



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

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March 15, 2023

Revised

Aaron Johnson, Superintendent  
West Irondequoit Central School District  
321 List Ave.  
Rochester, NY 14617

Dear Superintendent Johnson:

Congratulations. I am pleased to inform you that your educator evaluation plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 and has been approved. As a reminder, we are relying on the information you provided on your educator evaluation form, including the certifications and assurances that are part of your approved plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, 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 teacher or principal overall ratings and subcomponent scores



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



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

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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);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

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

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

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

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**ASSESSMENTS**

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

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

**SLO Assurances**

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

- Assure that each teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.
- Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

**Measures and Assessments**



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

Task 2. TEACHERS: Required Student Performance - Weighting

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**Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent

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**Optional Student Performance Subcomponent**

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

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

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

Options for measures and associated assessments include:

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

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

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





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

## Task 4. TEACHERS: Observations - Rubric and Scoring

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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:	1.75	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	1.74



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

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**Teacher Observation****The teacher observation category is made up of two (2) required and one (1) optional subcomponents.**

- The frequency and duration of observations are locally determined.
  - Observations may occur in person, by live virtual observation, or by recorded video, as determined locally.
  - LEAs may locally determine whether to use more than one observation by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct observations in addition to those required by this section for non-evaluative purposes.
- 

**Required Subcomponents**

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

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

- At least one observation **must be conducted by the building principal or other trained administrator.**

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

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

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

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

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

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

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

**Number and Method of Observation**

- At least one of the required observations **must be unannounced (across both required subcomponents).**
  - **Required Subcomponent 1: At least one observation must be conducted by the building principal or other**
-

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

Task 4. TEACHERS: Observations - Teacher Observations

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

Task 4. TEACHERS: Observations - Subgroup 3

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**Number and Method of Observation: Subgroups 2 and 3**

- 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).

**Subgroup 2**

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

Probationary Teachers in years 3 and 4

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

	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
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)	1	<input checked="" type="checkbox"/> In person
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	0	<input checked="" type="checkbox"/> Not applicable
Announced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> Not applicable

**Subgroup 3**

**Please identify the third subgroup of teachers to whom the information in the table below applies.**

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 third subgroup of teachers identified above.**

	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
Announced Supervisor Observation (Required Subcomponent 1)	1	<input checked="" type="checkbox"/> In person
Unannounced Supervisor Observation (Required Subcomponent 1)	0	<input checked="" type="checkbox"/> Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)	0	<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)		

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Task 4. TEACHERS: Observations - Subgroup 3

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	Minimum Number of Observations	Method of Observation
	N/A	<i>Select all that apply</i> <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.

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

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

**Peer Observation Assurances**

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

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

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

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

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**Category and Overall Ratings**

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

**Category Scoring Ranges**

*The overall Student Performance category score and the overall Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.*

<b>Student Performance</b>			<b>Teacher Observation</b>		
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.		
	<b>Overall Student Performance Category Score and Rating</b>			<b>Overall Observation Category Score and Rating</b>	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.00
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0.00	1.49 to 1.74

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

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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**Additional Requirements**

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

**Teacher Improvement Plan Assurances**

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

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

**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 §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.**

<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></p>	<p>What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?</p>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All teachers who received a rating of Developing</li> <li><input checked="" type="checkbox"/> All teachers who received a rating of Ineffective</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally</li> <li><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1-3 months</li> </ul>

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

Task 6. TEACHERS: Additional Requirements - Appeals

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<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></p>	<p>What is the maximum length of tict 26 rr4g ET</p>

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

## Task 6. TEACHERS: 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 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 identify the entity responsible for training and retraining evaluators.****Check all that apply.**

- BOCES (BOCES trains component district)
- District/BOCES (LEA conducts their own training)

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

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

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

- Yes, all evaluators receive the same initial training.

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

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

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- 1-3 days

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

- 
- 1-3 days

**Certification of Lead Evaluators****How often are lead evaluators certified?**

- 
- Annually

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

- 
- Superintendent/District Superintendent

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

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

**Inter-rater Reliability**

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

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

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

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

Task 6. TEACHERS: Additional Requirements - Assurances

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

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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.

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**STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

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

**Individually attributed measures**

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

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

**Collectively attributed measures**

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

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

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

> *Collectively attributed group or team results:* scores and ratings for a group or team of principals will be based on the growth of students in the

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

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.

