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Educator Evaluation Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

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evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please read the options below and check the appropriate box.

☑ A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved Educator Evaluation plan.

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

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

In the table below, indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same number and method of observations by principals or other trained administrators, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups From the Task 4 'Applicability' page	Subgroup of Applicable Teacher Group(s) If all selected teachers from the first column apply enter "All"	UNANNOUNCED Minimum number of observations	UNANNOUNCED Observation method Check all that apply	UNANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column	ANNOUNCED Minimum number of observations	ANNOUNCED Observation method Check all that apply	ANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column
☑ Group 1	Optional for tenured teachers: Two out of every three years	0	☑ Not applicable	(No Response)	2	☑ In person ☑ Other (add details in next column)	Self Directed Plan
☑ Group 1	Optional for tenured teachers in the third year of every three years	0	☑ Not applicable	(No Response)	1	☑ In person	(No Response)

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

At least one observation must be conducted by an impartial independent trained evaluator.

In the table below, indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same number and method of observations by impartial independent trained evaluators, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

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Applicable Teachers Row Groups From the Task 4 'Applicability' page	Subgroup of Applicable Teacher Group(s) If all selected teachers from the first column apply enter "All"	UNANNOUNCED Minimum number of observations	UNANNOUNCED Observation method Check all that apply	UNANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column	ANNOUNCED Minimum number of observations	ANNOUNCED Observation method Check all that apply	ANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column
☑ Group 1	Optional for tenured teachers: Two out of every three years	0	☑ Not applicable	(No Response)	0	☑ Not applicable	(No Response)
☑ Group 1	Optional for tenured teachers in the third year out of three years	1	☑ In person	(No Response)	0	☑ Not applicable	(No Response)

Independent Evaluator Assurances

Please read the assurances below and check each box.

☑ Assure that independent evaluator(s), as applicable, are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.

☑ Assure that independent evaluator(s), as applicable, will be trained and selected by the LEA.

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Variance Details

Please read the questions below, answer each prompt in a concise manner, and identify the group(s) from the applicability page that correspond(s) to the information provided.

