## Task 1. General Information

### 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 check all of the boxes below** *

- ☐ 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.

*Approved Educator Evaluation Plans: http://www.nysed.gov/educator-quality/educator-evaluation-plans*

## Task 2. TEACHERS: Required Student Performance

### Required Student Performance Subcomponent

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

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

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

### Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

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

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

> Teacher and course-specific

- **Teacher and course-specific 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.

> School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide 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 in the current school year.
- **School- or program-wide 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.

> District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide 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 across buildings/programs in an LEA in the current school year.

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

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

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

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

## HEDI Scoring Bands

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

## SLO Assurances

**Please check each of the boxes below.** *

- ☐ 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

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

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

| **Applicable Teachers** * *Select all that apply* | **Measure** * | **State or Regents Assessment(s)** *Select all that apply* | **Locally-developed Course-specific Assessment(s)** *Select all that apply* | **Third Party Assessment(s)** *Select all that apply* |
|---|---|---|---|---|
| *This column contains the following choices:*<br>☐ All Teachers<br>*(all grade levels, subjects and courses)*<br>☐ All core teachers<br>*(K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses)*<br>☐ All teachers of other courses<br>*(to list teachers of other courses separately, please use the table in the following section)*<br><br>In addition to:<br>*- Common Branch for grades K-3*<br>*- Common Branch, ELA, Math, Science, SS for grades 4-8*<br>*- All high school Regents courses (including 9-12 ELA and Global History I)*<br><br>And<br>☐ All teachers of other courses corresponding to the grade levels of the courses selected above<br>*(e.g. teachers of other courses in grades 4-8; to list teachers of other courses separately, please use the table in the following section)* | ☐ Teacher and course-specific results<br>☐ School- or program-wide results<br>☐ School- or program-wide group or team results<br>☐ School- or program-wide linked results<br>☐ District- or BOCES-wide results<br>☐ District- or BOCES-wide group or team results | *This column contains a listing of all NYS Assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all LEAs with approved locally-developed course specific assessments.* | *This column contains a listing of all State-approved third party assessments.* |

Add Row

**Other Courses**

Please ***only*** check the box below ***if none of the options for other courses in the table above are applicable*** (e.g. teachers of art, music, and physical education use different measures and asessments).

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

## Other Courses

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

### MEASURES

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

*Individually attributed measures*

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

> Teacher and course-specific

- **Teacher and course-specific 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.

> School- or program-wide

- **School- or program-wide results**: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide 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 in the current school year.
- **School- or program-wide 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.

> District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide 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 across buildings/programs in an LEA in the current school year.

### ASSESSMENTS

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

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

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

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

**Please use the table below to list the 'other courses' in your LEA not included on the previous page.**

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

*Follow the examples below to list other courses.*

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

| | (1) lowest grade | (2) highest grade | (3) subject | (4) measure | (5-7) assessment(s) |
|---|---|---|---|---|---|
| **9-12 English Electives** | 9 | 12 | English Electives | School- or program-wide linked results | All Regents given in LEA |
| **K-3 Art** | K | 3 | Art | Teacher and course-specific results | Questar III BOCES |
| **K-8 All other courses** | K | 8 | All other courses | District- or BOCES-wide results | STAR Early Literacy, STAR Math, STAR Reading |

*Note*

For LEAs that use both a common branch and departmentalized model for any of grades kindergarten to three:
- Check each applicable common branch grade level on the previous page.
- For the "Other Courses" entry below, select the "Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s) and complete the remainder of the information as appropriate.

**To add additional courses, click "Add Row".**

| **Grade From** * | **Grade To** * | **Subject** * | **Measure** * | **State or Regents Assessment(s)** *Select all that apply* | **Locally-developed Course-specific Assessment(s)** *Select all that apply* | **Third Party Assessment(s)** *Select all that apply* |
|---|---|---|---|---|---|---|
| *This column contains a listing of grades K-12.* | *This column contains a listing of grades K-12.* | *This column contains a listing of subjects of other courses not included in the table on the previous page.* | ☐ Teacher and course-specific results<br>☐ School- or program-wide results<br>☐ School- or program-wide group or team results<br>☐ School- or program-wide linked results<br>☐ District- or BOCES-wide results<br>☐ District- or BOCES-wide group or team results | *This column contains a listing of all NYS Assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all LEAs with approved locally-developed course specific assessments.* | *This column contains a listing of all State-approved third party assessments.* |

Add Row

## Use of the Optional Subcompnent 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.
- ☐ YES, the Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.

***Information related to the Optional subcomponent will be entered into Task 3.***

**Select the weight of the Required Student Performance subcomponent; the corresponding Optional Student Performance subcomponent weight is shown.** *

Please Select

*Options are listed from 99% required, 1% optional to 1% required, 99% optional.*

## Task 3. TEACHERS: Optional Student Performance

### 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.
- ☐ YES, the Optional subcomponent WILL be used in the Student Performance category.

### Optional Measure(s)

**Please indicate below which type(s) of optional measures are will be used to evaluate teachers.**

*Select all that apply.* *

- ☐ 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
- ☐ A collectively bargained measure of student growth or achievement included in the LEA's evaluation plan not listed above

### Assurances

**Please check each of the boxes below.** *

- ☐ Assure that scores and ratings for the Optional Student Performance subcomponent will be calculated in the manner specified in this task.
- ☐ Assure that the final Student Performance category rating for each teacher will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☐ Assure that all Optional Student Performance measures for a teacher are different than any measures used for the Required Student Performance subcomponent.
- ☐ Assure that the same locally selected measures of student growth across all classrooms in the same grade/subject in the LEA will be used in a consistent manner to the extent practicable.

## Optional Student Performance: Option (A) Additional SLO

This optional measure is a second SLO, provided that this SLO is different than that used in the required subcomponent.

