Task 1. General Information - Disclaimers and Assurances

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Disclaimers

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 teach eithedirectlsObjecti orpportunitytA sttributed SLO4 1mpact240 Tf;Td (Educa3 -4.25 TD (> 23ither in- .940 ibutes)T EM5Td (Educa3 -Body/21/2022)4/MCID 11 .

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

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

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• third party assessments; or

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

HEDI Scoring Bands

High	nly Effec	tive	Effec	tive		Deve	eloping	Ineff	ective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97																				

		2

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

Task 2. TEACHERS: Required Student Performance - Weighting

Page Last Modified: 07/11/2022

Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponeist not used the Required subcomponent will comprise 100% of the Student Performance category.

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 Statedesigned 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.

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Task 4. TEACHERS: Observations - Rubric and Scoring

Page Last Modified: 09/21/2022

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Task 4. TEACHERS: Observations - Teacher Observations

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Task 4. TEACHERS: Observations - Subgroup 2

Page Last Modified: 08/23/2022

Number and Method of Observation: Subgroup 2

- · At least one of the required observations must be unannounced (across both required subcomponents).
- Required Subcomponent 1: At least orbeservation must be conducted by the building principal or other trained administrator (supervisor).
- Required Subcomponent 2: At least onto ervation 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 identify the second subgroup of teachers to whom the information in the table below applies.

Probationary

Please use the table below to enter the minimum number of observations and method of observation for each type listed as applicable to the teachers identified above.

	Minimum Number of Observations	Method of Observation Select all that apply
Announced Supervisor Observation (Required Subcomponent 1)	2	✓ In person
Unannounced Supervisor Observation (Required Subcomponent 1)	1	✓ In person
Announced Independent Evaluator Observation (Required Subcomponent 2)	N/A	☑ Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	✓ In person
Announced Peer Observation (Optional)	N/A	✓ Not applicable
Unannounced Peer Observation (Optional)	N/A	☑ Not applicable

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.

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Task 5. TEACHERS: Overall Scoring - Category and Overall Ratings

Page Last Modified: 07/11/2022

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

HEDI ratings must be assigned based on the point distribution below.

Teacher Observation

HEDI ratings must be assigned based on locally determined ranges consistent with the constraints listed below.

		nt Performance ore and Rating		Overall Observation Category Score and Rating		
	Minimum	Maximum		Minimum	Maximum	
Н	18	20	Н	3.5 to 3.75	4.00	
E	15	17	Е	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	1	0.00	1.49 to 1.74	

Scoring Mattervier the Orderal/MelingFC /P <</MCID 4AssurMCIDs48 >>ratantTD ata7_22Tj 4 /TD PleaseMCladj EM assurMC The overall rating for an educator shall be determined according to a methodology described in the matrix below.

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

Page Last Modified: 07/11/2022

Additional Requirements

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

Teacher Improvement Plan Assurances

Please read the assurances below and check each box.

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

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

Task 6. TEACHERS: Additional Requirements - Appeals

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Appeals Assurances

Please read the assurances below and check each box.

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

Appeals

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

- (1) the substance of the annual professional performance review [evaluation]; which shall include the following:
- (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law § 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 Foother Board of Regents.

Please use the table below to describe the appeal(s) process(es) available to tthe >>BDC (that0 the Boaw 20 >>BDC 0 g /T1_1 1 45 56

Task 6. TEACHERS: Additional Requirements - Appeals

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

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

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Task 6. TEACHERS: Additional Requirements - Training

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Retraining

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

Certification of Lead Evaluators

How often are lead evaluators certified?

Annually

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

☑ BOCES

Inter-rater Reliability

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

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

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

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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.

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

Page Last Modified: 07/11/2022

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/program where the learning activities of one building/program indirectly contribute to student learning outcomes in another building/program. When determining whether to 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 assessment 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.

• State assessment(;s)r

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:

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

Page Last Modified: 07/11/2022

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice 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.

Deve	eloping, or Ineffective.		
	Measure Type(s)		



		☑
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Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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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 Statedesigned 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.

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

Page Last Modified: 09/21/2022

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 as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practic 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.
Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates)	(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 Education Glossary.



Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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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
De	eveloping:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Task 9. PRINCIPALS: School Visits - Principal School Visits

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terms specified in that waiver application will apply for that school year only. Please note that independent Evaluator Hardship Waiver requests must be sul and approved on an annual basis.

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

- If selected, at least onschool 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)	N/Aent 1) N/Aent 1) d 1ed Supervisor School V4239 >>BDC 33	2.188 -087its

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 th 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.

		Student Performance ory Score and Rating		Overall So Category Scor	chool Visit e and Rating
	Minimum	Maximum		Minimum	Maximum
Н	18	20	Н	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.

