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

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

For guidance related to Educator Evaluation plans, see NYSED Educator Evaluation Guidance. For a definition of terms related to Educator Evaluation, see the Educator Evaluation Glossary.

The Department will review the contents of each local educational agency's (LEA) Educator Evaluation plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in an LEA's plan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented Educator Evaluation plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of an LEA's plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart



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Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

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Required Student Performance Subcomponent

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

100% of the Student Performance category if only the required subcomponent is used or locally determined if the optional subcomponent is selected.

Each teacher shall have a locally determined Student Learning Objective (SLO) consistent with the goal-setting process determined by the Commissioner.

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Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

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Use the table below to list all applicable teachers with the corresponding measure and assessment(s).

Note on common branch/departmentalized options

Grades 4-8

- If all core content area instruction (ELA/math/science/social studies) is delivered by a single teacher, please select each applicable common branch grade level below.

- If core content area instruction is departmentalized (i.e., separate ELA, math, science, and social studies teachers), please select the applicable grade level/content area combination(s).

- If both common branch and departmentalized instruction occurs in a particular grade level, please select both options for the applicable grade level(s).

Grades K-3 that use both a common branch and departmentalized model

- Check each applicable common branch grade level below.

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Task 2. TEACHERS: Required Student Performance - Weighting

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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.

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:

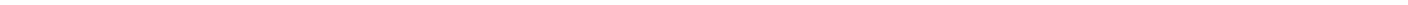
- îOption (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- îOption (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- îOption (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- îOption (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- îOption (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or

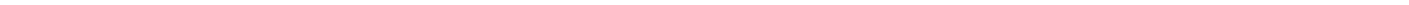
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Please indicate if the optional subcomponent will be used by making the appropriate selection below.

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







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Task 4. TEACHERS: Observations - Rubric and Scoring

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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.

	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

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Task 4. TEACHERS: Observations - Teacher Observations

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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 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 observation type and be sure the total of the weights indicated equals 100%.

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Group of teachers for which this weighting will apply If only one group of teachers is applicable, please list "All teachers"
90%	10%	0% (N/A)	All Teachers

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Task 4. TEACHERS: Observations - Teacher Observations

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Teacher Observation

The teacher observation category is made up of two (2) required and one (1) optional subcomponents.

The frequency and duration of observations are locally determined.

Observations may occur in person, by live virtual observation, or by recorded video, as determined locally.

LEAs may locally determine whether to use more than one observation by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct observations in addition to those required by this section for non-evaluative purposes.

Required Subcomponents

At least one of the required observations must be unannounced (across both required subcomponents).

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

At least one observation must be conducted by the building principal or other trained administrator.

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

At least one observation 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 teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.

* The process selected for conducting observations, 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.

Optional Subcomponent: Observations by Trained Peer Observer(s)

If selected, at least one observation must be conducted by a trained peer observer.

Peer teachers are trained and selected by the LEA. Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.

Observation Assurances

Please read the assurances below and check each box.

- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: 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; and/or use of professional goal-setting as evidence of teacher effectiveness. 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 artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that at least one of the required observations will be unannounced.

Number and Method of Observation

At least one of the required observations must be unannounced (across both required subcomponents).

Required Subcomponent 1: At least one observation must be conducted by the building principal or other

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Task 4. TEACHERS: Observations - Teacher Observations

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trained administrator (supervisor).

Required Subcomponent 2: At least one observation must be conducted by an impartial independent trained evaluator (independent evaluator).

Optional Subcomponent: If selected, at least one observation must be conducted by a trained peer observer (peer observer).

Please use the table below to enter the minimum number of observations and method of observation for each type listed.

	Minimum Number of Observations	Method of Observation Select all that apply
Announced Supervisor Observation (Required Subcomponent 1)	1	<input checked="" type="checkbox"/> In person
Unannounced Supervisor Observation (Required Subcomponent 1)	0	<input checked="" type="checkbox"/> Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)	0	<input checked="" type="checkbox"/> Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	<input checked="" type="checkbox"/> In person
Announced Peer Observation (Optional)	0	<input checked="" type="checkbox"/> Not applicable
Unannounced Peer Observation (Optional)	0	<input checked="" type="checkbox"/> Not applicable

Does the information in the table above apply to all teachers?

No, there are 2 groups of teachers who receive a different number and/or method of observation of each type (e.g., tenured teachers and probationary teachers; identify the first subgroup below).

Please identify the first subgroup of teachers to whom the information in the table above applies.

Tenured Teachers

[Redacted]

[Redacted]

[Redacted]

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Task 4. TEACHERS: Observations - Subgroup 2

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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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Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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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, differentiated activities to support a teacher's improvement in those areas.

