### 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 \*

following approval.

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 b 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

Assure that the content of this form represents the LEA's entire Educator Evaluation plan and that the Educator Evaluation

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.

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

### Collectively attributed measures

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

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- · identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- · the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- · when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.
- > <u>Collectively attributed results</u>: scores and ratings will be based on the growth of <u>all students in a school or program</u> or <u>students across</u> <u>buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- > <u>Collectively attributed group or team results</u>: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses</u> or <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.
- > <u>Collectively attributed linked results</u>: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

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

### **SLO Assurances**

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

<ul> <li>Assure that each</li> </ul>	n teacher has an	n SLO as determi	ned locally in a m	anner consistent wit	h the goal-setting	process determined
by the Commissione	er.					

- 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).

\*Note on common branch/departmentalized options\*

### Grades 4-8

- If all core content area instruction (ELA/math/science/social studies) is delivered by a single teacher, please select each applicable common branch grade level below.
- If core content area instruction is departmentalized (i.e., separate ELA, math, science, and social studies teachers), please select the applicable grade level/content area combination(s).
- If both common branch and departmentalized instruction occurs in a particular grade level, please select both options for the applicable grade level(s).

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

- Check each applicable common branch grade level below.
- On the non-core/elective teachers page, select the "Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s).

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

**Task 2. TEACHERS: Required Student Performance** 

	T	T	1	ning Objectives
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:  □ All Teachers (all grade levels, subjects and courses) □ All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) □ All non-core/elective teachers (to list non-core/elective teachers separately, please use the table in the following section)  In addition to: - Common Branch for grades K-3 - Common Branch, ELA, Math, Science, SS for grades 4-8 - All high school Regents courses (including 9-12 ELA and Global History I)  And □ All non-core/elective teachers corresponding to the grade levels of the courses selected above (e.g. non-core/elective teachers in grades 4-8; to list non-core/elective teachers separately, please use the table in the following section)	☐ Individually attributed results ☐ Collectively attributed results (program, school or district-wide measure) ☐ Collectively attributed linked results ☐ Collectively attributed 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	'			
Non-core/Elective Teachers		:- 4 4		d- /

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

Individual non-core/elective teachers are listed in the next section with corresponding measures and assessments.

Non-core/Elective Teachers

## Non-core/Elective Teachers

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

### **MEASURES**

SLO measures may be either individually attributed or collectively attributed.

### Individually attributed measures

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

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

#### Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one 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.
- > <u>Collectively attributed results</u>: scores and ratings will be based on the growth of <u>all students in a school or program</u> or <u>students across buildings/programs in an LEA</u> who take the applicable assessments in the current school year.
- > <u>Collectively attributed group or team results</u>: scores and ratings for a group or team of teachers will be based on the growth of <u>students in the group/team of teachers' courses across buildings/programs in an LEA</u> in the current school year.
- > <u>Collectively attributed linked results</u>: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking <u>assessments in other grades/subjects</u>.

#### **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).

Non-core/Elective Teachers

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

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

Follow the examples below to list non-core/elective teachers.

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

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-7) assessment(s)
9-12 English Electives	9	12	English Electives	Collectively-attributed linked results	All Regents given in LEA
K-3 Art	K	3	Art	Teacher and course- specific results	Questar III BOCES
K-8 All non- core/elective courses	К	8	All non-core/elective courses	Collectively-attributed	STAR Early Literacy, STAR Math, STAR Reading

<sup>\*</sup>Note on common branch/departmentalized options\*

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

- Check each applicable common branch grade level on the previous page.
- For the non-core/elective teachers 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".

This column column contains a contains a listing of grades K- 12, plus 'ungraded' levels applicable to 'ungraded'. This column contains a column contains a listing of contains a listing of the previous page.  This column contains a lindividually attributed results   Individually attributed results   Individual	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
	column contains a listing of grades K- 12, plus	column contains a listing of grades K- 12, plus school levels applicable to	contains a listing of subjects of non-core/ elective courses not included in the table on the	results  Collectively attributed results (program, school or district-wide measure)  Collectively attributed linked results  Collectively attributed	contains a listing of all NYS Assessments – grades 3-8 ELA/math/ science, Regents exams, NYSAA and	contains a listing of all LEAs with approved locally- developed course specific	contains a listing of all State- approved third party

Add Row

Use of the Optional Subcompnent and Student Performance Category Weighting

<ul> <li>If the Optional subcomponent <u>is not used</u>, the Required subcomponent will comprise 100% of the Student Performance category.</li> </ul>
<ul> <li>If the Optional subcomponent <u>is used</u>, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.</li> </ul>
Please indicate if the Optional subcomponent will be used by making the appropriate selection below. *
<ul> <li>NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.</li> <li>YES, the Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.</li> </ul>
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.

Use of the Optional Subcomponent

## **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.
TES, the optional subcomponent will be used in the student remornance cutegory.
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
<ul> <li>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</li> </ul>
<ul> <li>Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments</li> </ul>
<ul> <li>Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments</li> </ul>
<ul> <li>Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments</li> </ul>
A collectively bargained measure of student growth or achievement included in the LEA's evaluation plan not listed above.

Task 3. TEACHERS: Optional Student Performance

Use of the Optional Subcomponent

#### Assurances

i iou.	se check each of the boxes below. *
	<ul> <li>Assure that scores and ratings for the Optional Student Performance subcomponent will be calculated in the manner specified in this task.</li> </ul>
	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.
	<ul> <li>Assure that all Optional Student Performance measures for a teacher are different than any measures used for the Required Student Performance subcomponent.</li> </ul>
	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.