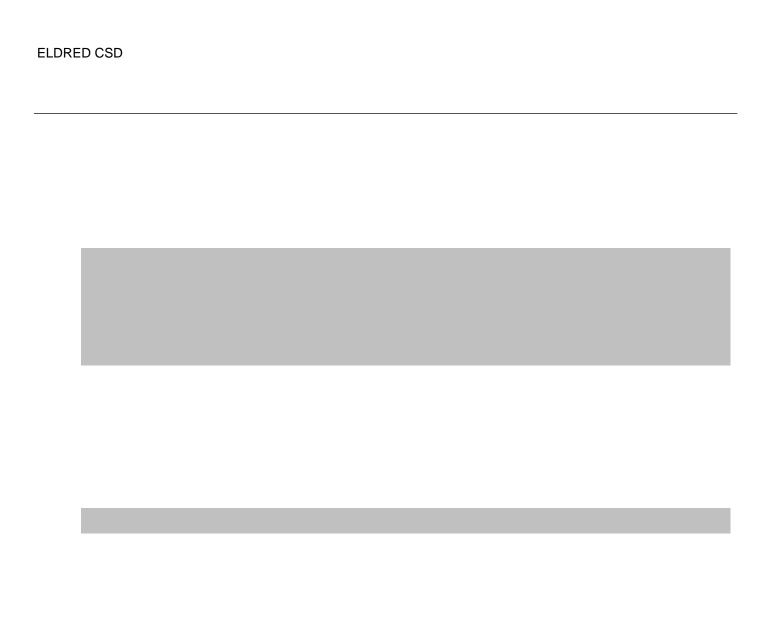
		Principal School Visit	Category		
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	Н	H	E	D
Student Performance	Effective (E)	н	E	E	D
Category	Developing (D)	E	E	D	
	Ineffective (I)	D	Ь		

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.

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Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 07/11/2022

Appeals Assurances

Please read the assurances below and check each box.

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

Appeals

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

(1)

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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.

The Leadership Standards and their related functions, as applicable

Evidence-based observation techniques that are grounded in research

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

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

Application and use of any assessment tools that the LEA utilizes to evaluate its building principals

Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used

LEA to evaluate its principals

Use of the Statewide Instructional Reporting System

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 evalua matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings 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 identify the entity responsible for training and retraining evaluators.

Check all that apply.

☑ BOCES (for component districts)

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 fro theh9dura4xe 3.0 >f the eRuls of she egments f0od7 156

Task 11. PRINCIPALS: Additional Requirements - Assurances

Page Last Modified: 07/11/2022

Principal Evaluation Assurances

Please read the assurances below and check each box.

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

Teacher ImprovemenPlan

(Completed Jointly by the Lead Evaluator/Designee and Teacher)

The Association may assist the Teacher and the Lead Evaluator in any and all aspects of developing this Teacher Improvement P

Name:	GRM:	JSHS:	Current School Year:
Date of related APPR/Evaluation:	Rubric Domain:	SLO:	Date of TIP:

Targeted Goal	Expected	Activities to Support the	Resources	Evidence To Support	Timeline	Was Desired
Areain Need of	Desired	Achievement of the	To be Provided by the	The Achievement	For	Outcome
Improvement	Outcome	Desired Outcome	District	Of the Goal	Completion	Achieved
						Yes:
						NI
						No:
						Date:

Date of TIP Review	Progress toward Targeted Goal	Lead Evaluator Signature	Teacher Signature

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By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the scholor LEA's complete Educator Evaluation plan, that all provisions or the part that are subjected collective education has been adopted by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bardaining agent(s), where applicable, also certify, upon information and belief, that all statements maned herein are true and accuracy and applicable collective partiagraphy are true and accuracy and applicable collective partiagraphy are true and and/or have been amended and/or matified and/or adversible leads of the collective partiagraphy are true and all classroom teachers and building principals will be evaluated using the Educator Evaluation building principals will be evaluated using the Educator Evaluation building principals will be a commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also contify that this Educator Evaluation plan is the LEA's complete Educator Evaluation plan is the LEA's complete Educator Evaluation plan is the LEA's complete Educator Evaluation plan is the Lean and that such plan will be fully implemented by the LEA that there are so a local or the Lean agencies in a property of the LEA's that there are so a local or the LEA's complete memoranda of understanding, or any other agreements in a property of the receive that the lean is an advantage of the least of the l

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- Assure that the overall-Educator Evaluation rating will be seed as a significant factor in complayment decision is aludinally incoverned above.
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- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public on the LEA's website no futer than September 2017 to reach scrooms! was of within 10 plans attraction plans about a commission is which are snall later occur;
- Assure that complete and accurace teacher and student data will be provided to the Commissioner in a format and rimeline prescribed by ute പ്രത്യാരുട്ടാന് പ്രത്യാരുന്നു.
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- Assure that teachero-and principals: will disease in the policy about the control of the policy and the policy a
- Assure that any training course for lead evaluation certification addresses each of the requirements in interpeduations. Including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
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- Assure that all evaluators and lead evaluators, including independent evaluators and neer evaluators are needed to as necessary in accordance with all properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all properly statutes and regulations;
- Assure that LEA has collectively bargained apposity recedence that so, or acrasis tentral standard and an arrays, and provide an extended that the standard and arrays and provide an extended that the standard and arrays are the standard arrays are the stan
- Assure that, fur teachers, an Unservable in 19 Teaching stational as for minimum the senetred place that it is easiered at least once a year across the total number of annual delignations and, for a principal, all observable ISCUT TOTAL conductions. Standards/Domains of the selected practice subtinate assessed at least once a year across the total number of account of the selected practice.

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Board of Education President Signature: Date: 2001303

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