

Educator Evaluation §3012-d - Innovative Variance, Ed Law §3012-d**Task 1. General Information - General Information**

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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.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved Evaluation plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's Evaluation plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d Evaluation plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact EvalVariance@nysed.gov.

Variance Assurances

Please read the assurances below and check each box.

- ☒ Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- ☒ Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- ☒ Assure that this variance will be posted on the LEA's website, in addition to its current full Educator Evaluation plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☒ Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website[^] following approval.

Variance Applicability**Teacher Variance**

Please check each task included in the variance request for teachers.

- ☒ Task 2. TEACHERS: Required Student Performance

Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher

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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 Student Performance Variance**A variance may be requested for the following areas of the required student performance subcomponent:**

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Applicable Areas**Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.**

- ☒ Measures of student growth
- ☒ Evidence of student learning

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

below.

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%

Applicable Teachers**Please list all teachers to whom this required student performance variance request applies.**

- If applicable, use the options in the 'Groups of Teachers' column, OR select teachers individually in the columns to the right.

	Groups of Teachers	Common Branch	ELA	Math	Science	Social Studies
Group 1	☒ Ungraded special education program teachers(including core and non-core/elective teachers)					
Group 2						
Group 3						

Non-core/Elective Teachers

Please only check the box below if none of the options for non-core/elective teachers in the table above are applicable (e.g., teachers of art, music, and physical education use different measures and assessments).

Educator Evaluation §3012-d - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Measures of Student Growth**

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Measures of Student Growth

Please describe the measure that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components) and identify the group(s) from the applicability page that correspond(s) to the measure.

To include evidence of student learning in this required student performance variance request that is different than the assessments selected in the approved Educator Evaluation plan, please choose 'Evidence of student learning' on the applicability page and complete the information on the subsequent page.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same measure, 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	Description of Measure
☒ Group 1	This group encompasses our Special Education division, which includes students with significant academic, social and behavioral needs. In an effort to measure the impact of specially designed instruction, all classroom teachers will use one academic IEP goal for each student as their growth measure. The identified goal criteria/target will be used as their target. Baseline data will be determined, per the IEP goal criteria, at the beginning of the year through progress monitoring of the IEP goal. Student growth towards the goal criteria/target will be measured through progress monitoring with evidence collection at intervals determined by the goal schedule, and methods determined by the measure on the IEP. Progress monitoring data will tracked in IEP direct. At the end of the year, student growth will be measured based on whether the student attained and/or made consistent progress toward meeting the IEP goal criteria/ target.

Measures Assurance

Please read the assurance below and check the box.

- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Evidence of Student Learning

Please identify any evidence of student learning to be used and identify the group(s) from the applicability page that correspond(s) to the evidence listed. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same evidence, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Traditional Assessments

To enter 'other evidence' that is not included in the options below, scroll to the next table.

Applicable Teachers Row Groups	State or Regents Assessment(s) <i>Please check all that apply.</i>	Locally-Developed Course-Specific Assessment(s) <i>Please check all that apply.</i>	LEA(s) assessment(s) not created by the LEA completing this variance application <i>Please list all that apply.</i>	Third Party Assessment(s) <i>Please check all that apply.</i>	Name of third party assessment(s) not listed in previous column <i>Please list all that apply.</i>
			(No Response)		(No Response)

Other Evidence

Applicable Teachers Row Groups	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
☒ Group 1 ☐ Group 2 ☐ Group 3 ☐ Non-core/elective teachers group ☐ All applicable teachers listed	Please see measures of student growth.

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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.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Rationale

Please provide a rationale for this variance request.

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.
☒ Group 1	The proposed changes will align more closely with the individual needs of the unique students within our Special Education division. Academic IEP goals are standards aligned and are created to address the identified areas of need for each individual student based on data from the previous year(s). To successfully measure impact of specially designed instruction, evaluation of growth needs to be measured using assessments that are more directly aligned to each individual students' academic area(s) of need. Traditional standardized achievement tests do not measure growth in increments that match our students. This method will ensure that growth measures and success criteria are tightly aligned to the needs of each student as identified and agreed upon by the Committee of Special Education (CSE).

Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

Applicable Teachers Row Groups	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 of student growth and/or evidence of student learning that will be used to evaluate educators.
☒ Group 1	The standards and procedures are established according to a plan, do, study, act cycle. Teachers will measure baseline data at the beginning of the year for an academic goal for each individual student. The most comprehensive academic IEP goal (applicable across multiple content areas) will be used as the SLO. The IEP goal to be used for each student will be determined by the teacher with approval from the administrator. If it is determined by the teacher and administrator that an individual student's goals are not appropriate, they will return to the CSE to propose a new goal that matches the current academic needs of the student. Baseline data will be used to drive specially designed instruction for each individual student. At regular intervals, as indicated by the goal method and schedule, the teachers will measure progress toward the target/criteria and capture that progress in the identified progress monitoring tool. This continual review of growth data will be used to inform targeted instructional decisions across the year to best support each individual student. At the end of the year, an analysis of the growth will be used to determine if the student met the identified goal and/or

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Applicable Teachers Row Groups	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 of student growth and/or evidence of student learning that will be used to evaluate educators.
	demonstrated growth toward the goal. Growth will be identified when a student progresses from baseline at consistent intervals across the year, even if the goal is not met. A point scale will be used: 0 = no growth, 0.5 = some growth toward goal, 1.0 = goal attained. The collectively attributed measure will be determined using the following equation: numerator determined by adding the total # of students that met their goal criteria/target x 1.0 and the total # of students that made consistent growth toward meeting their goal criteria/target x 0.5. And the denominator determined by the total number of continuously enrolled students in classrooms creating student learning objectives. This collectively attributed measure will be applied to all teachers in the Special Education Division using the HEDI scale % determinations as determined by the state.

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

Applicable Teachers Row Groups	This description should explain how rigor is achieved and maintained, including relevant processes and methodologies. This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.
☒ Group 1	Special educators, by training, must be proficient in the ability to provide specially designed instruction for each individual student. Using IEP academic goals and analyzing student growth toward meeting those goals is a tightly aligned measure to determine a special educator's ability to design instruction targeted to meet the needs of individual students. IEP goals are developed in the spring of the previous year based on the student's present levels of performance. Each annual IEP goal is written with criteria/target at the appropriate rigor for each student based on patterns of growth as evidenced in prior year(s) data. Teachers determine the progression of standards based knowledge and skills that the student will need to attain across the year to meet the identified criteria/target set in the goals. Progress monitoring, using the identified measure and schedule from the goal, is used to determine if a student is able to demonstrate understanding of the progression of knowledge and skills at the expected intervals across the year. Teachers adjust priorities and instruction to support students with success in gaining these skills and knowledge. Teachers effectiveness is evidenced by each student's successful growth toward attainment of their IEP goals.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

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Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
☒ Group 1	Leadership in the special education division, including the Division Director, Principals, Assistant Principals, the Director of Curriculum and Instruction and the coaching team will analyze the progress monitoring data to determine the needs of the educational staff. For example, teaching staff may need support with specially designed instruction, progress monitoring, designing lessons using high leverage practices, goal design and/or standards aligned instruction. Continued analysis of data will take place throughout the year and at the end of the year to design professional learning opportunities during Superintendents days, faculty meetings, and through targeted and group coaching support. The impact of professional learning and support will be measured through successful attainment of and growth toward goals by a greater number of individual students, effective progress monitoring and development of high quality rigorous standards aligned goals.

Effectiveness of Implementation**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.**

Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
☒ Group 1	See fields above for details on collection and analysis of goal monitoring. If this is successful, teachers may be able to include multiple goals in their SLOs in the future.

Use of the Optional Student Performance Subcomponent*If applicable, information related to the Optional subcomponent will be entered into Task 3.*

Applicable Teachers Row Groups	Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.
☒ Group 1	☒ The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurance**Please read the assurance below and check the box as applicable to all teachers included in this required student performance variance request.**

☒ Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation §3012-d - Innovative Variance, Ed Law §3012-d**Task 12. Joint Certification of Evaluation Variance - Applicability and Certification**

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Applicability of Variance**Variance Duration**

An Evaluation Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

☒ 2025-26☒ 2026-27**Upload Educator Evaluation Variance Certification Form**

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

APPR3012d_VarianceCertificationForm signed 10 3 22.pdf

Educator Evaluation §3012-d - 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 that the content of this form represents the LEA's entire Educator Evaluation plan and that the Educator Evaluation plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that a detailed version of the LEA's entire Educator Evaluation plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that this Educator Evaluation plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☒ Assure that it is understood that this LEA's Educator Evaluation plan will be posted in its entirety on the NYSED website following approval.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Student Learning Objectives**

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Required Student Performance Subcomponent

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

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

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

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: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

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:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when 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.