## **Applicable Teachers**

Please list all teachers to whom the optional measure will apply.						
If applicable	e, use the options in the 'Groups of Teachers' col	umn, OR select teach	ners individ	ually in the colum	ns to the right.	
SE	all teachers applicable to the optional subcompo elect 'Group not applicable' in the first column of	the remaining rows.				
	different groups of teachers utilize different mea	sures for the optional	subcompo	nent, please use	a different row for e	
Applicable Teachers	Groups of Teachers	Common Branch	ELA	Math	Science	Social Studies
This table contains Groups 1-3	This column contains the following choices:  ☐ Group not applicable ☐ All Teachers (all grade levels, subjects and courses) ☐ All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) ☐ All non-core/elective teachers (to list non-core/elective teachers separately, please use the table in the following section)  In addition to: - Common Branch for grades K-3 - Common Branch, ELA, Math, Science, SS for grades 4-8 - All high school Regents courses (including 9-12 ELA and Global History I)  And ☐ All non-core/elective teachers corresponding to the grade levels of the courses selected in subsequent columns (e.g. non-core/elective teachers in grades 4-8; to list non-core/elective teachers separately, please use the table in the following section)	□ Kindergarten □ Grade 1 □ Grade 2 □ Grade 3 □ Grade 4 □ Grade 5 □ Grade 6 □ Grade 7 □ Grade 8	□ 4-8 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9-12 □ 9 □ 10 □ 11 □ 12	□ 4-7 □ 4-8 □ 4 □ 5 □ 6 □ 7 □ 8 □ All Regents Math Courses □ Algebra I □ Geometry □ Algebra II	□ 4-8 □ 4 □ 5 □ 6 □ 7 □ 8 □ All Regents Science Courses □ Living Environment □ Earth Science □ Chemistry □ Physics	□ 4-8 □ 4 □ 5 □ 6 □ 7 □ 8 □ All Regents History Courses □ Global History I □ Global History II □ US History
Add Row						
Please only	Elective Teachers  y check the box below if none of the options fo art, music, and physical education use different  Individual non-core/elective teachers applicable	measures and asses	sments).			.g.,

Applicability: Non-core/Elective Teachers

## **Applicable Non-core/Elective Teachers**

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

Please only use the table below if none of the options for non-core/elective teachers in the table on the previous page are applicable (e.g., not all non-core/elective teachers use the optional measure).

Fill in the following for all non-core/elective teachers in additional grades/subjects that are included in the optional measure (not included in the table on the previous page):

- · Column 1: lowest grade that corresponds to the course
- . Column 2: highest grade that corresponds to the course
- · Column 3: subject of the course

Follow the examples below to list non-core/elective teachers.

	(1) lowest grade	(2) highest grade	(3) subject
All Non-Core/Elective Courses	K	12	All non-core/elective teachers
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they use the optional measure, but are not included in one of the selections on the previous page.

nis column contains a listing of subjects of non-core/ elective
ourses not included in the table on the previous page.

Add Row

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.*														
<ul> <li>Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.</li> </ul>														
<ul> <li>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.</li> <li>Assure that all student growth targets shall measure the change in a student's performance between the baseline and the and of the course.</li> </ul>														
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.														
<ul> <li>Assure that processes are in place for the supe</li> </ul>														
<ul> <li>☐ Assure that processes are in place for the superintendent to monitor SLOs.</li> <li>☐ 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.</li> <li>☐ Assure that the second SLO used for the Optional Student Performance measures is different than the SLO(s) used for the</li> </ul>														
Required Student Performance subcomponent.														
Scores from 0 to 20 should be converted to an Optional Student Perfo	ormance subcomponent rating using the ranges below.													
Highly Effective Effective Developing Inef	ffective													
20 19 18 17 16 15 14 13 12	11 10 9 8 7 6 5 4 3 2 1 0													
Option (A) Measure														
Use the table below to identify the optional measure used for subsequent sections.	or the second SLO; assessment(s) and description will be provided in													
The optional measure may be individually or collectively assessments and/or State-designed supplemental asses	y attributed results and may utilize State-created or -administered ssments.													
Individually attributed results: scores and ratings will be based on the	ne growth of students in the teacher's course in the current school year.													
Collectively attributed measure options:														
> Collectively attributed results: scores and ratings will be based on	the growth of <u>all students in a school or program</u> or <u>all students across buildings/programs in</u>													
an LEA who take the applicable assessments in the current school yea														
teachers' courses or students in the group/team of teachers' courses a	for a group or team of teachers will be based on the growth of <u>students in the group/team of</u>													
	ised on the growth of students enrolled in the teacher's course in the current school year													
taking assessments in other grades/subjects.														
Choose "Add Row" to include an additional group of teachers with a diffe	erent measure.													
Applicable teachers row groups *														
Select all that apply	Which measure will be used as the second SLO? *													
☐ Applicable teachers group row 1	☐ Individually attributed results													
I Applicable teachers group row 2 ☐ Collectively attributed results (program, school or district-wide measure)														
☐ Applicable teachers group row 3	☐ Collectively attributed linked results													
☐ Non-core/elective teachers group	☐ Collectively attributed group or team results													
☐ All applicable teachers listed	, , , , , , , , , , , , , , , , , , , ,													

**Assessments** 

## Assessment(s)

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.

Use the table below to identify the assessment(s) to be used with the optional measure.

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

Applicable teachers row groups * ielect all that apply	Applicable optional measure	administered assessment(s) Select all that apply	State-designed supplemental assessment(s) Select all that apply
☐ Applicable teachers group row 2 ☐ Applicable teachers group row 3 ☐ Non-core/elective teachers group ☐ All applicable teachers listed	☐ Option (A) Second SLO ☐ Option (B) Growth score ☐ Option (C) Measure of student growth ☐ Option (D) Performance index ☐ Option (E) Achievement benchmark ☐ Other optional measure	This column contains a listing of all approved State-designed supplemental assessments.	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 ba administered assessments or State-designorm	sed on a statistical growth model, where availand supplemental assessments.	able, for either State-created or -
· · · · · · · · · · · · · · · · · · ·	load a conversion chart to describe the growth ministered assessments or State-designed su eachers with a different description.	_
Applicable teachers row groups * 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.
☐ Applicable teachers group row 1 ☐ Applicable teachers group row 2 ☐ Applicable teachers group row 3 ☐ Non-core/elective teachers group ☐ All applicable teachers listed		
	ment provider to demonstrate how the growth mod ional Student Performance subcomponent rating using	
Highly Effective Effective Devel		
20 19 18 17 16 15 14  *  Choose File No file chosen  Add Another Upload	13 12 11 10 9 8 7	6 5 4 3 2 1 0

## 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) Description

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 description.

