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**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 30-3 of the Rules of the Board of Regents.


The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the LEA are for informational purposes only for the teachers and principals reviewed under this Educator Evaluation plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan approved by the Department. The Department also reserves the right to request further information from the LEA, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this Educator Evaluation plan are not true or accurate, it reserves the right to reject or disapprove this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

**Educator Evaluation Assurances**

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

Assure





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

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

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**Student Learning Objectives (SLOs)**

For guidance on SLOs, see NYSED SLO Guidance.

**SLOs shall be used as the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.**

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**MEASURES**

*SLO measures may be either individually attributed or collectively attributed.*

**Individually attributed measures**

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

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

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

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Applicable Teachers <i>Select all that apply</i>	Measure <i>Prior to making a selection, please read the description of each measure provided above.</i>	State or Regents Assessment(s) <i>Select all that apply</i>	Locally-developed Course-Specific Assessment(s) <i>Select all that apply</i>	Third Party Assessment(s) <i>Select all that apply</i>	Applicable School or BOCES-Program <i>Please leave blank unless instructed by the Department to complete this column.</i>
<input checked="" type="checkbox"/> Grade 9 ELA <input checked="" type="checkbox"/> Grade 10 ELA <input checked="" type="checkbox"/> Grade 12 ELA <input checked="" type="checkbox"/> Global History I					
<input checked="" type="checkbox"/> Grade 11 ELA	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> ELA Regents			(No Response)
<input checked="" type="checkbox"/> Algebra I	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Algebra I Regents			(No Response)
<input checked="" type="checkbox"/> Geometry	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Geometry Regents			(No Response)
<input checked="" type="checkbox"/> Algebra II	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Algebra II Regents			(No Response)
<input checked="" type="checkbox"/> Living Environment	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Living Environment Regents			(No Response)
<input checked="" type="checkbox"/> Earth Science	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Earth Science Regents			(No Response)
<input checked="" type="checkbox"/> Chemistry	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Chemistry Regents			(No Response)
<input checked="" type="checkbox"/> Physics	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Physics Regents			(No Response)
<input checked="" type="checkbox"/> Global History II	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> Global History Regents			(No Response)
<input checked="" type="checkbox"/> US History	<input checked="" type="checkbox"/> Individually attributed results	<input checked="" type="checkbox"/> US History Regents			(No Response)



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

Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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

Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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Page Last Modified: 01/31/2023

**Non-core/Elective Teachers**

For guidance on SLOs, see NYSED SLO Guidance.

**SLOs shall be used as the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.**

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**MEASURES**

*SLO measures may be either individually attributed or collectively attributed.*

**Individually attributed measures**

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

Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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Assessment(s) that are selected from the list of State-approved:

**third party assessments;** or

**locally-developed assessments** (district-, BOCES-, or regionally-developed).

**Please use the table below to list the non-core/elective teachers in your LEA not included on the previous page.**

**For the teacher(s) on each row, indicate the applicable .ssget the non-core/teach row, indicate the applicdevsgD Questar III BOCEi2ked rilco3E8 0 07**

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-7) assessment(s)
9-12 English Electives	9	12	English Electives	Collectively-attributed linked results	All Regents given in LEA
K-3 Art	K	3	Art	Teacher and course-specific results	Questar III BOCES
K-8 All non-core/elective courses	K	8	All non-core/elective courses	Collectively-attributed results	STAR Early Literacy, STAR Math, STAR Reading

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

Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent

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**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;
- î
- assigned supplemental assessments;
- î





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

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

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 <i>If only one group of teachers is applicable, please list "All teachers"</i>
90%	10%	0% (N/A)	all teachers

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

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 Nble below.06 523 T1C1	
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>



at least

**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 efBup1ES c)(1)(ii)(a) ofTj -1.459ge LRules ofTj -1Bop W ofTReg
- Departrms of such waiver shall apply for the school year during ich the waivdenr is efBup1ES c)(1)(ii)(b) ofTj -1Rules ofTj -1Bop W ofTReg

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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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**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, will be based on the individual teacher's needs and the needs of the school.



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

Task 6. TEACHERS: Additional Requirements - Appeals

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**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 teacher's receipt of their overall rating.