### Option (A) Assurances

**Please check each of the assurances and answer the questions below related to the second SLO that will be used as the optional measure.** *

- ☐ Assure that the 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 Educator Evaluation Guidance, as shown below.
- ☐ 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 the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Option (A) Details

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

*The optional measure may be teacher and course-specific results, school- or program-wide results, or district- or BOCES-wide results and may utilize State-created or -administered assessments and/or State-designed supplemental assessments.*

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

*School- or program-wide measure options:*

> **School- or program-wide results**: scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.

> **School- or program-wide 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 in the current school year.

> **School- or program-wide 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.

*District- or BOCES-wide measure options:*

> **District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.

> **District- or BOCES-wide 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 across buildings/programs in an LEA in the current school year.

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

| **Applicable teachers** *<br>*Select all that apply* | **Which measure will be used as the second SLO?** * | **State-created or -administered assessment(s)**<br>*Select all that apply* | **State-designed supplemental assessment(s)**<br>*Select all that apply* | **What is the student population that will be included in the measure?** *<br>*E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|
| *This column contains the following choices:*<br>☐ All Teachers<br>*(all grade levels, subjects and courses)*<br>☐ All core teachers<br>*(K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses)*<br>☐ All teachers of other courses<br>*(to list teachers of other courses separately, please use the table in the following section)*<br>In addition to:<br>*- Common Branch for grades K-3*<br>*- Common Branch, ELA, Math, Science, SS for grades 4-8*<br>*- All high school Regents courses (including 9-12 ELA and Global History I)*<br>And<br>☐ All teachers of other courses corresponding to the grade levels of the courses selected above<br>*(e.g. teachers of other courses in grades 4-8; to list teachers of other courses separately, please use the table in the following section)* | ☐ Teacher and course-specific results<br>☐ School- or program-wide results<br>☐ School- or program-wide group or team results<br>☐ School- or program-wide linked results<br>☐ District- or BOCES-wide results<br>☐ District- or BOCES-wide group or team results | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | |

Add Row

**Other Courses**

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed.*

## Optional Student Performance: Option (B) Additional Growth Score

This optional measure is a growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments.

### Option (B) Details

Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.

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

| **Applicable teachers** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected assessment measure student growth* based on a statistical growth model?** **How will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* ** Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How is the growth score based on a statistical growth model calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|---|
| *This column contains the same options as the table in Option A.* | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | |

Add Row

### Other Courses

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed..*

### Option (B) Conversion Chart

**Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*

Choose File No file chosen

Add Another Upload

## Optional Student Performance: Option (C) Additional Growth Measure

This optional measure is a measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (C) Details**

Please answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.

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

| **Applicable teachers** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected assessment measure student growth*?** **How will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* * *Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **What is the expectation for student growth and how are growth targets determined?** **Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target?** * | **How is the growth score calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|---|---|
| *This column contains the same options as the table in Option A.* | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | |

Add Row

**Other Courses**

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed.*

### Option (C) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
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## Optional Student Performance: Option (D) Performance Index

This optional measure is a performance index based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (D) Details**

**Please answer the questions below to describe the performance index based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.**

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

| **Applicable teachers** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected performance index measure student performance?** * | **How is the performance index target determined?** * | **How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth?** * ** Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How is the performance index score calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|---|---|---|
| *This column contains the same options as the table in Option A.* | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | | |

Add Row

**Other Courses**

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed.*

### Option (D) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
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| 20 | | |

## Optional Student Performance: Option (E) Achievement Benchmark

This optional measure is an achievement benchmark based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (E) Details**

Please answer the questions below to describe the achievement benchmark based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.

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

| **Applicable teachers** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **What is the achievement benchmark and how is the achievement benchmark determined?** * *Please include the student-level information that is used to create the achievement benchmark.* | **Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure?** * | **How is the achievement benchmark translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|---|---|
| *This column contains the same options as the table in Option A.* | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | |

Add Row

**Other Courses**

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed.*

## Option (E) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
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## Optional Student Performance: Other Optional Measure

This optional measure is any other collectively bargained measure of student growth or achievement.

### Other Optional Measure Details

Please answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used as the optional measure.

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

| **Applicable teachers** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **Please identify the locally selected measure that will be used to measure student growth* or achievement.** * ** Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How does the selected assessment measure student achievement?** **If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* | **What is the expectation for student growth/achievement and how are targets determined?** **Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth/achievement target?** * | **How are student level results used to determine a teacher's score?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to teachers?** * |
|---|---|---|---|---|---|---|---|---|
| *This column contains the same options as the table in Option A.* | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | | |

Add Row

### Other Courses

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

☐ Individual teachers of other courses are listed in the next section with corresponding measures and assessments.

*In the portal, the next section contains an additional table, similar to that in Task 2, to separately list teachers of other courses with corresponding measure, assessment(s), and description, if needed.*

### Other Optional Measure Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
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## Task 4. TEACHERS: Observations

### Teacher Observation Category

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

### Teacher Practice Rubric

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

**If your LEA is using an additional rubric(s), use the "Add Row" button.** Any LEA may use multiple rubrics, as long as the same rubric is used for all classroom teachers in a grade/subject across the LEA.