Teacher Improvement Plan Forms

All TIP 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;sovement;sovon eomMCID 14 >>BDC T* (1)Tj7EMC /Spanreas of improvement, a timeline for areas of imp

where appropriate, differentiated activities to suprt a teacher's imp ovement in those areas.2



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Task 6. TEACHERS: Additional Requirements - Appeals

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<p>Which groups of teachers may utilize the appeals process? 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 teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.</p>	<p>What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?</p>
	<p>required for such reviews, pursuant to Education Law Section 3012-d</p> <ul style="list-style-type: none"> <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 <input checked="" type="checkbox"/> The LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents 	

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)

Training Assurance

Please read the assurance below and check the box.

The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on, at a minimum, elements 1, 2, and 4 below.

1. The New York State Teaching Standards, and their related elements and performance indicators
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its teachers
4. \$SSOLFDWLRQ DQG XVH RI WKH 6WDWH DSSURYHG WHDFKHU UXEULF V VHOHFWHG E\ WKH DSSOLFDWLRQ RI VXFK UXEULFV WR REVHUYH D WHDFKHUâ V SUDFWLFH
5. Application and use of any assessment tools that the LEA utilizes to evaluate its classroom teachers
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its teachers
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a teacher under this Subpart, including the weightings of TheT5700and/.er8o7PNsP/.er8o7P byrscribeacher undCommiss7PN2 -f, ince-f,ur designun, iy the DOptionaientl <</f, inclu peer obional 1yy theg04800D

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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 criteria for the Evaluation Assurance (Ed Law §3012-d) are being used as part of any teacher evaluation:
 - Multiple evidence of student development and performance as a regular part of the classroom
 - 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 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 Education, use of a State-approved rubric where permitted by the Department.



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

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Required Student Performance Subcomponent

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

100% of the Student Performance category if only the required subcomponent is used or locally determined if the optional subcomponent is selected.

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

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Required Student Performance Measures

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

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INPUT MODEL

Selection of the Input Model will require:

- 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 that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

Measure Type(s)

Please indicate below which type(s) of measures will be used to evaluate principals. Please check all that apply.

- Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

- Assure that processes are in place for the superintendent to monitor SLOs and/or input models.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.

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

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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 the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

Measures and Assessments

Use the table below to list all applicable principals with the corresponding measure and assessment(s).

Choose "Add a Row" to include an additional group of principals with a dE/pv" redt ieasure and assessment(s). s). s). s). s). s). s). s). s). s)

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

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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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.

Optional Student Performance Subcomponent



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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Please read the assurances below and check each box.

- Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.
- Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

At what level are the observable components of the selected rubric(s) rated?

- Domain level (holistic rating of domain)

How are the observable components of the selected rubric(s) weighted?

- Each component is weighted equally and averaged

Scoring the School Visit Category

If an evaluator conducts multiple school visits of the same type, how are those school visits weighted?

Examples of school visits of the same type include but are not limited to:

Two school visits by the superintendent with one early in the school year to discuss organizational goals and areas for progress weighted at 40% and one late in the school year to present evidence aligned to goals and areas for progress weighted at 60%

Several school visits by the principal with one holistic score for each component of the rubric based on evidence collected and observed over the course of the school year.

Please note: Weighting across school visit type (i.e. Supervisor vs. Independent Evaluator) are described in the following section.

- Multiple school visits of the same type are weighted equally

Please read the assurances below and check each box.

- Assure that each set of school visits (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 school visit score will be converted into a HEDI rating using the ranges indicated below.
- Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in the next section, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

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Overall School Visit Category		
Score and Rating		
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	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 school visits, 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.

	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

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Task 9. PRINCIPALS: School Visits - Principal School Visits

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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 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.

Optional Subcomponent: School Visits by Trained Peer Principal(s)

If selected, at least one school visit must be conducted by a trained peer principal.

Peer principals are trained and selected by the LEA. Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.

School Visit Assurances

Please read the assurances below and check each box.

- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: 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; and/or use of professional goal-setting as evidence of principal effectiveness. 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 artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

Number of School Visits

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

Required Subcomponent 1: At least one school visit must be conducted by the superintendent or other trained

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Task 9. PRINCIPALS: School Visits - Principal School Visits

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administrator (supervisor).

Required Subcomponent 2: At least one school visit must be conducted by an impartial independent trained evaluator (independent evaluator).

Optional Subcomponent: If selected, at least one school visit must be conducted by a trained peer principal (peer principal).

Please use the table below to enter the minimum number of school visits for each type listed.