Applicable teachers row groups * 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.
☐ Applicable teachers group row 1			
☐ Applicable teachers group row 2			
☐ Applicable teachers group row 3			
☐ Non-core/elective teachers group			
☐ All applicable teachers listed			
Address		1	L

## 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							Devel	oping	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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7		
8		
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20		

$\cap$	ntional Stud	dent Performa	ance: Ontion	(D) Da	rformance	Indev
U	puonai Stud	aent Periorni	ance. Option	i (D) Pe	Hormanice	muex

-		• • • • • • • • • • • • • • • • • • • •			(- /																
This optional m				rmance	index	based	on State	-created	or -a	dministere	ed a	ssessm	ents or	State	-desi	gned					
Option (D)	)escrip	tion																			
Please answer	r the que	estio	ns bel									reated o	r -admi	inister	red as	sess	ment	s or			
Choose "Add Row																					
Applicable teache										indev		How is	the ner	forma	nce i	ndev t	arge	•			
Select all that apply		group	<i>)</i> 5		How does the selected performance index measure student performance? *							determ	-		ince ii	iuex i	aige	•			
☐ Applicable te	achers	grou	p row	/ 1																	
☐ Applicable te		_	-																		
□ Applicable teachers group row 3 □ Non-core/elective teachers group																					
☐ All applicable teachers listed																					
Add Row																					
Choose "Add Row" to include an additional group of teachers with a different description.																					
changes in student performance between two calculated?																					
Applicable teachers row groups * (or more) points in time, if measuring growth? * How is this translated to a 0-20 score and															e and						
Sciect an triat appry										in student ween two or		HEDI rating? *  The conversion chart will be uploaded in the next									
						oints in ti						question		mart w	ii be u	produc	u III ti	ie riext			
☐ Applicable te		_	-																		
☐ Applicable te		_	-																		
☐ Applicable te ☐ Non-core/ele		_	-																		
☐ All applicable			_	oup																	
																		Add Row			
0 (1 (D)																		Add Row			
Option (D)		_																			
Please comp	lete the	conv	ersio/	n char	t belov	v to der	nonstrat	te how a	scor	e from 0 to	o <b>2</b> 0	will be	derive	d.							
Scores from 0	) to 20 sl	hould	be co	onverte	d to an	Optiona	al Studen	t Perform	nance	subcomp	onei	nt rating	using tl	ne ran	ges b	elow.					
Highly Effective	ve E	Effecti	ive		Deve	loping	Ineffecti	ive													
20 19	18 1	17	16	15	14	13	12	11	10	9	8	7 6	5 5	4	3	2	1	0			
Be sure to inclu	ude eacl	h noir	nt fron	n 0 to 2	20																
Point	Minim	•								Maximuı	n										
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3																					
4																					
5																					
7																					
8																					
9				-																	

Option D

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Op	tional S	tuder	nt Per	rform	ance	: Opti	on (E)	Achie	vemen	t Bench	mar	k											
	This opti					eveme	nt benc	hmark	based o	on State-c	reate	ed or	-adn	ninist	ered	asse	essme	ents o	r Stat	e-des	igne	d	
	Option	(E) D	escri	iption	l																		
										nent benc ed as the					ate-c	reat	ed or	-admi	nister	ed as	ssess	ments	
	Choose	"Add R	low" to	includ	e an a	ddition	al group	of tead	chers wit	h a differe	nt de	script	ion.										
	Applicable teachers row groups * Select all that apply						achievement benchmark determined? *  Please include the student-level information that it made to the					Why has the LEA determined that this achievement benchmark is a rigorous yet attainable achievement target for the student population included in the measure? *						t: 0 r	How is the achievement benchmark translated to a 0-20 score and HEDI rating? * The conversion chart will be uploaded in the next question.				
	☐ Applicable teachers group row 1 ☐ Applicable teachers group row 2 ☐ Applicable teachers group row 3 ☐ Non-core/elective teachers group ☐ All applicable teachers listed																						
																					-	Add Row	
	Scores	comp	lete th	e con	l be co		d to an			ite how a									ges be	elow.			
	20		18	17	16	15	14	13	12	11	10		9	8	7	6	5	4	3	2	1	0	
	Be sure	to incli		nch poii	nt fron	n 0 to 2	20.					May	kimu										
-	0		141111									IVIA	KIIIIU										
	1																						
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_	5																						
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	10											1											
	11																						

## **Optional Student Performance: Other Optional Measure**

This optional measure is any other collectively bargained measure of student growth or achievement.									
Other Optional Measure Description									
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 R	Choose "Add Row" to include an additional group of teachers with a different description.								
		Please identify the locally selected measure that	How does the selected assessment measure student achievement?						
Applicable teache	ers row groups *	will be used to measure student growth* or achievement. *	If measuring growth, how does the assessment measure student achievement						
Select all that apply		* Student growth is defined as the change in student performance for an individual student between two or more points in time.	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.						
1 1	achers group row 1								
1 1	achers group row 2								
1	achers group row 3								
1	ctive teachers group								
☐ All applicable	teachers listed								
			Add Row						
Choose "Add Row	" to include an additional gro	up of teachers with a different description.							
		What is the expectation for student growth/achievement and how are targets determined?	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.						
<b>Applicable teache</b> Select all that apply		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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
Select all that apply		growth/achievement toward the target contribute to the calculation of an educator's student performance measure, or only if a	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
Select all that apply  Applicable te	achers group row 1	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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
□ Applicable te	achers group row 1 achers group row 2	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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
☐ Applicable te ☐ Applicable te ☐ Applicable te	achers group row 1 achers group row 2 achers group row 3	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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
☐ Applicable te ☐ Applicable te ☐ Applicable te	achers group row 1 achers group row 2 achers group row 3 active teachers group	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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Non-core/ele	achers group row 1 achers group row 2 achers group row 3 active teachers group	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	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next						
☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Non-core/ele ☐ All applicable	achers group row 1 achers group row 2 achers group row 3 active teachers group	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 is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.						
☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Non-core/ele ☐ All applicable	achers group row 1 achers group row 2 achers group row 3 active teachers group teachers listed	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 is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.  Add Row						
☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Non-core/ele ☐ All applicable  Other Optic	achers group row 1 achers group row 2 achers group row 3 active teachers group teachers listed  onal Measure Scori	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 is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.  Add Row						
☐ Applicable te ☐ Applicable te ☐ Applicable te ☐ Non-core/ele ☐ All applicable  Other Optic	achers group row 1 achers group row 2 achers group row 3 active teachers group teachers listed  onal Measure Scori lete the conversion cha	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 is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.  Add Row						
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□ Applicable te □ Applicable te □ Applicable te □ Applicable te □ Non-core/ele □ All applicable  Other Optic Please comple Scores from 0  Highly Effective  20 19	achers group row 1 achers group row 2 achers group row 3 active teachers group teachers listed  onal Measure Scori lete the conversion charto 20 should be convert to 20 should be convert to Effective  18 17 16 15	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? *  In the low to demonstrate how a score from 0 to 2 and to an Optional Student Performance subcomponent to the low to demonstrate to an Optional Student Performance subcomponent to the low to demonstrate to an Optional Student Performance subcomponent to the low to demonstrate to an Optional Student Performance subcomponent to the low to demonstrate to	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.  Add Row  O will be derived.  ent rating using the ranges below.						
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□ Applicable te □ Applicable te □ Applicable te □ Applicable te □ Non-core/ele □ All applicable  Other Optic Please comple Scores from 0  Highly Effective  20 19  Be sure to include	achers group row 1 achers group row 2 achers group row 3 active teachers group teachers listed  Conal Measure Scori lete the conversion character of the convertive Effective  18 17 16 15  ude each point from 0 to	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? *  Interpolation of an educator's student performance with a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement target? *  Interpolation of an educator's student measure, or only if a student meets or exceeds the growth/achievement measure, or only if a student meets or only if a stude	How is this translated to a 0-20 score and HEDI rating? *  The conversion chart will be uploaded in the next question.  Add Row  O will be derived.  ent rating using the ranges below.						