If your LEA has been granted a rubric variance by NYSED through the rubric RFQ process, select "LEA Rubric Variance" from the menu.

| **Rubric Name** * | **If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.** |
|---|---|
| ☐ CLASS<br>☐ Danielson's Framework for Teaching<br>☐ Danielson's Framework for Teaching (2011 Revised Edition)<br>☐ Danielson's Framework for Teaching (2013 instructionally Focused Edition)<br>☐ Danielson's Framework for Teaching (2013 Revised Edition)<br>☐ Marshall's Teacher Evaluation Rubric<br>☐ Marshall's Teacher Evaluation Rubric (2012 Revised Edition)<br>☐ Marshall's Teacher Evaluation Rubric (2014 Edition)<br>☐ Marzano's Focused Teacher Evaluation Model<br>☐ Marzano's Casual Teacher Evaluation Model<br>☐ Marzano's Teacher Practice Rubric<br>☐ McRELS CUES Framework for Teacher Evaluation<br>☐ The New York LoTi Teacher Practice Rubric<br>☐ NYLA-SSL/SLSA School Librarian Evaluation Rubric<br>☐ NYSTCE Framework for the Observation of Effective Teaching<br>☐ NYSUT Teacher Practice Rubric<br>☐ NYSUT Teacher Practice Rubric (2012 Edition)<br>☐ NYSUT Teacher Practice Rubric (2014 Edition)<br>☐ The Teaching and Learning Framework<br>☐ Thoughtful Classroom Principal Evaluation Framework<br>☐ Thoughtful Classroom Principal Evaluation Framework (July 2016 Edition)<br>☐ LEA Rubric Variance | |

Add Row

**Please check each of the boxes below.** *

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

☐ Assure that the same rubric(s) is (are) used for all observations of a classroom teacher across the observation types in a given school year.

## Rubric Rating Process

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

The following is one example of how an LEA might score teacher observations using the selected practice rubric: *Domains 1-4 of the Danielson rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each observation, evidence is collected for all observed subcomponents in a domain. A holistic domain score is then determined for each teacher. These domain scores are weighted as indicated above to reach a final score for each observation. Scores for each observation are weighted equally and averaged to reach a final score for each observation type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the observation cycle.*

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

**Please check each of the boxes below.** *

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

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

- ○ Subcomponent level (each observable subcomponent receives a rating)
- ○ Domain level (holistic rating of domain)
- ○ Holistic rating of the entire rubric
- ○ Other (please provide more information below)

*If more than one rubric is selected and different processes exist, please choose Other and describe both below.*

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

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

- ○ Each component is weighted equally and averaged
- ○ Observable components are combined in some other manner (please provide more information below)

*e.g., domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each.*

*If more than one rubric is selected and different processes exist, please choose 'Observable components are combined in some other manner' and describe the process applicable to each rubric below.*

Other: If more than one rubric is selected and different processes exist, please choose 'Observable components are combined in some other manner' and describe the process applicable to each rubric below. *

## Scoring the Observation Category

**There are two types of observation within the required observation subcomponent:**

1. **Observations by principal(s) or other trained administrators**
2. **Observations by impartial independent trained evaluator(s)**

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

*(e.g., If a principal conducts two observations, one announced and one unannounced, are those two observations weighted equally and averaged to result in one final score for observations by principal(s) or other trained administrators? Or does one of the observation types receive greater weight, such as the announced observation is weighted 60% and the unannounced observation is weighted 40%?)* *

- ○ Multiple observations of the same type are weighted equally
- ○ Multiple observations of the same type are weighted in some other manner (please provide more information below)

*If more than one rubric is selected and different processes exist, please choose 'Multiple observations of the same type are weighted in some other manner' and describe the process applicable to each rubric below.*

Other: If more than one rubric is selected and different processes exist, please choose 'Multiple observations of the same type are weighted in some other manner' and describe the process applicable to each rubric below *

**Please check each of the boxes below.** *

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

### Teacher Observation Scoring Bands

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

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

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

HEDI Ranges

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

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

| | Minimum Rubric Score * | Maximum Rubric Score * |
|---|---|---|
| Highly Effective: | Please Select | Please Select |

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: | Please Select | Please Select |

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: | Please Select | Please Select |

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: | Please Select | Please Select |

## Teacher Observations

### 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%.**

If the Peer Observation subcomponent will not be used, select "N/A" in the Peer Observer(s) column. If Peer Observers will be used for all teachers, note "All Teachers" in the final column. If Peer Observers will be used for certain grades/subjects, indicate which in the final column, using "Add Row" to add additional groups. When listing different groups of teachers, please ensure that all teachers in your LEA are covered; if necessary, add a final row to include any teachers not covered by the identified groups (e.g. "All other teachers").

| Principal/Administrator [Required] * | Independent Evaluator(s) [Required] * | Peer Observer(s) [Optional] * | Group of teachers for which this weighting will apply | Delete Row (Will be Deleted on Save) |
|---|---|---|---|---|
| Please Select<br>*Values from 80% to 90%* | Please Sele<br>*Values from 10% to 20%* | Please Sele<br>*Values from 0% to 10% and N/A* | | ☐ |

Add Row

### 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.*

**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 check all of the boxes below.** *

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

## Number and Method of Observation

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

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

*If an observation type is not applicable, please check the box in the second column; do not complete the last two columns.*

| **Type of Observation** * | **Not Applicable** * | **Minimum Number of Observations** | **Method of Observation** *Select all that apply* |
|---|---|---|---|
| Announced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Peer Observation (Optional) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Peer Observation (Optional) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| **Totals** | | | |

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

- ○ Yes, all teachers receive the same number of observations of each type by the same method(s).
- ○ No, there are 2 groups of teachers who receive a different number and/or method of observation of each type (e.g., tenured teachers and probationary teachers; identify the first subgroup below).
- ○ No, there are 3 groups of teachers who receive a different number and/or method of observation of each type (identify the first subgroup below).

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

*This group will correspond to the information in the table above.*

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

### Subgroup 2

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

**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.**

*If an observation type is not applicable, please check the box in the second column; do not complete the last two columns.*

| **Type of Observation** * | **Not Applicable** * | **Minimum Number of Observations** | **Method of Observation** *Select all that apply* |
|---|---|---|---|
| Announced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Peer Observation (Optional) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Peer Observation (Optional) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| **Totals** | | | |

### Subgroup 3

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

**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.**

*If an observation type is not applicable, please check the box in the second column; do not complete the last two columns.*

| **Type of Observation** * | **Not Applicable** * | **Minimum Number of Observations** | **Method of Observation** *Select all that apply* |
|---|---|---|---|
| Announced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Supervisor Observation (Required Subcomponent 1) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Unannounced Independent Evaluator Observation (Required Subcomponent 2) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| Announced Peer Observation (Optional) | ☐ This type of observation is not used *(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |

| | | | |
|---|---|---|---|
| Unannounced Peer Observation (Optional) | ☐ This type of observation is not used<br>*(do not complete subsequent columns)* | | ☐ In person<br>☐ Live virtual observation<br>☐ Recorded video |
| **Totals** | | | |

### Independent Evaluator Assurances

**Please check each of the boxes below.** *

- ☐ 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 check each of the following boxes.* *

- ☐ 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 check each of the boxes below.** *

- ☐ 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.