> Collectively attributed group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses or students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

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> Collectively attributed linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**; or

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

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

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 each teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☒ 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.
- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☒ Assure that if a teacher'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 teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☒ Assure that processes are in place for the superintendent to monitor SLOs.
- ☒ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.
- ☒ 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.

Measures and Assessments

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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.
- On the non-core/elective teachers page, select the "Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s).

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

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>
☒ Grades 9-12 ELA ☒ All High School Regents Math Courses ☒ All High School Regents Science Courses ☒ All High School Regents History Courses	☒ Collectively attributed results (program, school or district-wide measure)			☒ NOCTI (course-specific) ☒ Precision Exams	(No Response)

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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>
☒ All non-core/elective teachers corresponding to the grade levels of the courses selected above(e.g. non-core/elective teachers in grades 4-8; to list non-core/elective teachers separately, please use the table in the following section)					

Non-core/Elective Teachers

Please *only* check the box below if *none of the options for non-core/elective teachers in the table above are applicable* (e.g., teachers of art, music, and physical education use different measures and assessments).

☒ Individual non-core/elective teachers are listed in the next section with corresponding measures and assessments.

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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.

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: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

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:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when 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.

> Collectively attributed group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses or students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

> Collectively attributed linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

-
- State assessment(s); or

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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 measures and assessment(s) used. Please note, you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "K-12 Special Education".

Follow the examples below to list non-core/elective teachers.

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Columns 5-7: assessment(s) used**

	(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

Note on common branch/departmentalized options**Grades K-3 that use both a common branch and departmentalized model**

- Check each applicable common branch grade level on the previous page.
- For the non-core/elective teachers entry below, select the "Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s) and complete the remainder of the information as appropriate.

To add additional courses, click "Add Row".

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers**

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Grade From	Grade To	Subject	Measure	State or Regents Assessment (s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable School or BOCES-Program <i>Please leave blank unless instructed by the Department to complete this column.</i>
9	12	☒ CTE	Collectively attributed results (program, school or district-wide measure)			☒ NOCTI (course-specific) ☒ Precision Exams	(No Response)
Ungraded	ALL LEVELS	☒ Art ☒ Health ☒ Physical Education ☒ Special Education	Collectively attributed results (program, school or district-wide measure)			☒ STAR Early Literacy ☒ STAR Math ☒ STAR Reading	(No Response)

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

Task 2. TEACHERS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

Educator Evaluation §3012-d - 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:

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

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Rubric and Scoring**

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Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2013 Instructionally Focused Edition)	(No Response)

Please read the assurances below and check each box.

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

Rubric Rating Process

For more information on the Teacher Observation 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 teacher observations using the selected practice rubric: *Domains 1-4 of the Danielson 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 observation, evidence is collected for all observed subcomponents in a domain. A holistic domain score is then determined for each teacher. These domain scores are weighted as indicated above to reach a final score for each observation. Scores for each observation are weighted equally and averaged to reach a final score for each observation type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the observation cycle.*

Use the following section to describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Please read the assurances below and check each box.

- ☒ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- ☒ Assure that all components of the selected practice rubric designated as observable are assessed at least once and that each of the NYS Teaching Standards is covered across the total number of annual observations.
- ☒ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- ☒ Assure that the process for assigning scores and/or ratings for each teacher observation is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Rubric and Scoring**

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At what level are the observable components of the selected rubric(s) rated?☒ Other (please provide more information below)

In the box below, please provide additional details on the level at which the observable components of the selected rubric are rated.

When using the Danielson 2013 Instructionally focused rubric, Domains 1 and 4 are rated holistically. Domains 2 and 3 are rated at the subcomponent level and are averaged to get the domain score.

How are the observable components of the selected rubric(s) weighted?☒ Each component is weighted equally and averaged**Scoring the Observation Category**

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

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Rubric and Scoring**

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	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

Educator Evaluation §3012-d - 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

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.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Teacher Observations**

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- Impartial independent trained evaluators are trained and selected by the LEA. They may be employed within the LEA, but may not be assigned to the same school building as the teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

- **If selected, at least one observation must be conducted by a trained peer observer.**
- Peer teachers are trained and selected by the LEA. Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.

Observation Assurances

Please read the assurances below and check each box.

- ☒ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required observations will be unannounced.