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

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

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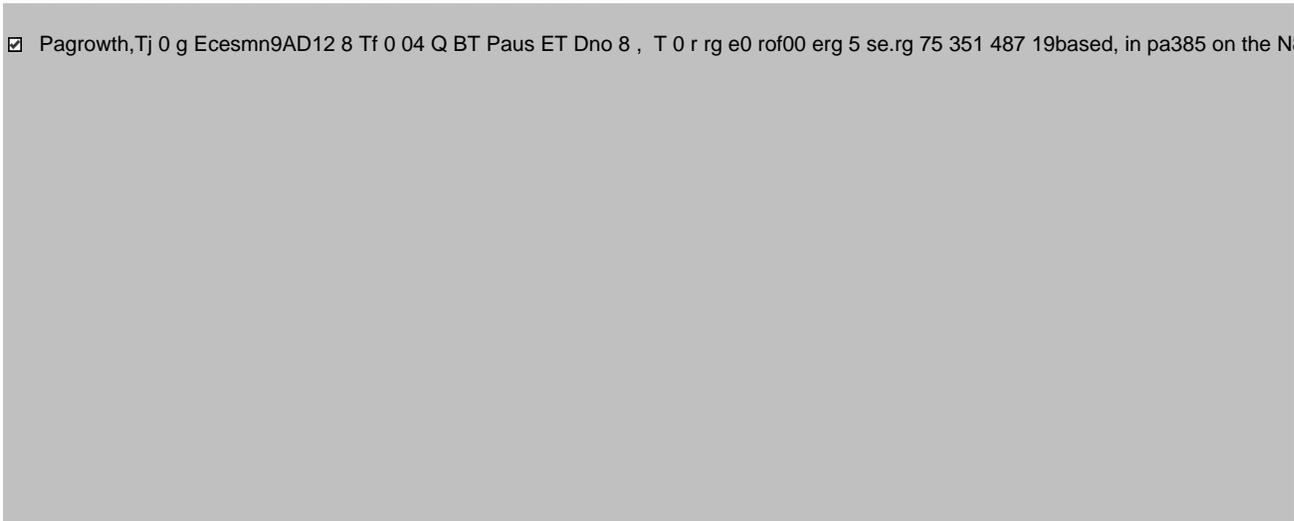
**HEDI Scoring Bands**

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%	90-92%	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.

Pagrowth,Tj 0 g Ecesmn9AD12 8 Tf 0 04 Q BT Paus ET Dno 8 , T 0 r rg e0 rof00 erg 5 se.rg 75 351 487 19based, in pa385 on the N8w York State



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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 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.



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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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**Principal School Visit Category**

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

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

**Principal Practice Rubric**

Select a principal practice rubric from the menu of State-approved rubrics to assess principal practice based on ISLLC 2008 Standards (PSEL standards beginning in 2024-25).

Rubric Name	<b>If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.</b>
McRel Principal Evaluation System	K-12

**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,

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

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

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Overall School Visit Category		
Score and Rating		
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	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**


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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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**Principal School Visit Subcomponent Weighting**

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

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

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

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

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

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

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

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

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

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

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

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

**Required Subcomponents**

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

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

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

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

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

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

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

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

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

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

**Number of School Visits**

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

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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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)	1
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	0
Announced Peer School Visits (Optional)	N/A
Unannounced Peer School Visits (Optional)	N/A

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

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

**Independent Evaluator Assurances**

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

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as o4alding, ard4oifGf9

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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**Peer School Visit Assurances**

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

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

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

Task 10. PRINCIPALS: Overall Scoring - Category and Overall Ratings

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**Category and Overall Ratings**

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

**Category Scoring Ranges**

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.

<b>Student Performance Category</b>			<b>Principal School Visit Category</b>		
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.		
	<b>Overall Student Performance Category Score and Rating</b>			<b>Overall School Visit Category Score and Rating</b>	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	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.

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

**Category and Overall Rating Assurances**

Please read the assurances below and check each box.

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

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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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**Appeals Assurances**

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

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

**Appeals**

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

- (1) the substance of the annual professional performance review [evaluation]; which shall include the following:
  - (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

<p><b>Which groups of principals may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating.</p> <p><i>Please select all that apply.</i></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>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All principals who received a rating of Developing</li> <li><input checked="" type="checkbox"/> All principals who received a rating of Ineffective</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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</li> <li><input checked="" type="checkbox"/> The LEA's adherence to the standards</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1-3 months</li> </ul>

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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<p><b>Which groups of principals may utilize the appeals process?</b>  <i>Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating.  <i>Please select all that apply.</i></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>and methodologies required for such reviews, pursuant to Education Law Section 3012-d</p> <p><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</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	<b>Groups of principals not specified in the table above that may utilize the appeals process.</b>
(No Response)	(No Response)

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

Task 11. PRINCIPALS: Additional Requirements - Training

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**Training Assurance**

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

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

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals  
Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, including training on the effective app = dceU th

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

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

- 
- 1-3 days

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

- 
- 1-3 days

**Certification of Lead Evaluators****How often are lead evaluators certified?**

- 
- Annually

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

- 
- Superintendent/District Superintendent

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

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

**Inter-rater Reliability**

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

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

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

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

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

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

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

- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

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

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure that scores for all principals will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

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

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

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Page Last Modified: 03/06/2023

**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.**

WI APPR LEA Certification March 2023.pdf



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**Teacher Improvement Plan Feedback Form**

Teacher:

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## Principal Improvement Plan Feedback Form

Principal:

School:

School Year:

Supervisor:

Position:

This form shall be completed and shared with the principal at the conclusion of the Principal Improvement Plan (ae

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