/ THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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April 17, 2023

**Revised**

Kenneth Graham, Superintendent
North Babylon Union Free School District
5 Jardine Place
North Babylon, NY 11703

Dear Superintendent Graham:

Congratulations. I am pleased to inform you that your educator eval the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visit category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the

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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.**

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**MEASURES**

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

**Individually attributed measures**

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

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

**Collectively attributed measures**

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

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- *:*

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

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| ☑ | ☑ | ☑<br>☑<br>☑ | | | |

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## Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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## Optional Student Performance Subcomponent

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

***Percentage of Student Performance category to be locally determined if selected.***

**Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.**

**Options for measures and associated assessments include:**

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

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

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

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

☑ Subcomponent

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## Teacher Observation Subcomponent Weighting

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

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

**- At least 80% of the Teacher Observation category score**

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

**- At least 10%, but no more than 20%, of the Teacher Observation category score**

**Optional Subcomponent: Observations by Trained Peer Observer(s)**

**- No more than 10% of the Teacher Observation category score when selected**

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

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

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

| Principal/Administrator [Required] | Independent Evaluator(s) [Required] | Peer Observer(s) [Optional] | **Group of teachers for which this weighting will apply** ***If only one group of teachers is applicable, please list "All teachers"*** |
|---|---|---|---|
| 90% | 10% | 0% (N/A) | All teachers |

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**Teacher Observation**

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**The teacher 2019**

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

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## Additional Requirements

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

## Teacher Improvement Plan Assurances

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

☑ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.

☑ Assure that TIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

## Teacher Improvement Plan Forms

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

1) identification of needed areas of improvement;

2) a timeline for achieving improvement;

3) the manner in which the improvement will be assessed; and, where appropriate,

4) differentiated activities to support a teacher's improvement in those areas.

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

North Babylon TIP Docs 2016.doc

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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?**<br>*Select all groups that have the same process as defined in subsequent columns.*<br>*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.<br>*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? |
|---|---|---|
| ☑ Tenured teachers who received a rating of Ineffective | ☑ The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d<br>☑ 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 | ☑ 1-3 months |

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## Training Assurance

**Please read the assurance below and check the box.**

☑ The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on, at a minimum, elements 1, 2, and 4 below.

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

## Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Observers and Certification of Lead Evaluators

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

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

**Evaluator Training**

**Please describe how training and retraining evaluators is conducted.**

***Check all that apply.***

☑ As a component district, training is conducted by, or in conjunction with, a BOCES

☑ As an LEA, we conduct our own training

**Please read the assurance below and check the box.**

☑ Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).

***Initial training***

**Do all evaluators receive the same initial training?**

☑ Yes, all evaluators receive the same initial training.

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### Teacher Evaluation Assurances

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

☑ Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's evaluation, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

### Assessment Assurances

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

☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

### Data Assurances

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

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that scores for all teachers will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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### 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.

**NORTH BABYLON UFSD** Status Date: 04/04/2023 08:52 AM - Submitted

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

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

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### HEDI Scoring Bands

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97-100% | 93-96% | 90- | 85-55- | 80- | 75- | 67- | 60- | 55- | 49- | 44- | 39- | 34- | 29- | 25- | 21- | 17- | 13- | 9- | 5-8% | 0-4% |

21 scoring bands specified by the Department in aC Guidance.CID 94E5ag'tC 2.921104 Td (10 )Tj EMC /TD <</MCID 19

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## Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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### 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.

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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

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**Peer School Visit Assurances**

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## Category and Overall Ratings

For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation Guidance.

## Category Scoring Ranges

*The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.* **CategoSD CategoSD Category Score all RatoSD HoSD**

[redacted]

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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? |
|---|---|---|
| ☑ All principals who received a rating of Developing<br>☑ All principals who received a rating of Ineffective | ☑ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally<br>☑ The LEA's adherence to the standards | ☑ 1-3 months |

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| **Which groups of principals may utilize the appeals process?** *Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.* | Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. *Please select all that apply.* | What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal? |
|---|---|---|
| | and methodologies required for such reviews, pursuant to Education Law Section 3012-d<br>☑ 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<br>☑ The LEA's issuance and/or implementation of the terms of the principal apponding row numbns of tnt co20.125 1 Tf 8 0 0 8 | |

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## Training Assurance

**Please read the assurance below and check the box.**

☑ The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent evaluators and peer principals need only be trained on, at a minimum, elements 1, 2, and 4 below.

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
4. Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, inca brca atiby te Ö Ö sel ā pp

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

☑ 2-6 hours

***Retraining***

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

☑ 2-6 hours

**Certification of Lead Evaluators**

**How often are lead evaluators certified?**

☑ Annually

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

☑ Superintendent/District Superintendent

**Please read the assurance below and check the box.**

☑ If the Superintendent/District Superintendent or other party is the entity certifying evaluators, and also acts in the capacity of an evaluator, please assure that the certification process, including such self-certification, is implemented with fidelity.