## Task 3. TEACHERS: Optional Student Performance

Other Optional Measure

	· · · · · · · · · · · · · · · · · · ·
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## **Task 3. TEACHERS: Optional Student Performance**

Population and Feedback

## **Student Population and Teacher Feedback**

Please provide additional details on the optional measure by answering the questions below.								
Choose "Add Row" to include an additional gro	up of teachers with a different description.							
Applicable teachers row groups * Select all that apply	Applicable optional measure	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? *					
☐ Applicable teachers group row 1	☐ Option (A) Second SLO							
☐ Applicable teachers group row 2	☐ Option (B) Growth score							
☐ Applicable teachers group row 3	☐ Option (C) Measure of student growth							
☐ Non-core/elective teachers group	☐ Option (D) Performance index							
☐ All applicable teachers listed	☐ Option (E) Achievement benchmark							
	☐ Other optional measure							
			Add Row					

**Task 4. TEACHERS: Observations** 

Rubric and Scoring

### Task 4. TEACHERS: Observations

Teacher	Obser	vation	Cat	tegory
---------	-------	--------	-----	--------

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	
☐ Danielson's Framework for Teaching	
☐ Danielson's Framework for Teaching (2011 Revised Edition)	
☐ Danielson's Framework for Teaching (2013 instructionally Focused Edition)	
☐ Danielson's Framework for Teaching (2013 Revised Edition)	
☐ Danielson's Framework for Teaching (2022 Edition)	
☐ Marshall's Teacher Evaluation Rubric	
☐ Marshall's Teacher Evaluation Rubric (2012 Revised Edition)	
☐ Marshall's Teacher Evaluation Rubric (2014 Edition)	
☐ Marzano's Focused Teacher Evaluation Model	
☐ Marzano's Casual Teacher Evaluation Model	
☐ Marzano's Teacher Practice Rubric	
☐ McRELS CUES Framework for Teacher Evaluation	
☐ The New York LoTi Teacher Practice Rubric	
☐ NYLA-SSL/SLSA School Librarian Evaluation Rubric	
☐ NYSTCE Framework for the Observation of Effective Teaching	
□ NYSUT Teacher Practice Rubric	
☐ NYSUT Teacher Practice Rubric (2012 Edition)	
☐ NYSUT Teacher Practice Rubric (2014 Edition)	
☐ The Teaching and Learning Framework	
☐ Thoughtful Classroom Principal Evaluation Framework	
☐ Thoughtful Classroom Principal Evaluation Framework (July 2016 Edition)	
☐ LEA Rubric Variance	
Add Row	
Please check each of the boxes below.*	a grade/subject across the LEA provided that LEAs
Add Row	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

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.

year as indicated in the table above.

Rubric and Scoring

## **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) O Domain level (holistic rating of domain) O 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?\* Report Title: 4.wgt 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. Not applicable (the rubric is rated holistically, as indicated above) 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: In the box below, please describe how the observable components of the rubric are combined. \*

Rubric and Scoring

## **Scoring the Observation Category**

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

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

- . Two observations by the principal with one early in the school year weighted at 40% and one late in the school year weighted at 60%.
- Two observations by the principal, with one holistic score for each component of the rubric based on the preponderance of evidence over both observations.

Please note: Weighting across observation type (i.e. Principal vs. Independent Evaluator) are described in the following section. \*

- 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: In the box below, please describe how multiple observations of the same observation type will be weighted. \*

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

Report Title: 4.asr.scr

- ☐ 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.

- 4	F-124	Report	T-11

## 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						
Н	3.5 to 3.75	4.0						
Е	2.5 to 2.75	3.49 to 3.74						
D	1.5 to 1.75	2.49 to 2.74						
- 1	0.00*	1.49 to 1.74						

<sup>\*</sup> 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.

Rubric and Scoring

# **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 Please Select Please Select Effective: 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 V 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%.

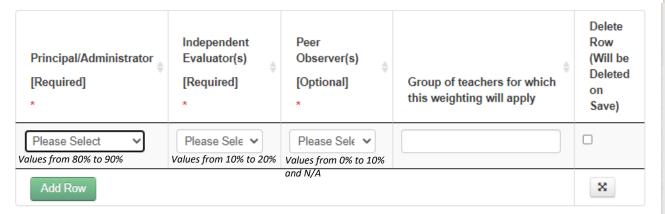
\* The process selected for conducting observations, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardship Waiver for a 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%.

Report Title: 4.weight

- If the Peer Observation subcomponent will not be used, select "N/A" in the Peer Observer(s) column.
- If the indicated weighting will be used for all teachers, note "All teachers" in the final column.
- If different weights will be used for different 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").