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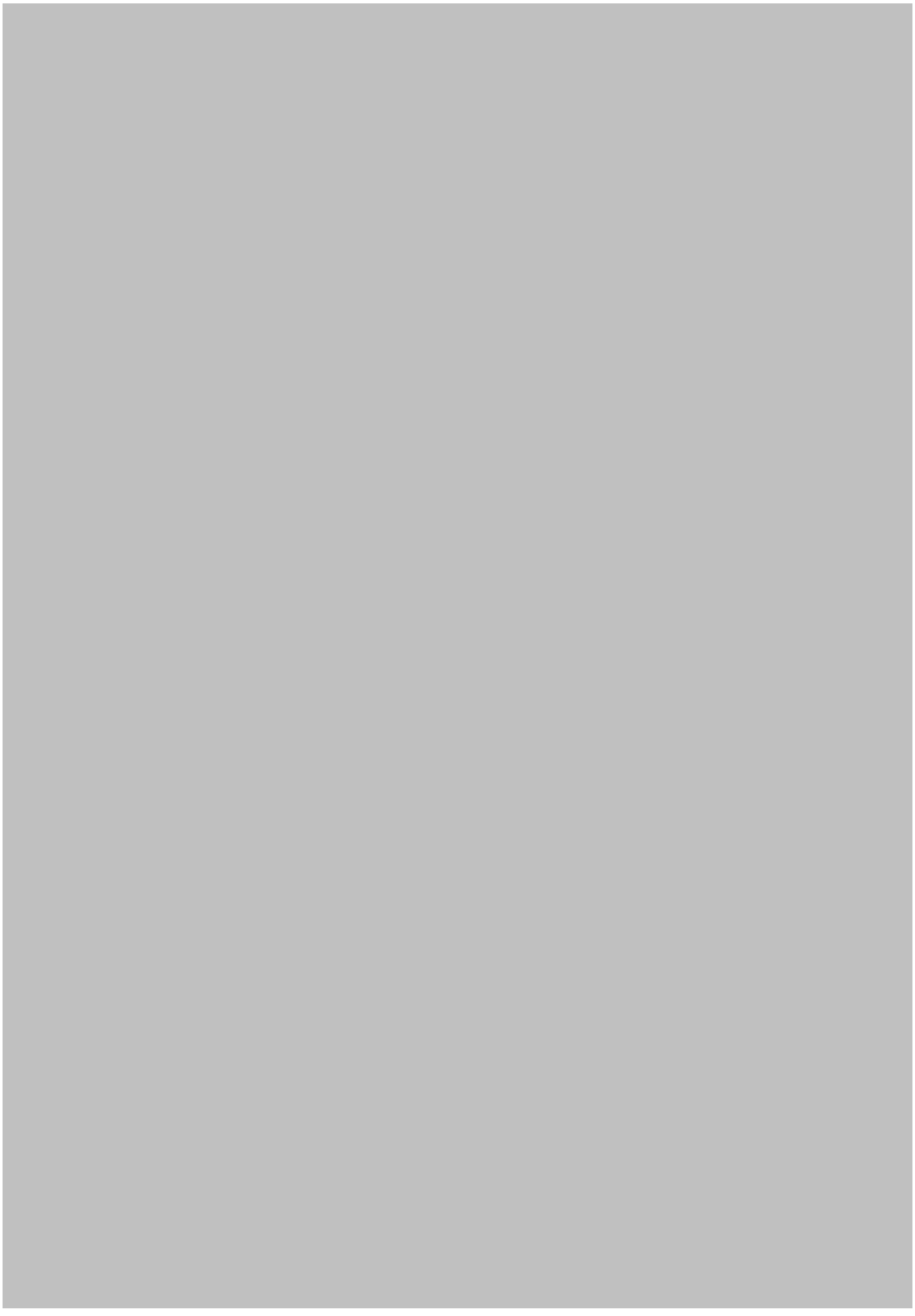
<table>
<tr><td>Applicable Teachers Row Groups</td><td>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.
This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</td></tr>
<tr><td>☑ Group 1</td><td>Tenured teachers will have the option of completing a Self-Directed Plan (SDP) on a rotating basis 2 out of 3 years. In the third year, the observation format originally listed in the APPR plan above will be in effect with formal and informal observations. Depending on the number of tenured teachers interested in participating in the SDP, administration may divide the RHTA members into groups for a three-year rotation, that would include the following components on a rotating basis. See table below.
<table>
<tr><td></td><td>Group 1</td><td>Group 2</td><td>Group 3</td></tr>
<tr><td>Year 1</td><td>Formal announced observation, unannounced observation</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td></tr>
<tr><td>Year 2</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td><td>Formal announced observation, unannounced observation</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td></tr>
<tr><td>Year 3</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td><td>SDP - includes informal observation(s) with written documentations that may include but is not limited to: checklists, artifacts, student work, rubric based information</td><td>Formal announced observation, unannounced observation</td></tr>
</table>
Teachers completing an SDP will have one announced observation by the lead evaluator. Additionally, if the lead evaluator feels it is necessary to get more information to evaluate the effectiveness of the SDP, the evaluator may stop into the classroom beyond the formal observation, when the work of the SDP is being completed. For the tenured teachers who select this process, the variance will act as an Independent Evaluator Hardship Waiver. The SDP will be weighted at 70% of the overall evaluation and the announced observation will be weighted at 30%. For the year where two observations will be conducted, the announced observation (done by the lead observer) will be weighted at 90% and the unannounced observation (done by independent</td></tr>
</table>



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Applicability of Variance

Variance Duration

An Evaluation Variance under Education Law §3012-d may be approved for _____

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Required Student Performance Subcomponent

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.

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Individually attributed results: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV LQ V

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- îdentifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- îdentifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- îWKH LPSDFW RQ WKH /($åV DELOLW\ WR PDNH VWURQJ DQG HTXLWDEOH LQIHUHQFHV UHJDU
- îwhen using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> Collectively attributed results: scores and ratings will be based on the growth of all students in a school or program or students across buildings/programs in an LEA who take the applicable assessments in the current school year.