## Task 5. TEACHERS: Overall Scoring

### Category and Overall Ratings

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

### Category Scoring Ranges

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

**Student Performance**
HEDI ratings must be assigned based on the point districation below.

| | Overall Student Performnce Category Score and Ratings | |
|---|---|---|
| | Minumum | Maximum |
| H | 18 | 20 |
| E | 15 | 17 |
| D | 13 | 14 |
| I | 0 | 12 |

**Teacher Observation**
HEDI ratings must be assignned based on locally determined ranges consistent with the contsraints listed below.

| | Overall Observaation Category Score and Rating | |
|---|---|---|
| | Minumum | Maximum |
| H | 3.5 to 3.75 | 4.00 |
| E | 2.5 to 2.75 | 3.49 to 3.74 |
| D | 1.5 to 1.75 | 2.49 to 2.74 |
| I | 0.00 | 1.49 to 1.74 |

### Scoring Matrix for the Overall Rating

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

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

### Category and Overall Rating Assurances

**Please check all of the boxes below.** *

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

## Task 6. TEACHERS: Additional Requirements

### Additional Requirements

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

### Teacher Improvement Plans

#### Teacher Improvement Plan Assurances

**Please check each of the boxes below.** *

- ☐ 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.** *

Choose File No file chosen

Add Another Upload

*For a list of supported file types, see the 'Educator Evaluation Instructions' to the left. Please be sure to upload a document with a form layout, with fillable spaces and not just a narrative.*

## Appeals

### Appeals Assurances

**Please check the box below.** *

- ☐ 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 use the table below to describe the appeal(s) process(es) 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 an appeal?** * |
|---|---|---|
| ☐ All teachers<br>☐ Tenured teachers<br>☐ Probationary teachers<br>☐ Probationary teachers who received a rating of Developing<br>☐ Probationary teachers who received a rating of Ineffective<br>☐ Tenured teachers who received a rating of Developing<br>☐ Tenured teachers who received a rating of Ineffective<br>☐ All teachers who received a rating of Developing<br>☐ All teachers who received a rating of Ineffective<br>☐ Other (please specify additional groups of teachers below) | ☐ 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<br>☐ 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<br>☐ The LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents | ☐ 0-30 days<br>☐ 1-3 months<br>☐ 4-6 months<br>☐ 7-12 months |

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

| Row Number | Groups of teachers not specified in the table above that may utlize the appeals process. | Delete Row (Will be Deleted on Save) |
|---|---|---|
| | | ☐ |

Add Row

## Training

### Training Assurance

**Please check the box below.** *

☐ 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 evaluators.**

*Check all that apply.* *

☐ BOCES (for component districts)
☐ District- or BOCES-led training
☐ Rubric developer
☐ Other (please provide additional information below)

Other: In the box below, please indicate the entity responsible for evaluator training. *

*Initial training*

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

- ○ Yes, all evaluators receive the same initial training.
- ○ No, different evaluator types receive different initial training (please provide additional information below).

No: Please describe the specific training for each evaluator type (e.g., lead evaluators, impartial independent trained evaluators and any other evaluators), including the duration of the initial training and the duration of retraining. *

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

- ○ 2-6 hours
- ○ 1-3 days
- ○ 4-6 days
- ○ More than 6 days
- ○ Answered above

*(only select this option if "No..." was chosen in the above question)*

**Please check the box below.** *

- ☐ Assure that the duration of training 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).

*Retraining*

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

- ○ 2-6 hours
- ○ 1-3 days
- ○ 4-6 days
- ○ More than 6 days
- ○ Answered above

*(only select this option if "No..." was chosen in the above question)*

## Certification of Lead Evaluators

**How often are lead evaluators certified?** *

- ○ Annually
- ○ Other (please provide additional information below)

Other: In the box below, please indicate how often lead evaluators are re-certified. *

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

- ○ Superintendent/District Superintendent
- ○ Board of Education
- ○ BOCES
- ○ Other (please provide additional information below)

Other: In the box below, please indicate the party responsible for the certification and re-certification of lead evaluators. *

Please check the box below. *

- ☐ 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 independent 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 a lead evaluator's assessment of the same classroom teacher
- ☐ Monthly calibration meetings
- ☐ Annual calibration meetings, by BOCES, other
- ☐ Other (please provide additional information below)

Other: Other than those specified above, what elements are in place to ensure inter-rater reliability? *

## Assurances

### Teacher Evaluation Assurances

**Please check all of the boxes below.** *

- ☐ 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 check all of the boxes below.** *

- ☐ 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 check all of the boxes below.** *

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

## Task 7. PRINCIPALS: Required Student Performance

### Required Student Performance Subcomponent

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

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

### Required Student Performance Measures

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

#### STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.
*SLO measures may be either individually attributed or collectively attributed.*

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

> Principal and building/program-specific

- **Principal and building/program-specific 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.

> District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

#### ASSESSMENTS

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

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

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

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

**INPUT MODEL**

*Selection of the Input Model will require:*

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

**Measure Type(s)**

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

- ☐ Student Learning Objective (SLO)
- ☐ Input Model

## Assurances

**Please check each of the boxes below.** *

- ☐ 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.

