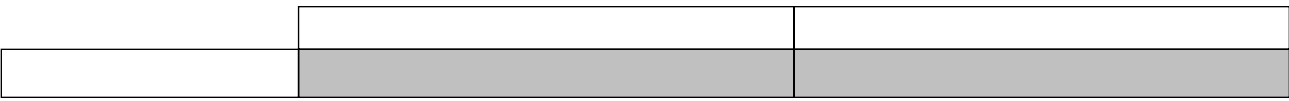












**Educator Evaluation - Ed Law §3012-d, amended in 2019**

**Task 9. PRINCIPALS: School Visits - Principal School Visits**

Page Last Modified: 03/04/2022

**Principal School Visit Subcomponent Weighting**

For a definition of terms used in this section, see the Educator Evaluation Glossary.

**Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrator(s)**

- At least 80% of the Principal School Visit category score

**Required Subcomponent 2: School visits by Impartial Independent Trained Evaluator(s)\***

- At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent: School visits by Trained Peer Principal(s)**

- No more than 10% of the Principal School Visit category score when selected

Please be sure the total of the weights indicated equals 100%.

*\* The process selected for conducting school visits, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardship Waiver for a school year, then the terms specified in that waiver application will apply for that school year only. Please note that independent Evaluator Hardship Waiver requests must be submitted and approved on an annual basis.*

**Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.**

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply <i>If only one group of principals is applicable, please list "All principals"</i>
80%	20%	0% [N/A]	All Principals

**Principal School Visits**

The principal school visit category is made up of two (2) required and one (1) optional subcomponents.

- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.
- LEAs may locally determine whether to use more than one school visit by any of the required observers.
- Nothing shall be construed to limit the discretion of administrators to conduct school visits in addition to those required by this section for non-evaluative purposes.

**Required Subcomponents**

- At least one of the required school visits must be unannounced (across both required subcomponents).

**Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrator(s)**

- At least one school visit must be conducted by the superintendent or other trained administrator.

**Required Subcomponent 2: School visits by Impartial Independent Trained Evaluator(s)\***

- At least one school visits must be conducted by an impartial independent trained evaluator.
- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA, but may not be assigned to the same school building as the principal being evaluated. This could include other administrators, department chairs, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.

*\* The process selected for conducting school visits, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardship Waiver for a school year, then the*









**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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Page Last Modified: 02/25/2022

**Additional Requirements**

For guidance on additional requirements for principals, see NYSED Educator Evaluation Guidance.

**Principal Improvement Plan Assurances**

**Please read the assurances below and check each box.**

- Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- Assure that PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

**Principal Improvement Plan Forms**

All PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a principal's improvement in those areas.



**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 03/04/2022

**Appeals Assurances**

**Please read the assurances below and check each box.**

- Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.
- Assure that an appeal shall not be filed until a principal's receipt of their overall rating.

**Appeals**

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their LEA:

- (1) the substance of the annual professional performance review [evaluation]; which shall include the following:
  - (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

**Please use the table below to describe the appeal(s) process(es) available to principals.**

<p><b>Which groups of principals may utilize the appeals process?</b>                      Select all groups that have the same process as defined in subsequent columns.                      To add additional groups with a different process, use the "Add Row" button.</p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating.                      Please select all that apply.</p>	<p>What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?</p>
<p><input checked="" type="checkbox"/> All principals who received a rating of Ineffective</p>	<p><input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally</p> <p><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d</p> <p><input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p> <p><input checked="" type="checkbox"/> The LEA's issuance and/or</p>	<p><input checked="" type="checkbox"/> 0-30 days</p>

Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 11. PRINCIPALS: Additional Requirements - Appeals

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<b>Which groups of principals may utilize the appeals process?</b> <i>Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. <i>Please select all that apply.</i>	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?




**Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Training

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Page Last Modified: 02/25/2022

**Retraining****Approximately how many hours of re-training (annual, periodic, or other frequency) will evaluators receive?** 2-6 hours**Certification of Lead Evaluators****How often are lead evaluators certified?** Annually**Please identify the party responsible for the certification and re-certification of lead evaluators.** BOCES**Inter-rater Reliability**

**Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object. Within the context of educator evaluation, inter-rater reliability requires all evaluators trained in the school visit process to reach independent consensus on observable behaviors to ensure the accuracy, consistency, and precision of the implementation of the chosen evaluation rubric(s). It also requires administrators to analyze and track educator evaluation data and ensure that school visits are being completed with fidelity.**

**Select the option(s) below that best describe the process in place for maintaining inter-rater reliability.****Please check all that apply.**

- Data analysis to detect disparities on the part of the evaluators
- Periodic comparisons of an evaluator's assessment of the same building principal
- Periodic calibration meetings and/or trainings

**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 11. PRINCIPALS: Additional Requirements - Assurances

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Page Last Modified: 02/25/2022

**Principal Evaluation Assurances**

**Please read the assurances below and check each box.**

- Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's evaluation in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such



**Educator Evaluation - Ed Law §3012-d, amended in 2019**

Task 12. Joint Certification of Educator Evaluation Plan - Upload Certification Form

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Page Last Modified: 03/09/2022

**Upload Educator Evaluation LEA Certification Form**

*Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.*

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the Educator Evaluation plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the page.**

Signature 3.9.22.pdf

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Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and principal with the opportunity for the principal to attach comments.