**Inter-rater Reliability**

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

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

***Please check all that apply.***

☑ Periodic comparisons of an evaluator's assessment of the same building principal

☑ Periodic calibration meetings and/or trainings

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## Upload Educator Evaluation LEA Certification Form

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

**Implementation of the Evaluation Plan**

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

☑ 2022-23

**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.**

Doc - Apr 3 2023 - 10-25 AM.pdf

North Babylon School District
TEACHER IMPROVEMENT PLAN

The purpose of the Teacher Improvement Plan (TIP) is to provide organizational support and assistance to teachers (classroom and all other certified individuals) who are not meeting the State and District's professional performance standards. All who are rated ineffective or developing on their annual summative evaluation will be placed on a Teacher Improvement Plan. Additionally, individuals who may be having difficulty in meeting the New York State Teaching Standards (or analogous professional standards for non-classroom faculty members) may be placed on a TIP during the school year. While the District has a responsibility to remove faculty members who consistently perform below expectations, a major goal of a Teacher Improvement Plan is to provide those who may be experiencing some difficulties with a clear understanding of the specific concerns, and a focused, structured opportunity to become effective. Under the new APPR regulations, the number of faculty members being placed on improvement plans may increase; this should be seen as an opportunity to improve professional skills and not as a prelude to dismissal.

The TIP shall be developed by the district, in consultation with the teacher, the Norwith the teac(o)13een a

# Teacher Improvement Plan

Developed by : _____ Date: _____

Teacher

_____ _____

Administrator Other

Identification of specific behaviors to be changed *(areas in need of improvement)* and a statement of expected outcomes *(goals)*.

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Timeline for accomplishing change:

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*Monitoring Steps:*

Specific description of multiple supports that will be provided to the teacher, and or actions that will be taken, which may include, for instance:

Mentoring, professional development, coaching and or observations by the Department Chair and/or Administrator

Workshops, courses, peer visitations

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Actions that the teacher agrees to take, in order to achieve the targeted outcomes:

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*Assessment Criteria and Evaluation:*

How progress in the change effort will be monitored and evaluated, including the *frequency and nature of required observations, if applicable:

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Signatures of teacher, union representative, and the administrator indicate agreement to the above plan.

_____ _____ _____ _____

*Teacher* *Date* *Asst. Superintendent for Ed. Services or designee* *Date*

_____

*Teacher's Association President or designee*

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| Meeting #1<br>Date<br>_____ | | _____<br>_____ |
| Meeting #2<br>Date _____ | | _____<br>_____ |
| Meeting #3<br>Date _____ | | _____<br>_____ |
| Meeting #4<br>Date _____ | | _____<br>_____ |
| Meeting #5<br>Date _____ | | _____<br>_____ |
| Meeting #6<br>Date _____ | | _____<br>_____ |
| Meeting #7<br>Date _____ | | _____<br>_____ |

Educator Evaluation plan.

By signing this document, the LEA and its collective bargaining agent(s) agree that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete evaluation plan that all provisions of the plan that are subject to collective negotiations have been negotiated pursuant to the provisions of the plan complies with the requirements of Education Law §3012-c 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 bargaining agent(s), where applicable, also certify that the statements made herein are true and accurate and that any applicable collective bargaining agreements have been reached and/or have been amended and/or modified or otherwise changed to the extent necessary to require that all classroom teachers and building principals will be evaluated using the Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s) agree that the Educator Evaluation plan will be fully implemented and that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict with, or interfere with full implementation of the Educator Evaluation plan; and that no material changes will be made to the Educator Evaluation Plan through collective bargaining or otherwise without the approval of the Commissioner, in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s) where applicable also acknowledge and agree that if any of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law §3012-c(11).

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

- Assure that the overall Educator Evaluation rating will not be used as a significant factor in employment decisions, including but not limited to tenure determinations, and that teacher and principal performance;
- Assure that the evaluation of each teacher or principal as later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal the Teacher Observation category and Principal School Visit category of a teacher's or principal's APPR, including, but not limited to, the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the year following the year in which the teacher's or principal's performance is measured;
- 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 later than September 10th or [illegible] days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that [illegible] data will be provided to the Commissioner [illegible] prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal;
- Assure that the LEA provides an opportunity for each classroom teacher to review the rosters and student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training courses or programs offered to teachers and principals will be consistent with the requirements specific considerations in evaluating teachers and principals;
- Assure that any teacher or principal who receives an Ineffective rating will be offered a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year in which the teacher's or principal's performance was measured or as soon as practicable thereafter;
- Assure that such improvement plan will be developed by the superintendent or his designee in the exercise of their pedagogical judgment, and shall be subject to [illegible] to the extent required by Education Law;
- Assure that all evaluators and lead evaluators, including independent [illegible] and peer evaluators, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the statutes and regulations;
- Assure that the LEA has effective and impartial appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to [illegible]; and
- Assure that, for teachers, all observable NYS Teaching Standards/Domains or the state-created rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected rubric are assessed at least [illegible] the total number of annual observations.

visits;

- Assure that it is possible for a teacher to receive a rating in each subcomponent and that the LEA shall ensure that the process used to determine subcomponent and category ratings is transparent and fair;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers in similar bulletin configurations, to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to the evaluation plan will be submitted to the Commissioner by March 1 of each school year;
- Assure that the LEA will provide the [illegible] pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to additional standardized assessments required by State or federal law for each classroom or program at the grade does not exceed, in the aggregate, [illegible] required annual instructional hours for such classroom or program;
- Assure that the amount of time devoted to [illegible] exceed, in the aggregate, [illegible] percent of the minimum required annual instructional hours for such [illegible] teacher administered classroom practices or exams, portfolios, performance assessments, [illegible] shall not be counted towards the limits established by this subdivision [illegible] formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or the individualized education program of a student with a disability.

**Signatures, dates**

Superintendent Signature: Date:

Superintendent Name (print):

Teachers Union President Signature: Date:

Teachers Union President Name (print):

Administrative Union President Signature: Date:

Administrative Union President Name (print):

Board of Education President Signature: Date:

Board of Education President Name (print):