### **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.

П	Assure that	at the l	lenat	h of	fall	observations	for	teach	ners w	rill k	ne cond	lucted	pursuant	to t	he l	ocal	v-de	termine	d du	ıratior	าร
_	/ 100di 0 till	ac circ	onge		· •	ODOG! Validitie		COUC	1010 11		30 00110	dotto	parodant			Ocui	,	COLLINIO	4 00	ar or or or	

	Assure	that a	at least	one o	of the	required	observa	tions	Will	be	unanı	nound	ced
--	--------	--------	----------	-------	--------	----------	---------	-------	------	----	-------	-------	-----

### Number and Method of Observation

- At least one of the required observations must be unannounced (across both required subcomponents).
- Required Subcomponent 1: <u>At least one</u> observation must be conducted by the building principal or other trained administrator (supervisor).
- Required Subcomponent 2: <u>At least one</u> 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; de	o not complete the last two columns.
Type of Observation *	Minimum Number of Observations	Method of Observation
Type of Observation	Willimidit Number of Observations	Select all that apply
Announced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Announced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Announced Peer Observation (Optional)		☐ In person
		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Peer Observation (Optional)		☐ In person
		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Does the information in the table above apply  Yes, all teachers receive the san	y to all teachers? * ne number of observations of each type by the s	same method(s).
No, there are 2 groups of teachers.	ers who receive a different number and/or metho	od of observation of each type (e.g.,
	eachers; identify the first subgroup below).	3,7- (3,7
	ers who receive a different number and/or metho	nd of observation of each type (identify the
first subgroup below).	as who receive a different number and/or metric	of observation of each type (identity the
Please identify the first subgroup of tead	chers to whom the information in the table at	pove applies. *
This group will correspond to the in	nformation in the table above.	
Number and Method of Observation: Sub	ogroups 2 and 3	
Subgroup 2		
Please identify the second subgroup of teach	ners to whom the information in the table bel	low applies.*

**Teacher Observations** 

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 *	Minimum Number of Observations	iviethod of Observation
Type of Observation	winimum wumber of Observations	Select all that apply
Announced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Announced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		Live virtual observation
		☐ Recorded video
		☐ Not applicable
Announced Peer Observation (Optional)		☐ In person
		☐ Live virtual observation
		☐ Recorded video
		□ Not applicable
Unannounced Peer Observation (Optional)		☐ In person
		Live virtual observation
		☐ Recorded video
		☐ Not applicable
Subgroup 3		
Please identify the third subgroup of teachers	s to whom the information in the table below appli	es.*
	num number of observations and method of obser	vation for each type listed as
applicable to the third subgroup of teachers i	dentified above.	
If an observation type is not applicable,	please check the box in the second column; do not o	complete the last two columns.
Time of Observation *	Minimum Number of Observations	Method of Observation
Type of Observation *	Wilnimum Number of Observations	Select all that apply
Announced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Supervisor Observation		☐ In person
(Required Subcomponent 1)		☐ Live virtual observation
·		☐ Recorded video
		☐ Not applicable
Announced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		☐ Live virtual observation

☐ Recorded video☐ Not applicable

**Task 4. TEACHERS: Observations** 

**Teacher Observations** 

Unannounced Independent Evaluator		The nersen
Unannounced Independent Evaluator		☐ In person
Observation (Required Subcomponent 2)		☐ Live virtual observation
		Recorded video
		☐ Not applicable
Announced Peer Observation (Optional)		☐ In person
		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Unannounced Peer Observation (Optional)		☐ In person
		☐ Live virtual observation
		☐ Recorded video
		☐ Not applicable
Independent Evaluator Assurances		
Please check each of the boxes below.*		
Please check each of the boxes below.		
☐ Assure that independent evaluator(s)	) are not employed in the same school building, as de	fined by BEDS code, as the
teacher(s) they are evaluating.	, a.o op.o, o.a a.o. o.a o.a o.a o.a o.a o.a o.a o.a o.a	
	) will be trained and selected by the LEA.	
Assure that independent evaluator(s	) will be trained and selected by the LEA.	
Please also check each of the following boxes. *		
		luntan Handahin Waisan bu tha
	annual Rural/Single Building District Independent Eva	
	nall apply for the school year during which the waiver i	
· · · · · · · · · · · · · · · · · · ·	ver, the second observation(s) shall be conducted by	
·	nt than the evaluator(s) who conducted the observation	
	administrator. See Section 30-3.4(c)(1)(ii)(a) of the Ru	•
_	annual Undue Burden Independent Evaluator Hardshi	
	school year during which the waiver is effective; and,	
The state of the s	aiver contains information that conflicts with the inforn	
LEA's approved Section 3012-d Educate	or Evaluation plan, the provisions of the approved wai	ver will apply. See Section 30-
3.4(c)(1)(ii)(b) of the Rules of the Board	of Regents.	
Dan Ohaamatian As		
Peer Observation Assurances		
Please check each of the boxes below. *		
<ul> <li>Assure that peer observers, as applicable,</li> </ul>	will be trained and selected by the LEA.	
<ul> <li>Assure that, if observations are being cond</li> </ul>	ucted 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 districution below.

	Overall Student Performnce Category Score and Ratings						
	Minumum Maximum						
Н	18	20					
Е	15	17					
D	13	14					
- 1	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					
Н	3.5 to 3.75	4.00					
Е	2.5 to 2.75	3.49 to 3.74					
D	1.5 to 1.75	2.49 to 2.74					
_	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 Observ	ation Category	
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
C. I.	Highly Effective (H)	Н	Н	E	D
Student Performance	Effective (E)	Н	E	Е	D
Category	Developing (D)	Е	Е	D	I
,	Ineffective (I)	D	D	I	I

## Category and Overall Rating Assurances

Please check all of the boxes below. \*

<ul> <li>Assure that each subcomponent and category score and rating and the Overall rating will be calculated.</li> </ul>	ted pursuant to the
requirements specified in Subpart 30-3 of the Rules of the Board of Regents.	

	Assure t	that it	is	possible	to	obtain	a zero	in	each	subcom	ponent
--	----------	---------	----	----------	----	--------	--------	----	------	--------	--------

Assure the	e overall	rating	determination	n for	a teache	r shall	be d	letermined	laccordino	ı to ti	ne evalua	tion matrix.

<ul> <li>Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the</li> </ul>
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.

Teacher Improvement Plans

## **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. \*

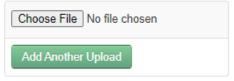
- Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.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



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.