## Principal Student Learning Objectives (SLOs)

**Please indicate the type of SLO that will be used for principals, then choose the corresponding assessment type(s) and assessment(s).**

Student performance based on a Student Learning Objective (SLO)

*An individually attributed SLO measure*
> Principal and building/program-specific

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

*A collectively attributed SLO measure*
> District- or BOCES-wide

- **District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

### 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 check each of the boxes below.** *

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

## Measures and Assessments

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

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **Measure** * | **State or Regents Assessment(s)** *Select all that apply* | **Locally-developed Course-specific Assessment(s)** *Select all that apply* | **Third Party Assessment(s)** *Select all that apply* |
|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | ☐ Principal and building/ program-specific results ☐ District- or BOCES-wide results ☐ District- or BOCES-wide group or team results | *This column contains a listing of all NYS Assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all LEAs with approved locally-developed course specific assessments.* | *This column contains a listing of all State-approved third party assessments.* |

Add Row

## Principal 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.

### Input Model Assurance

**Please check the box below.** *

☐ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.

### Input Model Details

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

*Choose "Add Row" to include an additional group of principals with a different measure.*

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **Describe the areas of principal practice that will be evaluated using an input model.** * | **Describe how the selected areas of principal practice promote student growth.** | **Describe the evidence of student growth and principal practice that will be collected.** | **Describe 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.** *Please complete the chart below to illustrate the conversion to a score from 0-20 points.* |
|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | | | | |

Add Row

### Conversion Chart

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

## Use of the Optional Subcompnent 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.
- ☐ YES, the Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.

***Information related to the Optional subcomponent will be entered into Task 8.***

**Select the weight of the Required Student Performance subcomponent; the corresponding Optional Student Performance subcomponent weight is shown.** *

Please Select

*Options are listed from 99% required, 1% optional to 1% required, 99% optional.*

## Task 8. PRINCIPALS: Optional Student Performance

### Optional Student Performance Subcomponent

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

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

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

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

- **Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;**
- **Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (F) Four, five, or six-year high school graduation rates;**
- **Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards; or**
- **Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.**

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

- ☐ NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.
- ☐ YES, the Optional subcomponent WILL be used in the Student Performance category.

### Optional Measure(s)

**Please indicate below which type(s) of optional measures are will be used to evaluate teachers.**

*Select all that apply.* *

- ☐ Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent
- ☐ Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments
- ☐ Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- ☐ Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments
- ☐ Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments
- ☐ Option (F) Four, five, or six-year high school graduation rates
- ☐ Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student achievement related to the Leadership Standards
- ☐ A collectively bargained measure of student growth or achievement included in the LEA's evaluation plan not listed above

### Assurances

**Please check each of the boxes below.** *

- ☐ Assure that scores and ratings for the Optional Student Performance subcomponent will be calculated in the manner specified in this task.
- ☐ Assure that the final Student Performance category rating for each principal will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☐ Assure that all Optional Student Performance measures for a principal are different than any measures used for the Required Student Performance subcomponent.
- ☐ Assure that the same locally selected measures of student growth across all programs or buildings with the same grade configuration in the LEA will be used in a consistent manner to the extent practicable.

## Optional Student Performance: Option (A) Additional SLO

This optional measure is a second SLO, provided that this SLO is different than that used in the required subcomponent.

### Option (A) Assurances

*Please check each of the assurances and answer the questions below related to the second SLO that will be used as the optional measure. Assessments will be selected in the next section.* *

- ☐ Assure that the principal 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 principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in Educator Evaluation Guidance, as shown below..
- ☐ Assure that processes are in place for the superintendent to monitor SLOs.
- ☐ 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.
- ☐ Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the Required Student Performance subcomponent.

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Option (A) Details

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

*The optional measure may be principal and building/program-specific results or district- or BOCES-wide results and may utilize State-created or -administered assessments and/or State-designed supplemental assessments.*

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

*District- or BOCES-wide options*

**District- or BOCES-wide results**: scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.

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

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **Which measure will be used as the second SLO?** * | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | ☐ Principal and building/ program-specific results ☐ District- or BOCES-wide results ☐ District- or BOCES-wide group or team results | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | |

Add Row

## Optional Student Performance: Option (B) Additional Growth Score

This optional measure is a growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments.

### Option (B) Details

**Please answer the questions below and upload a conversion chart to describe the growth score based on a statistical growth model based on either State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.**

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected assessment measure student growth* based on a statistical growth model?** **How will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* * *Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How is the growth score based on a statistical growth model calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | |

Add Row

### Option (B) Conversion Chart

**Please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*

Choose File No file chosen

Add Another Upload

## Optional Student Performance: Option (C) Additional Growth Measure

This optional measure is a measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (C) Details**

Please answer the questions below to describe the measure of student growth (other than an SLO) based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected assessment measure student growth*?** **How will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* * *Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **What is the expectation for student growth and how are growth targets determined?** **Will any demonstrated student growth toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth target?** * | **How is the growth score calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | |

Add Row

### Option (C) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

## Optional Student Performance: Option (D) Performance Index

This optional measure is a performance index based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (D) Details**

**Please answer the questions below to describe the performance index based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.**

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **How does the selected performance index measure student performance?** * | **How is the performance index target determined?** * | **How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth?** * * Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How is the performance index score calculated?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | | |

Add Row

### Option (D) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

## Optional Student Performance: Option (E) Achievement Benchmark

This optional measure is an achievement benchmark based on State-created or -administered assessments or State-designed supplemental assessments.

**Option (E) Details**

Please answer the questions below to describe the achievement benchmark based on State-created or -administered assessments or State-designed supplemental assessments that will be used as the optional measure.

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **What is the achievement benchmark and how is the achievement benchmark determined?** * *Please include the student-level information that is used to create the achievement benchmark.* | **Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure?** * | **How is the achievement benchmark translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | |

Add Row

## Option (E) Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
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| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

## Optional Student Performance: Option (F) Graduation Rates

This optional measure utilizes four, five, or six-year high school graduation rates.