Number and Method of Observation

- At least one of the required observations must be unannounced (across both required subcomponents).
- **Required Subcomponent 1:** At least one observation must be conducted by the building principal or other trained administrator (supervisor).
- **Required Subcomponent 2:** At least one observation must be conducted by an impartial independent trained evaluator (independent evaluator).
- **Optional Subcomponent:** If selected, at least one observation must be conducted by a trained peer observer (peer observer).

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

	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
Announced Supervisor Observation (Required Subcomponent 1)	1	☒ In person
Unannounced Supervisor Observation		

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Teacher Observations**

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	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
(Required Subcomponent 1)	0	☒ Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)	0	☒ Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	☒ In person
Announced Peer Observation (Optional)	0	☒ Not applicable
Unannounced Peer Observation (Optional)	0	☒ Not applicable

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

☒ Yes, all teachers receive the same number of observations of each type by the same method(s).

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

Peer Observation Assurances**Please read the assurances below and check each box.**

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 5. TEACHERS: 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 Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance			Teacher Observation		
HEDI ratings must be assigned based on the point distribution below.			HEDI ratings must be assigned based on locally determined ranges consistent with the constraints listed below.		
	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.00
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances**Please read the assurances below and check each box.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☒ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

Educator Evaluation §3012-d - 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, 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.

TIPFormAndProcess.pdf

Educator Evaluation §3012-d - 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.

Which groups of teachers may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns.</i> <i>To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. <i>Select all that apply.</i>	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
☒ Tenured teachers who received a rating of Developing ☒ Tenured teachers who received a rating of Ineffective	☒ 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 ☒ The LEA's adherence to the standards and methodologies	☒ 1-3 months

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

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Which groups of teachers may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns.</i> <i>To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. <i>Select all that apply.</i>	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 utilize the appeals process.
(No Response)	(No Response)

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

Page Last Modified: 11/16/2022

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. Application and use of the State-approved teacher rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
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 an LEA, we conduct our own training

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 §3012-d - 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?☒ 1-3 days**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 §3012-d - 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.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

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Required Student Performance Subcomponent

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

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

Required Student Performance Measures

The required student performance measure for a principal may be either a student learning objective (SLO) or an input model, where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> *Individually attributed results:* scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configuration or across multiple building/programs where the learning activities of one building/program indirectly contribute to student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> *Collectively attributed results:* scores and ratings for the selected principals will be based on the growth of students in an LEA who take the applicable assessments in the current school year.

> *Collectively attributed group or team results:* scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

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- **State assessment(s)**; or

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

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

INPUT MODEL*Selection of the Input Model will require:*

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

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

- ☒
- Student Learning Objective (SLO)

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

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

Educator Evaluation §3012-d - 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>
☒ K-8 ☒ K-12	☒ Collectively attributed results			☒ STAR Early Literacy ☒ STAR Math	(No Response)

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

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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>
				☒ STAR Reading	
☒ 9-12	☒ Collectively attributed results			☒ NOCTI (course-specific) ☒ Precision Exams	(No Response)

Educator Evaluation §3012-d - 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 is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 8. PRINCIPALS: 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 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 performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;
- Option (F) Four, five, or six-year high school graduation rates;
- Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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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.

For the school visit category, principals' shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the school visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice rubric.

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.*

Use the following section to describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Please read the assurances below and check each box.

- ☒ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- ☒ Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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- ☒ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- ☒ Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

- ☒ 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 School Visit Category

Please read the assurances below and check each box.

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

Principal School Visit Scoring Bands

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

Overall School Visit Category		
Score and Rating		
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00*	1.49 to 1.74

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

HEDI Ranges

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

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

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	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Principal School Visits**

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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 <i>If only one group of principals is applicable, please list "All principals"</i>
90%	10%	0% [N/A]	All Principals

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

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

Required Subcomponents

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

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

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Principal School Visits**

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- At least one **school visits must be conducted by an impartial independent trained evaluator.**

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

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

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

- **If selected, at least one school visit must be conducted by a trained peer principal.**
- Peer principals are trained and selected by the LEA. Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.

School Visit Assurances

Please read the assurances below and check each box.

- ☒ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required school visits will be unannounced.
- ☒ Assure that school visits will not be conducted via video.

Number of School Visits

- At least one of the required school visits **must be unannounced (across both required subcomponents).**
- **Required Subcomponent 1:** At least one school visit must be conducted by the superintendent or other trained 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	

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

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

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

Independent Evaluator Assurances**Please read the assurances below and check each box.**

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

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

- ☒ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

Peer School Visit Assurances**Please read the assurances below and check each box.**

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

Educator Evaluation §3012-d - 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 ranges listed in the tables below.