Task 6. TEACHERS: Additional Requirements

Appeals

## **Appeals**

Appeals Assurances					
Please read the assurances below and check each box.*  Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.  Assure that an appeal shall not be filed until a teacher's receipt of their overall rating.					
<b>经证明的证明</b>	<b>建筑设置的设置设置的设施设置的设置的设置</b>				
Appeals					
Pursuant to Education Law §3012-d, a teacher may only c	hallenge the following in an appeal to their LEA:				
(1) the substance of the annual professional performance (i) in the instance of a teacher rated Ineffective on the on the Observation category based on an anomaly, as determined to the original of the origi	Student Performance category, but rated Highly Effective				
(2) the LEA's adherence to the standards and methodolog	ies required for such reviews, pursuant to Education Law §3012-d	i;			
(3) the adherence to the regulations of the Commissioner and under Education Law §3012-d and Subpart 30-3 of the Ru	and compliance with any applicable locally negotiated procedures les of the Board of Regents; and	, as required			
(4) the LEA's issuance and/or implementation of the terms and Subpart 30-3 of the Rules of the Board of Regents.	of the teacher improvement plan, as required under Education La	aw §3012-d			
Please use the table below to describe the appeal(s)	process(es) available to teachers.				
Which groups of teachers may utilize the appeals process? *  Select all groups that have the same process as defined in subsequent columns.  To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. *  Select all that apply	What is the maximum length of time for the teachers selected to receive a final decision from the filing of an appeal? *			
☐ Tenured teachers	☐ The substance of the annual professional	☐ 0-30 days			
☐ Probationary teachers	performance review [evaluation]; which shall include	☐ 1-3 months			
☐ Probationary teachers who received a rating of Developing	the following: in the instance of a teacher rated Ineffective on the Student Performance category, but	☐ 4-6 months			
☐ Probationary teachers who received a rating of Ineffective	rated Highly Effective on the Observation category based on an anomaly, as determined locally	☐ 7-12 months			
☐ Tenured teachers who received a rating of Developing	☐ The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d				
☐ Tenured teachers who received a rating of Ineffective	☐ The adherence to the regulations of the				
☐ All teachers who received a rating of Developing	Commissioner and compliance with any applicable				
☐ All teachers who received a rating of Ineffective	locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the				
☐ All teachers (Select this option ONLY if ALL teachers may appeal, including those who received a "Highly Effective" or "Effective" rating.) ☐ Other (please specify additional groups of	Rules of the Board of Regents  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				
teachers below)	of the Rules of the Board of Regents				

Task 6. TEACHERS: Additional Requirements

Appeals

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.
The New York State Teaching Standards, and their related elements and performance indicators
2. Evidence-based observation techniques that are grounded in research
<ol> <li>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</li> </ol>
<ol> <li>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</li> </ol>
5. Application and use of any assessment tools that the LEA utilizes to evaluate its classroom teachers
<ol><li>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</li></ol>
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
9. Specific considerations in evaluating teachers of English language learners and students with disabilities
Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Observers and Certification of Lead Evaluators
For a definition of terms used in this section, please see the Educator Evaluation Glossary.
Please answer the questions below to describe the training process for all evaluators.
Evaluator Training
Please describe how training and retraining evaluators is conducted.
Check all that apply. *
<ul> <li>As a component district, training is conducted by, or in conjunction with, a BOCES</li> </ul>
As an LEA, we conduct our own training
<ul> <li>□ The rubric developer conducts training</li> <li>□ Other (please provide additional information below)</li> </ul>
Other: In the box below, please indicate the entity responsible for evaluator training. *

Task 6. TEACHERS: Additional Requirements

Training

Please read the assurance below and check the box. *
Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).
Initial training
Do all evaluators receive the same initial training?*
Yes, all evaluators receive the same initial training.
<ul> <li>No, different evaluator types receive different initial training (please provide additional information below).</li> </ul>
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)
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
O 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?*
<ul> <li>Annually</li> </ul>
Other (please provide additional information below)
Other: In the box below, please indicate how often lead evaluators are re-certified. *
/F

Task 6. TEACHERS: Additional Requirements

Task 6. TEACHERS: Additional Requirements

Assurances

### **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. *
<ul> <li>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.</li> <li>Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters</li> </ul>
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

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.

> <u>Individually attributed results</u>: 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
- > <u>Collectively attributed results</u>: scores and ratings for the selected principals will be based on the growth of <u>students in an LEA</u> who take the applicable assessments in the current school year.
- > <u>Collectively attributed group or team results</u>: scores and ratings for a group or team of principals will be based on the growth of <u>students in the group/team of principals' buildings/programs in an LEA</u> 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).

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

INDIT MODE		

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.

n.n	O O C LIFO	IMPO	0
IVI	easure	IVDE	

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	

		ra		

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

Assure that	processes	are in	place t	for the	superintendent	t to moni	tor 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

> <u>Individually attributed results</u>: 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

- > <u>Collectively attributed results</u>: scores and ratings for the selected principals will be based on the growth of <u>students in an LEA</u> who take the applicable assessments in the current school year.
- > <u>Collectively attributed group or team results</u>: scores and ratings for a group or team of principals will be based on the growth of <u>students in the group/team of principals' buildings/programs in an LEA</u> in the current school year.

### **HEDI Scoring Bands**

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

### **SLO Assurances**

Please check each of the boxes below	Please	check	each o	f the	boxes	below.
--------------------------------------	--------	-------	--------	-------	-------	--------

	Assure that for any	SLO based,	in part, on	the New	York State	grade fo	ur science	assessment,	once the	assessment	t is no
long	ger administered th	e SLO will ut	ilize only th	e remain	ing assess	ments.					

☐ 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.

Student Learning Objectives

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

Input Model

# **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.

<b>对自己的对象的对象的对象的对象的对象的对象的对象的对象的对象的对象的对象的对象的对象的</b>	<b>建筑部层层层层层层层层层层层</b>	<b>是是是自己的人们的人们的人们们们们们们们们们们们们们们们们们们们们们们们们们们们们们们</b>
Input Model Assurance		
Please read the assurance below and check	the box *	
riease read the assurance below and check	tile box.	
	put model, assure that all applicable principals w	ill be evaluated using the procedures
described herein and approved by the	Commissioner.	
Input Model Details		
Use the table below to list all applicable principa	ls with the corresponding input model details req	uested.
Choose "Add Row" to include an additional grou	p of principals with a different description.	
Building Configuration(s) for Applicable		
Principals *	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.
Select all that apply	will be evaluated using all input model.	principal practice promote student growth.
This column contains the following choices:		
☐ All Principals		
And checkboxes for all possible grade		
configurations.		
Add Row		
Use the table below to list all applicable principa	als with the additional corresponding input model	details requested.
Choose "Add Row" to include an additional grou	up of principals with a different description.	
Applicable Principals *		Harris III data that is called the different this
Indicate the number(s) of the row(s) from the	Describe the evidence of student growth	How will data that is collected from this measure be used to provide timely and
above table applicable to the details provided	and principal practice that will be collected.	constructive feedback to principals?
(select all that apply).		
Applicable principals group row 1		
Applicable principals group row 2		
☐ Applicable principals group row 3 ☐ Applicable principals group row 4		
Applicable principals group fow 4		<u> </u>
Add Row		