**Option (F) Details**

Please answer the questions below to describe the growth score based on four, five, or six-year high school graduation rates that will be used as the optional measure.

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **Please identify the graduation rate(s) that will be used (i.e., four, five, or six year rate).** * | **What is the expectation for the graduation rate(s) in your LEA over time? Will educators be evaluated based on a graduation rate benchmark or progress in improving graduation rates?** * | **How is the graduation rate translated to a 0-20 score and HEDI rating?** * *If applicable, the conversion chart will be completed in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students enrolled in the school building; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | | | | | |

Add Row

### Option (F) Scoring

**If applicable, please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
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| 18 | | |
| 19 | | |
| 20 | | |

## Optional Student Performance: Option (G) Input Model

This optional measure is 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.

**Option (G) Details**

Please provide information below to describe how student performance will be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **Describe the areas of principal practice that will be evaluated using an input model.** * | **Describe how the selected areas of principal practice promote student growth.** * | **Describe the evidence of student growth and principal practice that will be collected.** * | **Describe how the LEA will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students enrolled in the school building; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | | | | | | |

Add Row

### Option (G) Scoring

**If applicable, please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
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| 19 | | |
| 20 | | |

## Optional Student Performance: Other Optional Measure

This optional measure is any other collectively bargained measure of student growth or achievement.

**Other Optional Measure Details**

**Please answer the questions below to describe the collectively bargained measure of student growth or achievement that will be used as the optional measure.**

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

| **Building Configuration(s) for Applicable Principals** * *Select all that apply* | **State-created or -administered assessment(s)** *Select all that apply* | **State-designed supplemental assessment(s)** *Select all that apply* | **Please identify the locally selected measure that will be used to measure student growth* or achievement.** * ** Student growth is defined as the change in student performance for an individual student between two or more points in time.* | **How does the selected assessment measure student achievement?** **If measuring growth, how does the assessment measure student achievement between two or more points in time and how will you determine each student's starting level for the course?** * *Please include relevant baseline data collection information.* | **What is the expectation for student growth/achievement and how are targets determined?** **Will any demonstrated student growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a student meets or exceeds the growth/achievement target?** * | **How are student level results used to determine a teacher's score?** **How is this translated to a 0-20 score and HEDI rating?** * *The conversion chart will be uploaded in the next question.* | **What is the student population that will be included in the measure?** * *E.g., all students who take the selected assessment in a school year; English language learners; etc.* | **How will data that is collected from this measure be used to provide timely and constructive feedback to principals?** * |
|---|---|---|---|---|---|---|---|---|
| *This column contains the following choices:* ☐ All Principals And checkboxes for all possible grade configurations. | *This column contains a listing of all State-created or -administered assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.* | *This column contains a listing of all approved State-designed supplemental assessments.* | | | | | | |

Add Row

### Other Optional Measure Scoring

**Please complete the conversion chart below to demonstrate how a score from 0 to 20 will be derived.**

*Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.*

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

*Be sure to include each point from 0 to 20.*

| Point | Minimum | Maximum |
|---|---|---|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
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| 20 | | |

## Task 9. TEACHERS: School Visits

### 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.**

**If your LEA is using an additional rubric(s), use the "Add Row" button.** Any LEA may use multiple rubrics, as long as the same rubric is used for all principals in the same or similar programs or grade configurations across the LEA.

If your LEA has been granted a rubric variance by NYSED through the rubric RFQ process, select "LEA Rubric Variance" from the menu.

| **Rubric Name** * | **If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.** |
|---|---|
| ☐ Marshall's Principal Evaluation Rubric<br>☐ Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates)<br>☐ Marzano School Leadership Evaluation Model (2013)<br>☐ Marzano's School Administrator Evaluation Rubric<br>☐ McREL Principal Evaluation System<br>☐ Multidimensional Principal Performance Rubric<br>☐ The New York LoTi Principal Practice Rubric<br>☐ The Reeves Leadership Performance Matrix<br>☐ Thoughtful Classroom Principal Evaluation Framework<br>☐ Vanderbuilt Assessment of Leadership in Education (VAL-ED)<br>☐ LEA Rubric Variance | |

Add Row

**Please check each of the boxes below.** *

☐ Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.

☐ Assure that the same rubric(s) is (are) used for all school visits for a principal across the school visit types in a given school year.

## Rubric Rating Process

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

The following is one example of how an LEA might score principal school visits using the selected practice rubric: *Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each school visit, evidence is collected for all observed subcomponents in a domain. A holistic score is then determined for each domain. These domain scores are weighted as indicated above to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the school visit cycle.*

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

**Please check each of the boxes below.** *

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

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

- ○ Subcomponent level (each observable subcomponent receives a rating)
- ○ Domain level (holistic rating of domain)
- ○ Holistic rating of the entire rubric
- ○ Other (please provide more information below)

*If more than one rubric is selected and different processes exist, please choose other and describe both below.*

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

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

- ○ Each component is weighted equally and averaged
- ○ Observable components are combined in some other manner (please provide more information below)

*e.g., domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each.*

*If more than one rubric is selected and different processes exist, please choose other and describe both below.*

Other: If more than one rubric is selected and different processes exist, please choose 'Observable components are combined in some other manner' and describe the process applicable to each rubric below. *

## Scoring the School Visit Category

**There are two types of school visits within the required school visit subcomponent:**

1. **School visits by supervisor(s) or other trained administrators**
2. **School visits by impartial independent trained evaluator(s)**

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

*(e.g., If a supervisor conducts two school visits, one announced and one unannounced, are those two school visits weighted equally and averaged to result in one final score for school visits by supervisor(s) or other trained administrators? Or does one of the school visit types receive greater weight, such as the announced school visit is weighted 60% and the unannounced school visit is weighted 60% and the unannounced school visit is weighted 40%?)* *

