



THE STATE EDUCATION DEPARTMENT THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDnews
Tel: (518) 475-8444
Fax: (518) 474-9099

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

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

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

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

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

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

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

Educator Evaluation Assurances

Please read the assurances below and check each box.

- Assure 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
-

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.

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

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Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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);

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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 VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV year.

> Collectively attributed linked results: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV VFKRRO \HDU WDNLQJ 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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Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

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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).

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective																
20																								



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

Note on common branch/departmentalized options

Grades 4-8

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

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

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

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

- Check each applicable common branch grade level below.

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

Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply	Applicable School or BOCES- Program Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> Common Branch Kindergarten <input checked="" type="checkbox"/> Common Branch Grade 1 <input checked="" type="checkbox"/> Common Branch Grade 2 <input checked="" type="checkbox"/> Common Branch Grade 3 <input checked="" type="checkbox"/> Common Branch Grade 4	<input checked="" type="checkbox"/> Collectively attributed results (program, school or district-wide measure)	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math		<input checked="" type="checkbox"/> i-Ready Diagnostic	(No Response)

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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> Common Branch Grade 5 <input checked="" type="checkbox"/>					

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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	State or Regents Assessment(s) Select all that apply			

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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
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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Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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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.

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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);

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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 VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV year.

> Collectively attributed linked results: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV VFKRRO \HDU WDNLQJ 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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Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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

third party assessments; or

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

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

For the teacher(s) on each row, indicate the applicable 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.

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 FROXPQ ZLWK WKH FRUUHVSRQGLQJ JUDGH V DQG FRPSOHWH WKH UHPDLQGHU

To add additional courses, click "Add Row".

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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 Please leave blank unless instructed by the Department to complete this column.
9	12	<input checked="" type="checkbox"/> Special Education	Individually attributed results	<input checked="" type="checkbox"/>			



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Task 2. TEACHERS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

If the Optional subcomponent is used, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

Optional Student Performance Subcomponent



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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 (2011 Revised 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.

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Please read the assurances below and check each box.

- Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- Assure that all components of the selected practice rubric designated as observable are assessed at least once and that each of the 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.

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

Subcomponent level (each observable subcomponent receives a rating)

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

Each component is weighted equally and averaged

Scoring the Observation Category

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

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

Two observations by the principal with one early in the school year weighted at 40% and one late in the school year weighted at 60%.

Two observations by the principal, with one holistic score for each component of the rubric based on the preponderance of evidence over both observations.

Please note: Weighting across observation type (i.e. Principal vs. Inde gWeighting across obÿ<</MCID 7 s16 >>BDC - Ed Law §301C /e yece EMC 21T /Lbl <</MCID 9 >>BD362/T1_0 1 Tf 8 0 0 8 88.672 594 Tm (E22ch)Tj EMC /Span <</MCID 10 >>BDC 362/nts ossuje 0.



Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the

Teacher Observation Subcomponent Weighting

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Task 4. TEACHERS: Observations - Teacher Observations

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trained administrator (supervisor).

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

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

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

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

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

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

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

Tenured Teachers

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Task 4. TEACHERS: Observations - Subgroup 2

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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 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 identify the second subgroup of teachers to whom the information in the table below applies.

Non-Tenured Teachers

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)	1	<input checked="" type="checkbox"/> In person
Unannounced Supervisor Observation (Required Subcomponent 1)	1	<input checked="" type="checkbox"/> In person
Announced Independent Evaluator Observation (Required Subcomponent 2)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	<input checked="" type="checkbox"/> In person
Announced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> 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.



Peer Observation Assurances

Please read the assurances below and check each box.

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



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Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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Additional Requirements

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

Teacher Improvement Plan Assurances

Please read the assurances below and check each box.