> _____ _____

_____ _____

_____

_____

_____

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.

2Q WKH QRQ FRUH HOHFWLYH WHDFKHUV SDJH VHOHFW WKH è(OHPHQWDU\é RSWLRQ IRU DS JUDGH V

Choose "Add Row" to include an additional group of teachers with a different measure and assessment(s).

Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
☑ All teachers(all	☑ teEMC</MCID 21 >>Ac4</MCIDTD l teachesETD l teacAc4</MCIDTD l teacheschesche 404B00480055005600030m351*				

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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.

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

☑ Subcomponent level (each observable subcomponent receives a rating)

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

☑ Each component is weighted equally and averaged

Scoring the Observation Category

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

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

- Two observations by the principal with one early in the school year weighted at 40% and one late in the school year weighted at 60%.
- Two observations by the principal, with one holistic score for each component of the rubric based on the preponderance of evidence over both observations.

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

☑ Multiple observations of the same type are weighted equally

Please read the assurances below and check each box.

☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.

☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in the next section, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Teacher Observation Scoring Bands

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

	Overall Observation Category Score and Rating	
	Minimum	Maximum
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 observations, a score of 0 will be assigned.

HEDI Ranges

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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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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 or0ve oighr tTrai0d <00tiotive or0

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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;

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 teacher's improvement in those areas.

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

Teacher TIP Plan.pdf

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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.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
	required for such reviews, pursuant to Education Law Section 3012-d ☑ 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 ☑ 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 utlize the appeals process.
(No Response)	(No Response)

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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 WHDFKHUåV 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 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.

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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?

☑ Other (please provide additional information below)

In the box below, please indicate how often lead evaluators are re-certified.

Every 3 years OthPse indidfAnCfyertiicthe box ftyfiesponsible elohe bocn of Lead Evaandfied.

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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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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-	49-	44-	39-	34-	29-	25-	21-	17-	13-	9-	5-8%	0-4%

☑	☑	☑			

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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.

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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.

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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\ SULQFLSDOVå VKDOO EH HYDOXDWHG EDVHG RQ D 6WDWH LQFRUSRUDWHG LQWR WKH VFKRRO YLVLW SURWRFRO :KHUH DSSURSULDWH VXFK HYLGHQFH SURIHVVLRQDO JRDO VHWWLQJ PD\ QRW EH XVHG DV HYLGHQFH RI WHDFKHU RU SULQFLSDO SUDFWLFH DOLJQHG WR WKH /HDGHUVKLS 6WDQGDUGV 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.
Multidimensional Principal Performance 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 VHFWLRQ WR GHVFULEH WKH SURFHVV IRU UDWLQJ DQG VFRULQJ WKH V

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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 eventIn 9 -1 Td (*)Tj6 >>BDCIh3/ tEMC /-Tj6 >>BDCIh 1 T-tEMC /-Tj6 >>BDCIh 82 ee eve/MC /-Tj6 h0EMC /Ptt2/-Tj6 s961.75

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Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

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

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

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

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

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

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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.

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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)	0
Announced Independent Evaluator School Visits (Required Subcomponent 2)	0
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
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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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.

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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

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Which groups of principals 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.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
	and methodologies required for such reviews, pursuant to Education Law Section 3012-d ☑ 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 ☑ 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	

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

ROYALTON HARTLAND CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan

Teacher Name: _____ Grade level/subject:_____

Administrator: _____ Date:_____

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to develop a Teacher Improvement Plan in consultation with the teacher. The teacher shall be entitled to RHTA representation for the development of this Plan. Such Plan will be provided to the staff member and implemented by October 1st of the school year following the school year in which the educator[performance was rated ineffective or developing. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

1. Targeted Goals/Areas for Improvement:

   Instructional Planning:

   Student Assessment:

   Classroom Management:

   Fulfillment of Professional responsibilities:

2. Expected Outcomes

   List specific expectations related to the target goals identified in Section 1:

   List specific activities related to the target goals identified in Section 1:

Principal Improvement Plan

Name of Principal_____

School Building_____ Academic Year_____

Such Plan will be provided to the staff member and implemented by October 1st of the school year