- ○ Multiple school visits of the same type are weighted equally
- ○ Multiple school visits of the same type are weighted in some other manner (please provide more information below)

*If more than one rubric is selected and different processes exist, please choose other and describe both below.*

Other: If more than one rubric is selected and different processes exist, please choose 'Multiple school visits of the same type are weighted in some other manner' and describe the process applicable to each rubric below *

**Please check each of the boxes below.** *

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

### Principal School Visit Scoring Bands

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

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

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

HEDI Ranges

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

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

| | Minimum Rubric Score * | Maximum Rubric Score * |
|---|---|---|
| Highly Effective: | Please Select | Please Select |

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: | Please Select | Please Select |

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: | Please Select | Please Select |

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: | Please Select | Please Select |

## Principal School Visits

### Principal School Visit Subcomponent Weighting

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

**Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrator(s)**
**- At least 80% of the Principal School Visit category score**

**Required Subcomponent 2: School visits by Impartial Independent Trained Evaluator(s)***
**- At least 10%, but no more than 20%, of the Principal School Visit category score**

**Optional Subcomponent: School visits by Trained Peer Principal(s)**
**- No more than 10% of the Principal School Visit category score when selected**

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

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

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

If the Peer School Visit subcomponent will not be used, select "N/A" in the Peer School Visit(s) column. If Peer School Visits will be used for all principals, note "All Principals" in the final column. If Peer School Visits will be used for certain grade configurations, indicate which in the final column, using "Add Row" to add additional groups. When listing different principals, please ensure that all principals in your LEA are covered; if necessary, add a final row to include any principals not covered specifically (e.g. "All other principals").

| Supervisor/Administrator [Required] * | Independent Evaluator(s) [Required] * | Peer School Visit(s) [Optional] * | Group of principals for which this weighting will apply | Delete Row (Will be Deleted on Save) |
|---|---|---|---|---|
| Please Select<br>*Values from 80% to 90%* | Please Select<br>*Values from 10% to 20%* | Please Select<br>*Values from 0% to 10% and N/A* | | ☐ |

Add Row

### 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.*

**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 check all of the boxes below.** *

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

## Number of School Visits

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

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

*If a school visit type is not applicable, please check the box in the second column; do not complete the third column.*

| Type of School Visit * | Not Applicable * | Minimum Number of School Visits * |
|---|---|---|
| Announced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| **Totals** | | |

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

- ○ Yes, all principals receive the same number of school visits of each type.
- ○ No, there are 2 groups of principals who receive a different number of school visits of each type (e.g., tenured principals and probationary principals; identify the first subgroup below).
- ○ No, there are 3 groups of principals who receive a different number of school visits of each type (identify the first subgroup below).

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

*This group will correspond to the information in the table above.*

## Number of School Visits: Subgroups 2 and 3

### Subgroup 2

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

**Please use the table below to enter the minimum number of school visits for each type listed as applicable to the second subgroup of principals identified above.**

*If a school visit type is not applicable, please check the box in the second column; do not complete the third column.*

| Type of School Visit * | Not Applicable * | Minimum Number of School Visits * |
|---|---|---|
| Announced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| **Totals** | | |

## Subgroup 3

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

**Please use the table below to enter the minimum number of school visits for each type listed as applicable to the third subgroup of principals identified above.**

*If a school visit type is not applicable, please check the box in the second column; do not complete the third column.*

| Type of School Visit * | Not Applicable * | Minimum Number of School Visits * |
|---|---|---|
| Announced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Supervisor School Visits (Required Subcomponent 1) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Independent Evaluator School Visits (Required Subcomponent 2) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Announced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| Unannounced Peer School Visits (Optional) | ☐ This type of school visit is not used *(do not complete subsequent columns)* | |
| **Totals** | | |

### Independent Evaluator Assurances

**Please check each of the boxes below.** *

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

*Please also check each of the following boxes.* *

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

### Peer School Visit Assurances

**Please check each of the boxes below.** *

- ☐ 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.

## Task 10. PRINCIPALS: Overall Scoring

### Category and Overall Ratings

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

### Category Scoring Ranges

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

**Student Performance**
HEDI ratings must be assigned based on the point districation below.

| | Overall Student Performnce Category Score and Ratings | |
|---|---|---|
| | Minumum | Maximum |
| H | 18 | 20 |
| E | 15 | 17 |
| D | 13 | 14 |
| I | 0 | 12 |

**Principal School Visits**
HEDI ratings must be assignned based on locally determined ranges consistent with the contsraints listed below.

| | Overall School Visit Category Score and Rating | |
|---|---|---|
| | Minumum | Maximum |
| H | 3.5 to 3.75 | 4.00 |
| E | 2.5 to 2.75 | 3.49 to 3.74 |
| D | 1.5 to 1.75 | 2.49 to 2.74 |
| I | 0.00 | 1.49 to 1.74 |

### Scoring Matrix for the Overall Rating

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

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

### Category and Overall Rating Assurances

**Please check all of the boxes below.** *

- ☐ 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.

## Task 11. PRINCIPALS: Additional Requirements

### Additional Requirements

For guidance on additional requirements for principals, see NYSED Educator Evaluation Guidance.

### Principal Improvement Plans

#### Principal Improvement Plan Assurances

**Please check each of the boxes below.** *

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

#### Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, must include:
1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a principal's improvement in those areas.