Assure

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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? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
<input checked="" type="checkbox"/> All teachers who received a rating of Developing <input checked="" type="checkbox"/> All teachers who received a rating of Ineffective	<input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d <input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents	<input checked="" type="checkbox"/> 0-30 days



[Redacted]

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[Redacted]

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[Redacted]

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

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Required Student Performance Subcomponent

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

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

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Required Student Performance Measures

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SULQFLSDOáV RYHUDOO UDWLQJ VKDOO EH GHWHUPLQHG EDVHG RQ HYLGHQFH RI SULQFLSDO
6WDQG DUGV

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

\$Q LQGLYLGXDO\ DWWULEXWHG 6/2 LV EDVHG RQ WKH OHDUQLQJ RXWFRPHV RI D VWXGHQW

> Individually attributed results VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV LQ
VFKRRO \HDU

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);

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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 VWXGHQWV LQ WKH JURXS WHDP RI SULQFLSDOVá EXLOGLQJV SURJUDPV LQ DQ /(\$ 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); or

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

third party assessments; or

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

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

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INPUT MODEL

Selection of the Input Model will require:

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

Measure Type(s)

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

- Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

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

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

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HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SLO Assurances

Please read the assurances below and check each box.

- Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

Measures and Assessments

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

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

Building Configuration(s) for Applicable Principals Select all that apply	Measure	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> K-4 <input checked="" type="checkbox"/> K-8 <input checked="" type="checkbox"/> 5-8	<input checked="" type="checkbox"/> Collectively attributed results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA		<input checked="" type="checkbox"/> i-Ready Diagnostic	(No Response)

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

Use of the Optional Subcomponent and Student Performance Category Weighting

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

If the Optional subcomponent is used, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Please read the assurances below and check each box.

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

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

- 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

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

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

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

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

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

- Multiple school visits of the same type are weighted equally

Please read the assurances below and check each box.

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

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.

	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	



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administrator (supervisor).

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

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

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

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

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

No, there are 2 groups of principals who receive a different number of school visits of each type (e.g., tenured principals and probationary principals; identify the first subgroup below).

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

Probationary Principals

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Task 9. PRINCIPALS: School Visits - Subgroup 2

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Number of School Visits: Subgroup 2

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 identify the second subgroup of principals to whom the information in the table below applies.

Tenured Principals

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

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 his/her designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.





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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? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
<input checked="" type="checkbox"/> All principals who received a rating of Developing <input checked="" type="checkbox"/> All principals who received a rating of Ineffective	<input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d <input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents	<input checked="" type="checkbox"/> 0-30 days

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Task 11. PRINCIPALS: Additional Requirements - Appeals

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<p>Which groups of principals may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.</p>	<p>What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?</p>
	<p><input checked="" type="checkbox"/> The LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p>	

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

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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Task 11. PRINCIPALS: Additional Requirements - Training