# Task 7. PRINCIPALS: Required Student Performance

							Describ	e how t	the dis	trict w	ill use	the							
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97- 100%	96%	92%	89%	84%	75- 79%	67- 74%	60- 66%	55- 59%	49- 54%	44- 48%	39- 43%		29- 33%		1	17- 20%	13- 16%	-	5- 0 8% 4
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97- 100% Conve	96%	92% o a 20-p The ci	89%  point S  hart ab	core *	79% present	74% s the so	66% cale use	59% ed in the	54% e input one sho	48% model own ab	to con	38% vert to	33% a score	28% e of 0-2	24%	20%	16%	12%	8% 4
97- 100% Conve	96%	92%  The conversion	89% point S hart ab put mo n scale	core * ove repodel use into the	79% present es a dif e chart	s the so ferent st on the	66% cale use scale tha followin	59% ed in the an the c ng Conv	e input one sho version	model own ab Chart	to con ove to page).	38% vert to determ	a score	28% e of 0-2 score fi	24% 20. rom 0-2	20% 20 (ple	16%	12%	e model.
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Be sure to include each point from 0 to 20.

Point	Minimum	Maximum
0		
1		
2		
3		
4		

# **Task 7. PRINCIPALS: Required Student Performance**

Input Model

6 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	5	
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16	16	
17	17	
18	18	
19	19	
20	20	

Н	E	D	R	a	n	a	e	s	

The required student performance score (0-20) will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed. In the table below, please indicate the locally-determined scoring ranges for each of the rating categories and identify the group(s) from the input model page that correspond(s) to these ranges.

Choose 'Add Row' to list additional groups that correspond to the row from the table on the input model page.

Applicable Principals * Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	Ineffective: low value Please enter '0'	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value Please enter '20'
☐ Applicable principals group row 1 ☐ Applicable principals group row 2 ☐ Applicable principals group row 3 ☐ Applicable principals group row 4								

Add Row

Use of the Optional Subcompnent and Student Performance Category Weighting

Weighting

If the Optional	subcomponent	is not use	d, 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.

Use of the Optional Subcomponent

### 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. *
<ul> <li>Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent</li> <li>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</li> </ul>
<ul> <li>Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;</li> </ul>
<ul> <li>Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments</li> </ul>
<ul> <li>Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments</li> </ul>
<ul> <li>Option (F) Four, five, or six-year high school graduation rates</li> </ul>
<ul> <li>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</li> </ul>
<ul> <li>A collectively bargained measure of student growth or achievement included in the LEA's evaluation plan not listed above.</li> </ul>

Task 8. PRINCIPALS: Optional Student Performance
Use of the Optional Subcomponent

Assurances

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

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.

Task 8. PRINCIPALS: Optional Student Performance
Applicability

# **Applicable Principals**

Please list all principals to whom the optional measure	sure will apply.								
If all principals applicable to the optional subcomponent utilize the same measure, only list principals on the first row, group 1, and select 'Group not applicable' in the first column of the remaining rows.  If different groups of principals utilize different measures for the optional subcomponent, please use a different row for each group.									
Applicable Principals	Groups of Principals								
This table contains Groups 1-3	This column contains the following choices:								
	☐ Group not applicable								
	☐ All Principals								
	And checkboxes for all possible grade configurations.								
Add Row									

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. *																				
<ul> <li>Assure that the principal has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.</li> </ul>												ed								
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.											0									
Assure a	that all stud				-	_							-	e bas	seline	and the	)			
<ul> <li>Assure to bands listed by the Department</li> </ul>	d above, the	n the prin	icipal's	0-20 sc	core and H	IEDI rat	ing will b									_	:d			
☐ Assure	that process	ses are in	place	for the s	superinten	dent to	monitor (	SLOs.												
☐ Assure fine parameters						_		_					_		_	_	wth			
parameters  ☐ Assure t							_										ne			
Required S					•										. ,					
Scores from 0 to 20 sh	ould be conve	erted to an (	Optional	Student	Performanc	e subcor	nponent ra	ating usi	Scores from 0 to 20 should be converted to an Optional Student Performance subcomponent rating using the ranges below.											
Highly Effective Developing Ineffective																				
riigiliy Ellective	Lilective		Deve	loping	Ineffective	e														
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Option (A) Meas  Use the table below sections.  The optional meas assessments and/o Individually attributed of Collectively attributed the current school year. Collectively attributed principals' buildings/pro  Choose "Add a Row"	ure may be or State-dest results: score group or tea grams in an L	individua signed su es and ratin es and ratin m results:	ally or applemags will be scores a surrent scores.	collectinental and pe based elected properties and rating thool years	ively attril ssessmer on the growl rincipals will gs for a group.	buted rents. th of stud	esults an	essme  nd may  principa  rowth of  als will t	y utili. y utilis	ze Sta ilding/p nts in a ed on t	ate-criprogram	reated in the who ta	I or -a	provi	istere	subse	quent			
Option (A) Meas  Use the table below sections.  The optional meas assessments and/o Individually attributed of Collectively attributed the current school year. Collectively attributed principals' buildings/procent of the current school year. Collectively attributed principals' buildings/procent of the current school year. Collectively attributed principals' buildings/procent of the current school year. Collectively attributed principals' buildings/procent of the current school year.  Collectively attributed principals' buildings/procent of the current school year.  Collectively attributed principals attributed principals attributed principals attributed the current school year.	ure may be or State-destresults: score ptions results: score grams in an L	individua signed su es and ratin m results: EA in the cu	ally or applemags will be scores a surrent scores.	collectinental and pe based elected properties and rating thool years	ively attril ssessmer on the growl rincipals will gs for a group.	buted rents. th of studies be based por team	esults and ents in the don the grant meant	essme  nd may  principa  owth of  als will b  asure.	y utili y utili al's bu be bas	ze Sta	lescrip ate-cr orogram	e seco	I or -a	provi	istere	subse	quent			
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Option (A) Meas  Use the table below sections.  The optional meas assessments and/o Individually attributed of Collectively attributed the current school year. Collectively attributed principals' buildings/procent of the current school year. Collectively attributed principals' buildings/procent of the current school year. Choose "Add a Row"  Applicable Principals * Select all that apply)  Applicable principals	ure may be or State-destresults: score grams in an Life to include a als group rals group rals group r	individua signed su es and ratin es and ratin m results: EA in the cu an addition ow 1 ow 2	ally or applemags will be scores a surrent scores.	collectinental and pe based elected properties and rating thool years	ively attril ssessmer on the growl rincipals will gs for a group.	buted rents. th of stud	esults and ents in the don the grant meanich mean Individu	essme  and may  principate  rowth of  als will the  asure.  sure wately a	y utili y utili al's bu student be base ttribu	ze Statiliding/p	as th	who ta	I or -a	provi	istere	subse	quent			
Option (A) Meas  Use the table below sections.  The optional meas assessments and/o Individually attributed of Collectively attributed the current school year. Collectively attributed principals' buildings/pro  Choose "Add a Row"  Applicable Principals * select all that apply)  Applicable princip.  Applicable princip.	ure may be or State-destresults: score group or tea grams in an Lural service als group rals group	individua signed su es and ratin m results: EA in the cu an addition ow 1 ow 2 ow 3	ally or applemags will be scores a surrent scores.	collectinental and pe based elected properties and rating thool years	ively attril ssessmer on the growl rincipals will gs for a group.	buted rents. th of stud	esults and ents in the don the grant meanich meanich meanich collectives	essme  and may  principate  rowth of  als will the  asure.  sure wately a	y utili y utili al's bu student be base ttribu	ze Statiliding/p	as th	who ta	I or -a	provi	istere	subse	quent			