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

Choose File No file chosen

Add Another Upload

*For a list of supported file types, see the 'Educator Evaluation Instructions' to the left. Please be sure to upload a document with a form layout, with fillable spaces and not just a narrative.*

## Appeals

### Appeals Assurances

**Please check the box below.** *

- ☐ 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 use the table below to describe the appeal(s) process(es) available to principals.**

| **Which groups of principals 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 principals selected are permitted to appeal their overall evaluation rating.** *<br>*Select all that apply* | **What is the maximum length of time for the principals selected to receive a final decision from the filing of an appeal?** * |
|---|---|---|
| ☐ All principals<br>☐ Tenured principals<br>☐ Probationary principals<br>☐ Probationary principals who received a rating of Developing<br>☐ Probationary principals who received a rating of Ineffective<br>☐ Tenured principals who received a rating of Developing<br>☐ Tenured principals who received a rating of Ineffective<br>☐ All principals who received a rating of Developing<br>☐ All principals who received a rating of Ineffective<br>☐ Other (please specify additional groups of principals below) | ☐ 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 Observation category based on an anomaly, as determined locally<br>☐ 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<br>☐ The LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents | ☐ 0-30 days<br>☐ 1-3 months<br>☐ 4-6 months<br>☐ 7-12 months |

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

| Row Number | Groups of principals not specified in the table above that may utilize the appeals process. | Delete Row (Will be Deleted on Save) |
|---|---|---|
| | | ☐ |

Add Row

## Training

### Training Assurance

**Please check the box below.** *

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

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

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

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

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

#### Evaluator Training

**Please identify the entity responsible for training evaluators.**

*Check all that apply.* *

- ☐ BOCES (for component districts)
- ☐ District- or BOCES-led training
- ☐ Rubric developer
- ☐ Other (please provide additional information below)

Other: In the box below, please indicate the entity responsible for evaluator training. *

*Initial training*

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

- ○ Yes, all evaluators receive the same initial training.
- ○ No, different evaluator types receive different initial training (please provide additional information below).

No: Please describe the specific training for each evaluator type (e.g., lead evaluators, impartial independent trained evaluators and any other evaluators), including the duration of the initial training and the duration of retraining. *

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

- ○ 2-6 hours
- ○ 1-3 days
- ○ 4-6 days
- ○ More than 6 days
- ○ Answered above

*(only select this option if "No..." was chosen in the above question)*

**Please check the box below.** *

- ☐ Assure that the duration of training 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).

*Retraining*

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

- ○ 2-6 hours
- ○ 1-3 days
- ○ 4-6 days
- ○ More than 6 days
- ○ Answered above

*(only select this option if "No..." was chosen in the above question)*

## Certification of Lead Evaluators

**How often are lead evaluators certified?** *

- ○ Annually
- ○ Other (please provide additional information below)

Other: In the box below, please indicate how often lead evaluators are re-certified. *

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

- ○ Superintendent/District Superintendent
- ○ Board of Education
- ○ BOCES
- ○ Other (please provide additional information below)

Other: In the box below, please indicate the party responsible for the certification and re-certification of lead evaluators. *

Please check the box below. *

- ☐ 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 independent 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 a lead evaluator's assessment of the same building principal
- ☐ Monthly calibration meetings
- ☐ Annual calibration meetings, by BOCES, other
- ☐ Other (please provide additional information below)

Other: Other than those specified above, what elements are in place to ensure inter-rater reliability? *

## Assurances

### Principal Evaluation Assurances

**Please check all of the boxes below.** *

- ☐ 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 check all of the boxes below.** *

- ☐ 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 check all of the boxes below.** *

- ☐ 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.

## Task 12. Joint Certification of Evaluation Plan

### 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.*

**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.** *

Choose File No file chosen

Add Another Upload

File types supported for uploads:
- PDF (preferred)
- Microsoft Office (Word, PowerPoint, Excel)
- Images (.jpg, .gif)
- Other Formats (.html, .xhtml, .txt, .rtf)

## Evaluation Details

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

### Student Learning Objectives

For each group of educators included in Tasks 2 and 7, please answer the questions below to describe your SLO process.

**Please use the table below to describe the baseline data used as a starting point for measuring growth. Be sure to include all types of baseline data used across all educators.**

*Choose "Add a Row" to include additional groups of educators with different baseline data.*

| Group of Educators * | Baseline Data * *Select all that apply* | If 'Other' was selected in the previous column, please describe additional baseline data below. * |
|---|---|---|
| | ☐ Historical data<br>☐ Local trend data<br>☐ Formative assessment data<br>☐ Student self-assessment data<br>☐ Pre-assessment data<br>☐ Other (provide additional information in the next column) | |

Add Row

**Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used across all educators.**

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

| Group of Educators * | Targets * *Select all that apply* | If 'Other' was selected in the previous column, please describe additional targets below. * |
|---|---|---|
| | ☐ Differentiated (individualized)<br>☐ Tiered<br>☐ Targeted<br>☐ Whole class growth (minimum rigor)<br>☐ Other (provide additional information in the next column) | |

Add Row

**How are SLOs developed?**

At a minimum, please describe the beginning of term processes that are in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

Such description should:

- clearly describe the role that teachers and administrators play in the SLO development process;
- whether there are opportunities for educators to collaborate with colleagues;
- how the LEA ensures that expectations for growth are rigorous; and
- the extent to which SLOs are aligned to existing curricular, instructional, and assessment practices in the LEA.

At the end of the school year/interval of instruction, how do educators reflect on student growth and instructional practices and plan for subsequent school years? *

## Observations/School Visits

Please answer the questions below to provide additional details on the observation/school visit processes included in Tasks 4 and 9.

**Please describe the formal and informal processes available in your LEA for educators and evaluators to discuss their instructional practices/school leadership and observations/school visits.**

*e.g., pre- and post-observation conferences; self-reflections; written feedback; other formal and informal meetings to provide feedback* *

**How does your LEA use the results from teacher observations and principal school visits to inform professional learning opportunities that are made available to educators?**

**What are your expectations for evaluators to provide educators with timely, actionable feedback on their practice?** *

**How does your LEA align the observation/school visit process to larger school or district strategic plans focused on improving educator practice?** *

**How does your LEA review the evidence collected and rubric ratings as part of the observation/school visit process for quality and accuracy?** *

## Additional Documents

**The Department will not review any documents other than those required in the online form (Tasks 1-12).**

Any additional documents 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 documents 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.

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