Student Performance Category			Principal School Visit Category		
HEDI ratings must be assigned based on the point distribution below.			HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.		
	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		Principal School Visit Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances**Please read the assurances below and check each box.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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

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

Principal Improvement Plan Forms

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

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

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

PIP 2016-17.pdf

Educator Evaluation §3012-d - 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 an appeal to their LEA:

(1) the substance of the annual professional performance review [evaluation]; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Which groups of principals may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. <i>Please select all that apply.</i>	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
☒ All principals who received a rating of Developing ☒ All principals who received a rating of Ineffective	☒ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally ☒ The LEA's adherence to the standards	☒ 1-3 months

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

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

Educator Evaluation §3012-d - Ed Law §3012-d, amended in 2019**Task 11. PRINCIPALS: 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 principal's evaluation. Note: independent evaluators and peer principals need only be trained on, at a minimum, elements 1, 2, and 4 below.

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
4. Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice
5. Application and use of any assessment tools that the LEA utilizes to evaluate its building principals
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its principals
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
9. Specific considerations in evaluating principals of English language learners and students with disabilities

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

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

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

Evaluator Training**Please describe how training and retraining evaluators is conducted.*****Check all that apply.***

- ☒ As an LEA, we conduct our own training

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 §3012-d - 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?☒ 1-3 days**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 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 §3012-d - 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.

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

Page Last Modified: 11/21/2022

Upload Educator Evaluation LEA Certification Form

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

Implementation of the Evaluation Plan

Please indicate below the first academic year to which this evaluation plan will be applicable.

(No Response)

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

APPR3012d_DistrictCertificationForm_2019 signed 11 21 22.pdf

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Supplemental Information - Teacher Evaluation Details

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Teacher Evaluation Details

The details provided on this page are for informational purposes only and will not be published with the approved Educator Evaluation plan on NYSED's website.

Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Teacher SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(1) Please describe the role that teachers and administrators play in the SLO development process for teachers.

Select all that apply.

- ☒ Teachers develop their own SLOs that are reviewed/approved according to locally-developed processes.

(2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for teachers' SLOs. Please note that regulations require a review of at least some baseline data from the current students in an SLO.

Choose "Add a Row" to include additional groups of teachers with different targets.

Group of Teachers	Baseline Data <i>Select all that apply</i>	If 'Other' was selected in the previous column, please describe additional baseline data below.
Special Education Division	☒ Other (provide additional information in the next column)	Fall STAR benchmark data will provide a baseline to determine appropriate targets for one year's growth.
CTE Division Teachers	☒ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data)	Pre-assessments supplied by vendors will be used to gather baseline data for students enrolled in approved career and technical programs.

(3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used for teachers' SLOs.

Choose "Add a Row" to include additional groups of teachers with different targets.

Group of Teachers	Targets <i>Select all that apply</i>	If 'Other' was selected in the previous column, please describe additional targets below.
Special Education Division	☒ Differentiated (each student has their own growth target)	(No Response)
CTE Division	☒ Differentiated (each student has their own growth target)	(No Response)

(4) How do you ensure your SLO targets are rigorous?

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Select all that apply.

- ☒ We have defined levels of proficiency and mastery for each student performance measure.
- ☒ We provide teachers with the necessary data relative to the knowledge and skills students will need to be successful in their current grade/course.
- ☒ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.
- ☒ For students entering below grade-level expectations, targets will be set to narrow or close achievement gaps.
- ☒ For students entering at grade-level expectations, targets will be set to ensure progress will be made to prepare students for the next level of instruction.

(5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

- ☒ Growth targets are not revised once set.

Teacher SLO Progress Monitoring

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(6) In your LEA, how is SLO progress monitored?**Select all that apply.**

- ☒ Mid-way point check-in
- ☒ SLO progress monitoring happens at the classroom level, and varies from teacher to teacher

(7) In your LEA, how are SLOs used to inform and support instruction?**Select all that apply.**

- ☒ SLOs are analyzed at the teacher/classroom level to inform instruction

Teacher SLO Goal Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for teachers to reflect on their practice in relation to the student growth goal setting process.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(8) At the end of the school year/interval of instruction, how do teachers reflect on student growth and instructional practices and plan for subsequent school years?**Select all that apply.**

- ☒ Teachers engage in self-reflection. Please describe the self-reflection process.
- ☒ Teachers review data from assessments administered during the school year along with summative assessment results.
- ☒ Teachers use student baseline data to refine growth expectations for students.
- ☒ Teachers are provided with analyses of whether students met growth targets.
- ☒ Teachers are provided with other types of data. Please provide additional information in the box below.