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

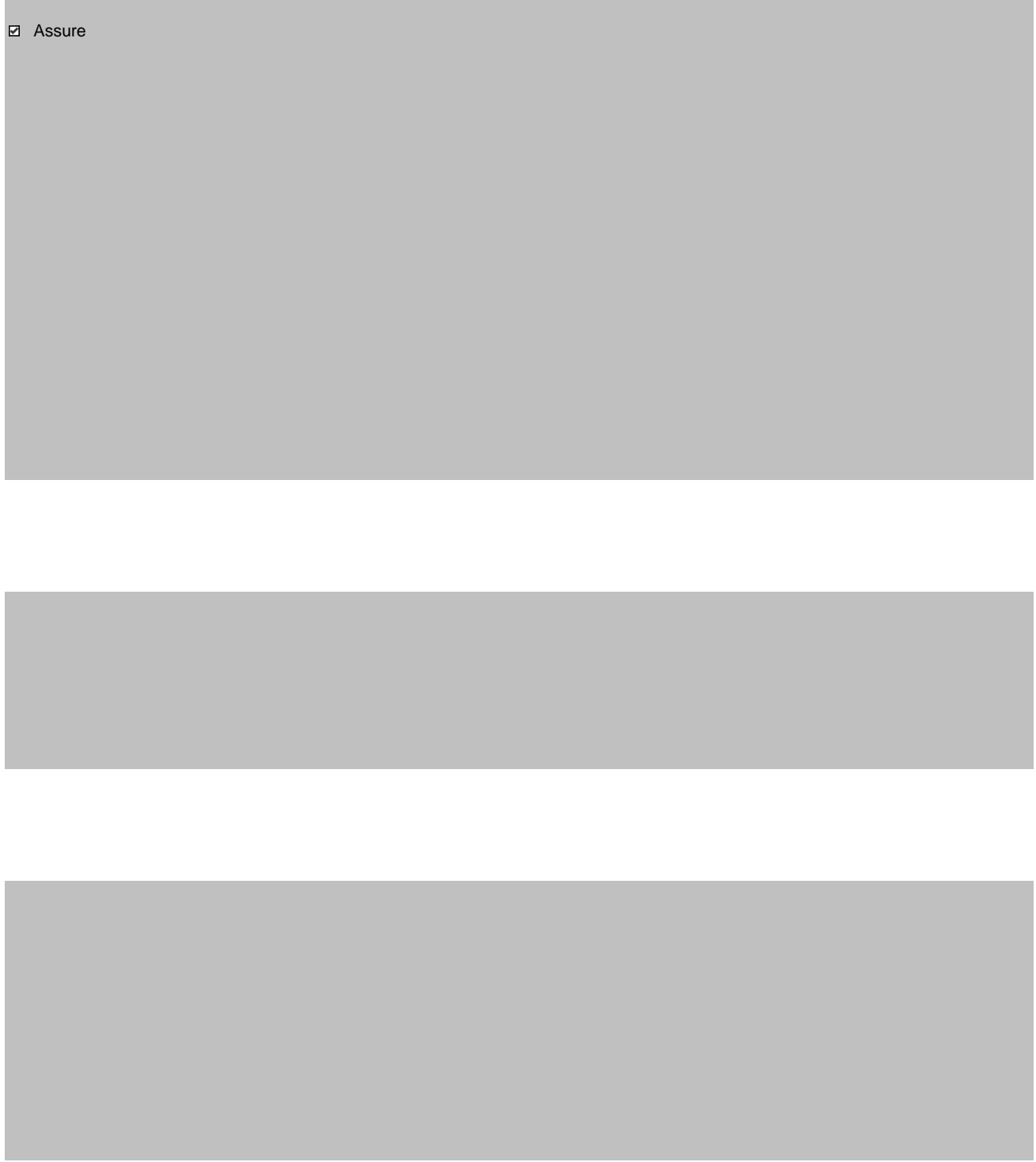
1-3Retments - Training



Principal Evaluation Assurances

Please read the assurances below and check each box.

Assure



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

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

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Upload Educator Evaluation LEA Certification Form

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

Implementation of the Evaluation Plan

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

2023-24

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.

APPR-MPPR_Signature Page.pdf

APPR-MPPR Signature Page.pdf

APPR-MPPR_Signature Page.pdf

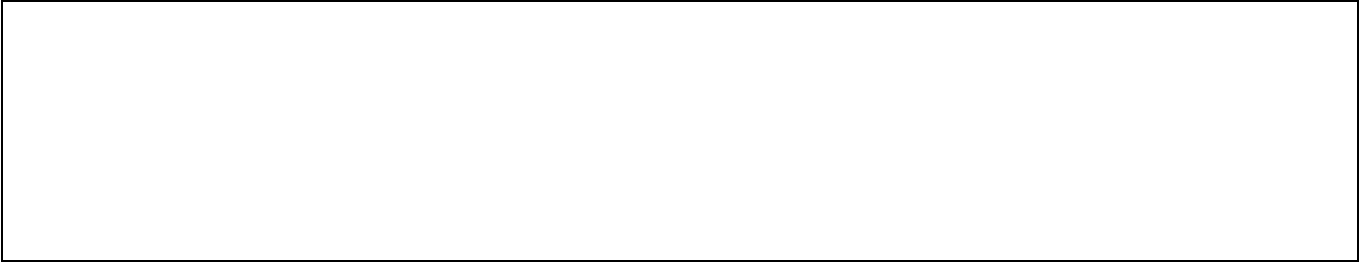
MOUNT VERNON CITY SCHOOL DISTRICT
FORM #4: TEACHING IMPROVEMENT PLAN (TIP) TEACHER/ADMINISTRATOR CONFERENCE FOR

Name of Teacher _____ Tenure Area _____ School _____

Name of Evaluator _____ Subject/Grade Level(s) _____ Date _____

As a result of a Developing or Ineffective Overall Teacher Rating, or four unsatisfactory ratings for PPS employees, or five ineffective ratings for Pre-K teachers, the above-named teacher qualifies for a TIP. The following Domain/Component(s) have been identified for intensive administrative support and teacher professional development. Please note: Additional sheets may be added as needed.

Domain: _____ Component: _____
Goal(s) _____



LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Educator Evaluation plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the