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	1
Unannounced Supervisor School Visits (Required Subcomponent 1)	1
Announced Independent Evaluator School Visits (Required Subcomponent 2)	0
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
Announced Peer School Visits (Optional)	0
Unannounced Peer School Visits (Optional)	0

Does the information in the table above apply to all principals?

Yes, all principals receive the same number of school visits of each type.

Independent Evaluator Assurances

Please read the assurances below and check each box.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that independent evaluator(s) will be trained and selected by the LEA.

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 school visit(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 school visit(s) required to be performed by the Superintendent/supervisor or their designee. See Section 30-3.5(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 9 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

Peer School Visit Assurances

Please read the assurances below and check each box.

- Assure that peer principals, as applicable, will be trained and selected by the LEA.
- Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

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

Task 10. PRINCIPALS: Overall Scoring - Category and Overall Ratings

Page Last Modified: 04/05/2023

Category and Overall Ratings

For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.



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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

Page Last Modified: 04/05/2023

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.

As a required attachment to this Educator Evaluation plan, upload the PIP forms that are used in the LEA.

ADMIN - PIP 2016.pdf

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

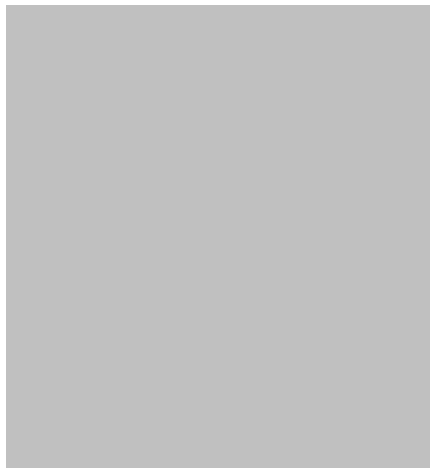
Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 05/10/2023

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 es .it are consistent with thef247it atim



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

Training Assurance

Please read the assurance below and check the box.

The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent evaluators and peer principals need only be trained on, at a minimum, elements 1, 2, and 4 below.

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
4. \$SSOLFDWLRQ DQG XVH RI WKH 6WDWH DSSURYHG SULQFLSDO UXEULF V VHOHFWHG E\ WK DSSOLFDWLRQ RI VXFK UXEULFV WR REVHUYH D SULQFLSDO V SUDFWLFH
5. Application and use of any assessment tools that the LEA utilizes to evaluate its building principals
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its principals
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
9. Specific considerations in evaluating principals of English language learners and students with disabilities

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

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

Please answer the questions below to describe the training process for all evaluators.

Evaluator Training

Please describe how training and retraining evaluators is conducted.

Check all that apply.

As a component district, training is conducted by, or in conjunction with, a BOCES

Please read the assurance below and check the box.

Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).

Initial training

Do all evaluators receive the same initial training?

Yes, all evaluators receive the same initial training.

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

Task 11. PRINCIPALS: Additional Requirements - Training

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Approximately how many hours of initial training will new evaluators receive?

2-6 hours

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

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

Task 11. PRINCIPALS: Additional Requirements - Assurances

Page Last Modified: 04/05/2023

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 artifact constitutes evidence of an otherwise observable rubric subcomponent.

Assessment Assurances

Please read the assurances below and check each box.

- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

Data Assurances

Please read the assurances below and check each box.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure that scores for all principals will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

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

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

Page Last Modified: 05/15/2023

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.

Implementation of the Evaluation Plan

Please indicate below the first academic year to which this evaluation plan F-1.818 Tiled etP<pllowble. /P <</MCBT /Fig57 w 2 /Im0 Dog

[Redacted text]

[Redacted text]

Middleburgh Central School District

Teacher Improvement Plan Process

Upon receiving a rating of “developing” or “ineffective”, or if areas of concern have been identified in a formal observation, a teacher shall be provided with a Teacher Improvement Plan (“TIP”). The TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. The Association president shall be informed in a timely manner whenever a teacher is placed on a TIP. Teacher confidentiality shall be maintained. With the agreement of the teacher, the Association president shall be provided with a copy of the TIP.

A TIP shall clearly specify:

- x the area(s) in need of improvement
- x the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating
- x how improvement will be measured and monitored,
- x how periodic review of progress will be provided
- x the appropriate differentiated professional development

Middleburgh

Assessment Summary: Administrator 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 administrator and teacher with the opportunity for the teacher to attach comments.

SECTION IV: IMPROVEMENT PLAN

Middleburgh Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and implemented no later than October 1st or as soon as practical thereafter. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1st and December 15th and the second between March 1st and March 15th. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- 8.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency (ies) resulting in _____

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

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.

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