**LEA AGREEMENT TO ADOPT AND IMPLEMENT THE LEA'S COMPLETE APPR PLAN**

By signing this document, the LEA and its collective bargaining agent(s) hereby certify that the Agreement submitted to the Commissioner for approval constitutes the school LEA's complete APPR plan, that all provisions of the plan that are subject to any collective bargaining agreement have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-J of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that the information herein is true and accurate and that any applicable collective bargaining agreement for teachers and principals are consistent with and/or have been amended and/or modified in a manner required or otherwise required by the Commissioner for approval. It is necessary to require that all classroom teachers and building principals will be evaluated using the APPR plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this Agreement is the LEA's complete APPR plan and that such plan will be fully implemented by the LEA; that the agreement, including all amendments, memoranda of understanding, or any other agreements in any form that prevent, prohibit, or hinder the implementation of the APPR plan, and any changes will be made to the Plan through collective bargaining or otherwise, except with the approval of the Commissioner in accordance with Subpart 30-J of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s) hereby certify that this Agreement is the LEA's complete APPR plan and that such plan will be fully implemented by the LEA; that the agreement, including all amendments, memoranda of understanding, or any other agreements in any form that prevent, prohibit, or hinder the implementation of the APPR plan, and any changes will be made to the Plan through collective bargaining or otherwise, except with the approval of the Commissioner in accordance with Subpart 30-J of the Rules of the Board of Regents.

**The LEA and its collective bargaining agent(s) where applicable, also make the following specific certifications with respect to the APPR Plan:**

- Assure that the overall APPR ratings will be used in making decisions on employment decisions, including but not limited to tenure determinations and teacher and principal improvement plans.
- Assure that the entire APPR plan will be implemented for all teachers and principals as soon as practicable, but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is first measured.
- Assure that the LEA shall compute or provide to the teacher/principal in which standards rating into the standards performance category of "satisfactory" and in the "effective" or "highly effective" category or principal's standards performance category of "satisfactory" or "highly effective" APPR, in writing, no later than the first day of the school year in which the teacher or principal's performance is first measured, in no case later than September 1 of the school year following the year in which the teacher or principal's performance is first measured.
- Assure that the APPR Plan will be filed with the Commissioner and made available to the public on or before September 10th of each school year, within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner.
- Assure that the LEA will compute or report to the Commissioner the annual ratings for each classroom teacher and building principal in a manner prescribed by the Commissioner.
- Assure that the LEA provides an opportunity for classroom teachers and building principals to verify the subjects and/or student rosters assigned to them.
- Assure that teachers and principals will receive timely and accurate information regarding their performance evaluation process.
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations and includes specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
- Assure that any teacher or principal who receives a rating of "satisfactory" or "highly effective" will receive a Teacher Improvement Plan or Principal Improvement Plan in accordance with applicable statutes and regulations, by October 1 of the school year following the year in which the teacher or principal's performance is first measured or LDCA, as applicable.
- Assure that such improvement plans will be developed with a focus on developing the teacher's or principal's skills and knowledge in areas of pedagogical development, and shall be subject to the collective bargaining process.
- Assure that the LEA and its collective bargaining agent(s) will provide the Commissioner with the data and information, as applicable, with respect to the LEA's APPR plan, and that such data and information will be reviewed and analyzed as necessary in accordance with all applicable statutes and regulations.
- Assure that the LEA has established a process for the timely and expeditious resolution of an appeal by the LEA.
- Assure that, for teachers, all observable NYSED Learning Standards/Domain(s) will be selected and observed and assessed at least once a year across the total number of annual observations and for principals, all observable NYSED Learning Standards/Domain(s) will be selected and observed and assessed at least once a year across the total number of annual observations.

- Assure that it is possible for a teacher or principal to obtain each point in the scoring range for each subcomponent and that the LEA's scoring ranges are assigned to subcomponents and categories in a transparent and available manner.
- Assure that if a second measure for the Student Performance category is locally selected, then the same measures of student growth or achievement will be used across all classrooms in the same grade/subject for teachers at similar building configurations/programs for primary, intermediate, and secondary schools.
- Assure that all growth targets represent a minimum.
- Assure that any method changes to this plan occur at the beginning of the school year.
- Assure that the LEA's assessment system is designed to measure student learning performance.
- Subpart 25.03, which requires that the amount of time devoted to traditional Federal law for each classroom or program of the grade does not exceed the required annual instructional hours for such classroom or program of the grade, and
- Assure that the amount of time devoted to test preparation or certification preparation does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to Federal or the individualized education program of a student with a disability.

**Signatures, dates**

Superintendent Signature:

Date:

*[Handwritten Signature]*

Superintendent Name (print):

*Annette D. Hammond*

Teachers Union President Signature:

Date:

*[Handwritten Signature]* 3/19/2027

Teachers Union President Name (print):

*Alicia Cummings*

Administrative Union President Signature:

Date:

*[Handwritten Signature]* 3/19/2027

Administrative Union President Name (print):

*Heather Wilcox*

Board of Education President Signature:

Date:

*[Handwritten Signature]* 3/19/2027

Board of Education President Name (print):

*Jammy Dyer*