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- ☒
- Teachers are provided with summer curriculum development opportunities.

Please select all that apply to the self-reflection process used by teachers to consider student growth and instructional practice to plan for subsequent school years:

- ☒
- The self-reflection process is informal

Please describe the type(s) of data provided to teachers that are not listed above.

Teachers are provided with state test data to analyze and confirm SLO data.

(9) Please select the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations then provide additional details on each selection.

Select all that apply.

- ☒
- Pre-observation conferences
-
- ☒
- Post-observation conferences
-
- ☒
- Written feedback

Please provide additional details on the nature of pre-observation conferences.

Select all that apply

- ☒
- Conferences are required
-
- ☒
- Conferences are formally structured

Please provide additional details on the nature of post-observation conferences.

Select all that apply

- ☒
- Conferences are required
-
- ☒
- Conferences are formally structured

Please provide additional details on the nature of written feedback.

Select all that apply

- ☒
- Written feedback is provided by the lead evaluator
-
- ☒
- Written feedback must occur within a set timeline
-
- ☒
- The LEA provides an opportunity for teachers to review and reflect on the written feedback

Optional: Please provide additional details on the nature of pre-observation conferences not listed and/or to expand upon any of the selected options.

Pre and post observation conferences are designed to identify areas of strength and target areas for growth.

Optional: Please provide additional details on the nature of written feedback not listed and/or to expand upon any of the selected options.

Written feedback will be provided at the end of each observation and/or walkthrough.

Optional: Please provide additional details on the nature of post-observation conferences not listed and/or to expand upon any of the selected options.

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There are agreed upon questions for the post observation conversations.

Teacher Observations

Please answer the questions below to provide additional details on the observation processes included in Task 4.

(10) In the following questions, you will be asked to describe how your LEA uses the results from teacher observations to inform professional learning opportunities that are made available to teachers.

a. Professional learning opportunities are decided based on the following:

Select all that apply.

- ☒ Feedback or requests made by teachers
- ☒ Teacher surveys

b. How frequently are meetings conducted by administrators and/or teachers to discuss data from evaluations and identify areas in need of professional learning for teachers?

- ☒ Annually

(11) How does your LEA review the evidence collected and rubric ratings as part of the observation process for quality and accuracy?

Select all that apply.

- ☒ Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected
- ☒ Annual training on the rubric based on data analysis

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Supplemental Information - Principal SLO Details

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Principal Evaluation Details

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Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Principal SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.

(S1) Please describe the role that principals and administrators play in the SLO development process for principals.

Select all that apply.

☒ Administrators develop principal SLOs.

(S2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for principals' SLOs in the applicable 'baseline data' columns provided below. Please note that regulations require a review of at least some baseline data from the current students in an SLO.

Choose "Add a Row" to include additional groups of principals with different targets.

Group of Principals	Baseline Data Reviewed by the Principal Only <i>Select all that apply</i>	Baseline Data Reviewed by the Principal in Conjunction with Relevant Educators <i>Select all that apply</i>	If 'Other' was selected in either of the previous columns, please describe additional baseline data below.
CTE Principals		☒ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data)	(No Response)
Special Education Principals		☒ Other (provide additional information in the next column)	Fall STAR benchmark data will provide a baseline to determine appropriate targets for one year's growth.

(S3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used for principals' SLOs in the applicable 'targets set by' columns provided below.

Choose "Add a Row" to include additional groups of principals with different targets.

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Group of Principals	Targets Set by the <u>Principal Only</u> <i>Select all that apply</i>	Targets Set by the Principal in <u>Conjunction with Relevant Educators</u>	If 'Other' was selected in the previous column, please describe additional targets below.
CTE Principals		☒ Whole class growth (all students have the same growth target that reflects minimum rigor)	Principals use the group measure of all teacher SLOs.
Special Education Principals		☒ Whole class growth (all students have the same growth target that reflects minimum rigor)	Principals use the collective group score from all teacher SLOs

(S4) How do you ensure your SLO targets are rigorous?*Select all that apply.*

- ☒ We have defined levels of proficiency and mastery for each student performance measure.
- ☒ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.
- ☒ For students entering below grade-level expectations, targets will be set to narrow or close achievement gaps.
- ☒ For students entering at grade-level expectations, targets will be set to ensure progress will be made to prepare students for the next level of instruction.
- ☒ For students entering above grade-level expectations, targets will be set to challenge students so that they continue to grow academically.