**Appeals**

Pursuant to Education Law §3012-d, a teacher 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 teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation 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 teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

**Please review your negotiated appeal process and use the table below to describe the appeal process available to teachers.**

<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></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>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All teachers who received a rating of Developing</li> <li><input checked="" type="checkbox"/> All teachers who received a rating of Ineffective</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally</li> <li><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 0-30 days</li> </ul>

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

Task 6. TEACHERS: Additional Requirements - Appeals

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<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></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> <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 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</p>	

**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	<b>Groups of teachers not specified in the table above that may utilize the appeals process.</b>
(No Response)	(No Response)

**Educator Evaluation - Ed Law §3012-d, amended in 2019****Task 6. TEACHERS: Additional Requirements - Training**

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**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 WHDFKHUâV 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 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 teacher's overall rating and their category ratings
9. Specific considerations in evaluating teachers of English language learners and students with disabilities

**Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Observers 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 identify the entity responsible for training and retraining evaluators.****Check all that apply.**

BOCES (BOCES trains component district)

**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 6. TEACHERS: 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.** Superintendent/District Superintendent**Please read the assurance below and check the box.** If the Superintendent/District Superintendent or other party is the entity certifying evaluators, and also acts in the capacity of an evaluator, please assure that the certification process, including such self-certification, is implemented with fidelity.**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 calibration meetings and/or trainings

**Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Assurances

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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 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 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 teachers 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.

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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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**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 i/rg6Ral pTm.

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

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 different measure and assessment(s).

Building Configuration(s) for Applicable Principals <i>Select all that apply</i>	Measure	State or Regents Assessment(s) <i>Select all that apply</i>	Locally-developed Course-Specific Assessment(s) <i>Select all that apply</i>	Third Party Assessment(s) <i>Select all that apply</i>	Applicable School or BOCES-Program <i>Please leave blank unless instructed by the Department to complete this column.</i>
<input checked="" type="checkbox"/> K-2	<input checked="" type="checkbox"/> Individually attributed results			<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math	(No Response)



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

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 \_\_\_\_\_

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

Task 8. PRINCIPALS: Optional Student Performance - Use of the Optional Subcomponent

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Page Last Modified: 11/29/2022

**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 programs or buildings with the same grade configuration 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 State-designed supplemental assessment;



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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

Page Last Modified: 01/31/2023

Principal School Visit Category

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

)RU WKH VFKRRO YLVLW FDWHJRU\ SULQFLSDOV& VKDOO EH HYDOXDWHG EDVHG RQ D 6WDWH LQFRUSRUDWHG LQWR WKH VFKRRO YLVLW SURWRFR :KHUH DSSURSULDWH VXFH HYLGHQFH PD\ SURIHVVLRQDO JRDO VHWWLQJ PD\ QRW EH XVHG DV HYLGHQFH RI WHDFKHU RU SULQFLSDO HIIHF SUDFWLFH DOLJQH WR WKH /HDGHUVKLS 6WDQGDUJ V DQG VHOHFWHG SUDFWLFH UXEULF

Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess principal practice based on ISLLC 2008 Standards (PSEL standards beginning in 2024-25).

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Marshall's Principal Evaluation Rubric	(No Response)

Please read the assurances below and check each box.

- Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- Assure that the same rubric(s) is (are) used for all school visits for a principal across the school visit types in a given school year.

Rubric Rating Process

For more information on the Principal School Visit category see NYSED Educator Evaluation Guidance. For a definition of terms used in this section, see the Educator Evaluation Glossary.

The following is one example of how an LEA might score principal school visits using the selected practice rubric: Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each school visit, evidence is collected for all observed subcomponents in a domain. A holistic score is then determined for each domain. These domain scores are weighted as indicated above to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the school visit cycle.