(S5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

- ☒ After reviewing new student data, principals can revise growth targets. Please describe what this process entails.

Please describe the process for revising growth targets.

The response should include types of data used, when adjustments can be made, who can make adjustments, and who reviews adjustments when made.

Select all that apply and use the text box below if needed to include all requested information.

- ☒ New student data is reviewed collaboratively and student growth targets may be adjusted accordingly.

Please use the box below to describe the process for principals to revise growth targets not listed and/or to expand upon any of the selected options.

As a new student is onboarded or a student leaves the organization, teams work together to determine if continuous enrollment will impact the SLO. If it is determined that this is the case, we will adjust accordingly.

Principal SLO Progress Monitoring

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.

For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.

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(S6) In your LEA, how is SLO progress monitored?***Select all that apply.***☒ Other (please provide additional information in the box below)***Please describe how SLO progress is monitored through a process not listed above.***

SLOs are monitored throughout the year as teachers collect data for individual student targets.

(S7) In your LEA, how are SLOs used to inform and support leadership practices?***Select all that apply.***☒ We do not currently use SLOs to support leadership practices

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Principal Evaluation Details

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Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Student Growth Measure Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for principals to reflect on their practice in relation to the student growth goal setting process.

For each group of principals included in Task 7, please answer the questions below to describe your process.

(8) At the end of the school year/interval of instruction, how do principals reflect on student growth and school leadership practice and plan for subsequent school years?**Select all that apply.**

- ☒ Principals and teachers collaboratively review student growth targets and outcomes to make informed curricular and/or professional learning decisions for the coming school year.

(9) Please select the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits, then provide additional details on each selection.**Select all that apply.**

- ☒ Pre-school visit conferences
- ☒ Post-school visit conferences
- ☒ Self-reflections
- ☒ Written feedback
- ☒ Other meetings to provide feedback (e.g., departmental strategy meetings, grade-level planning meetings, etc.)

Please provide additional details on the nature of pre-school visit conferences.**Select all that apply**

- ☒ Conferences are optional
- ☒ Conferences are informal

Please provide additional details on the nature of post-school visit conferences.**Select all that apply**

- ☒ Conferences are optional
- ☒ Conferences are informal

Please provide additional details on the nature of self-reflections.**Select all that apply**

- ☒ The self-reflection process is informal

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Please provide additional details on the nature of written feedback.**Select all that apply**

- ☒ Written feedback is provided by the lead evaluator
- ☒ Written feedback is provided by the administrator who conducted the school visit
- ☒ The LEA provides an opportunity for principals to review and reflect on the written feedback

Please provide additional details on the nature of other meetings used to provide feedback.**Select all that apply**

- ☒ The meeting process requires meetings with supervisors

Optional: Please provide additional details on the nature of self-reflections not listed and/or to expand upon any of the selected options.

Principals and administrators have reflective conversations as part of the observation and post observation conversations. Principals can request further meetings with administrators after processing written summative feedback.

Optional: Please provide additional details on the nature of other formal and informal meetings used to provide feedback not listed and/or to expand upon any of the selected options.

Administrators have individual and group meetings with principals monthly to reflect on goals set by principals in alignment with organizational goals and supporting student growth.

Principal School Visits

Please answer the questions below to provide additional details on the school visit processes included in Task 9.

(10) In the following questions, you will be asked to describe how your LEA uses the results from principal school visits to inform professional learning opportunities that are made available to principals.

a. Professional learning opportunities are decided based on the following:

Select all that apply.

- ☒ School visit data from individual school visits
- ☒ Feedback or requests made by principals

b. How frequently are meetings conducted by administrators and/or principals to discuss data from evaluations and identify areas in need of professional learning for principals?

- ☒ Several times a year

(11) How does your LEA review the evidence collected and rubric ratings as part of the school visit process for quality and accuracy?

Select all that apply.

- ☒ Annual training on the rubric based on data analysis
- ☒ Currently, our LEA does not have a formal process to review the accuracy of evidence collected by individual evaluators