8VH WKH IROORZLQJ VHFWRU WR GHVFULEH WKH SURFHVV IRU UDWLQJ DQG VFRULQJ WKH V







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

Task 9. PRINCIPALS: School Visits - Principal School Visits d in 2019

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

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)	1
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	N/A
Announced Peer School Visits (Optional)	N/A
Unannounced Peer School Visits (Optional)	N/A

**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.

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

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

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**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*




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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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**Additional Requirements**



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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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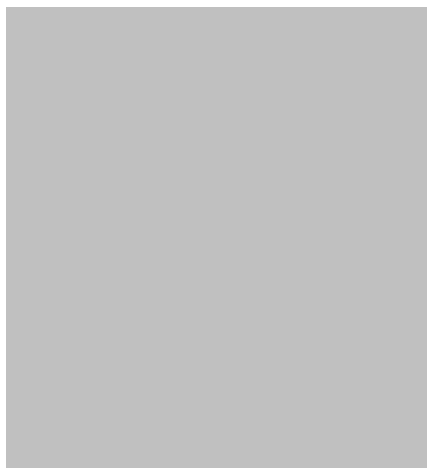
**Appeals Assurances**

**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 ssure



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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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<p><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></p>	<p>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></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>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 implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p>	

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

Row Number	<b>Groups of principals not specified in the table above that may utilize the appeals process.</b>
(No Response)	(No Response)



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

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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 calibration meetings and/or trainings

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

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**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

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**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 will be applicable.**

2022-23



WESTMORELAND CENTRAL SCHOOLS  
TEACHER IMPROVEMENT PLAN (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources  
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improvement plan shall be developed by the superintendent or his/her designee in the exercise of their

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Describe and/or suggest the professional development opportunities, materials, resources and supports necessary to achieve the performance goals.

Assignment of a mentor teacher                      Yes \_\_\_\_\_                      No \_\_\_\_\_

Name of Mentor:

(Signature is an acknowledgement of receipt of the TIP but not approval)

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

WESTMORELAND CENTRAL SCHOOLS  
PRINCIPAL IMPROVEMENT PLAN (PIP)

The sole purpose of the PIP is the improvement of principal practice. The goal is to provide resources and support for principals. The improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgement.

Principal:

Building/Grade Levels:

Evaluator:

Principal Association Representative:

Date:

Prioritized list of area(s) of improvement:

Area needing improvement

Performance goal

Process to achieve

Describe the plan for improvement with specific, measurable objectives, timelines and action plans.

Describe and/or suggest the professional development opportunities, materials, resources and supports necessary to achieve the performance goals.

Assignment of a mentor principal                      Yes \_\_\_\_\_                      No \_\_\_\_\_

Name of Mentor:

(Signature is an acknowledgement of receipt of the PIP but not approval)

Date: \_\_\_\_\_

Principal

Date: \_\_\_\_\_



**LEA CERTIFICATION AND APPROVAL OF LEA'S COLLECTIVE BARGAINING AGREEMENTS AND OTHER AGREEMENTS THAT COMPLY WITH THE PROVISIONS OF ARTICLE 14 OF THE CIVIL SERVICE LAW AND A TEACHER'S EDUCATOR EVALUATION PLAN...**

By signing this document, the LEA and its collective bargaining agent(s), where applicable, hereby certify that the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan; and that the LEA's complete Educator Evaluation plan complies with the requirements of Article 14 of the Civil Service Law, as amended, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law § 3020(1).

The LEA and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law § 3020(1).

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law § 3020(1).

**The LEA and its collective bargaining agent(s), where applicable, also make the following specific commitments with respect to their Educator Evaluation plan:**

- Assure that the overall Educator Evaluation rating will be not limited by any other conditions and bear no relation to the performance of the LEA;
- Assure that the entire Educator Evaluation process will be completed no later than September 1 of the school year following the year in which the performance is being measured;
- Assure that the LEA shall complete and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, and no later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the LEA shall provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that complete and accurate teacher/principal scores and ratings shall be provided to the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides all appropriate information and guidance to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback on their observations and ratings;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and bilingual students;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective during a school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which the teacher's or principal's performance was measured, or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or their designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators, shall be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that J.F.A. has collectively bargained appeal procedures that are consistent with the requirements of Education Law § 3020(1) for the timely and expeditious resolution of an appeal under the LEA's plan;
- Assure that, for teachers, all observable NYC Teaching Standards Domains of the selected practice rubric are assessed at least once a year across the total number of assessed standards, and for principals, all applicable standards of the selected practice rubric are assessed at least once a year across the total number of assessed standards.