**Assessments** 

### Assessment(s)

## Assessment(s)

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.

Use the table below to identify the assessment(s) to be used with the optional measure.

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

Applicable Principals * (select all that apply)	Applicable optional measure	State-created or - administered assessment(s) Select all that apply	State-designed supplemental assessment(s) Select all that apply
☐ Applicable principals group row 1 ☐ Applicable principals group row 2 ☐ Applicable principals group row 3 ☐ Applicable principals group row 4 ☐ Assessments not applicable [only if option (F) or (G) is selected]	☐ Option (A) Second SLO ☐ Option (B) Growth score ☐ Option (C) Measure of student growth ☐ Option (D) Performance index ☐ Option (E) Achievement benchmark ☐ Option (F) Graduation rates (do not select assessments) ☐ Option (G) Input model (do not select assessments) ☐ Other optional measure	This column contains a listing of all approved State-designed supplemental assessments.	This column contains a listing of all approved State-designed supplemental assessments.

\* A red asterisk denotes a required question

# 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) Description  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 description.												
Applicable Principals * (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.										
☐ Applicable principals group row 1 ☐ Applicable principals group row 2 ☐ Applicable principals group row 3 ☐ Applicable principals group row 4		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.												
	loping 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 asset	essments
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 description.

Applicable Principals * (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.
☐ Applicable principals group row 1☐ Applicable principals group row 2☐ Applicable pr			
☐ Applicable principals group row 3 ☐ Applicable principals group row 4			

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.

High	ly Effe	ctive	Effec	tive		Devel	oping	Ineffectiv	е											
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
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This optional m supplemental a				mance	index	based (	on State	-created (	or -a	dmin	istere	ed as	sessm	ents	or S	State	desi	gned	I		
Option (D)	)escri	ption																			
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Choose "Add Row																					
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(select all that apply	<i>')</i>							d as the ch lual studen					HEDI ra	_	•						
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Please comp																					
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**Task 8. PRINCIPALS: Optional Student Performance** 

Option D

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

This optional n supplemental a				eveme	ent ben	chmark	based on	State-cr	eate	d or	-admi	nist	tered	asse	ssme	nts o	r Sta	te-des	sign	ed	
Option (E)	escri)	ption	1																		
Please answer	ned su	pplen	nental	asses	sment	s that w	ill be use	d as the	optio	nal r	neasu			create	d or -	admi	iniste	red a	sse	ssme	ents
Choose "Add R	low" to	includ	e an a	addition	nal grou <sub>l</sub>	o of tead	hers with	a differer	it des	script	ion.										
Applicable Principe (select all that apply					bench achiev deterr Please informa	mark and ement I nined? 's include the attention that	hievemend how is to be command the student-tis used to the benchmand the	the k level create	th be at fo	at th enchr taina r the	as the is achi nark is ble ac stude ed in tl	ieve s a r chie	emen rigoro vemo popu	t ous ye ent ta lation	et rget	6 0 r	ench -20 s ating	core a ? *  nversio	trar ind	slate HEDI art wi	ed to a
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# Optional Student Performance: Option (F) Graduation Rates

This optional m	neasure uti	ilizes loui	, iive,	or six-y	ear III	gn school gr	uuuuuuoi	rates.											
O-4' (E) D																			
Option (F) D																			
Please answer will be used as				describe	the g	rowth score I	based or	four, f	five,	or six	c-year	hig	h scl	hool	grad	uatio	on ra	ites th	nat
Choose "Add a	Row" to inc	clude an a	dditio	nal group	of pri	ncipals with a	different	descrip	otion.										
Applicable Princi				rate(s) th	hat wi	the graduati Il be used (i.e. x year rate). <sup>3</sup>	on 0 ., V * b	/hat is raduati ver tim /ill edu ased or enchm nprovir	ion ra ie? catoi n a gi ark o	rs be aduar pro	in yo evalu tion r gress	ur LE ated ate in	A	ra so If cl	ate toore applicant v	ransl and cable	ated HED , the com	duatic to a ( ratin conver	<b>)-20</b> <b>g? *</b> rsion
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Option (F)	Scoring																		
If applicable,		nplete the	conv	version o	chart l	pelow to dem	onstrate	how a	sco	re fro	m 0 t	o <b>2</b> 0	will	be de	erive	d.			
Scores from 0	-	-																	
			Cricu				ninanoc (	000011	роте	THE TON	ing ac	m g		ingco	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	J v v .			
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17			to 20					Maxi	imum										

<b>Optional Stude</b>	nt Performance:	Option (6	6) Input Model
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Optional Studei	nt Perf	orma	ance:	: Opti	on (G	) Input	t Model														
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Option (G)	Descrip	tion																			
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**Task 8. PRINCIPALS: Optional Student Performance** 

Option G

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# **Optional Student Performance: Other Optional Measure**

This optional measure i	s any other col	lectively barga	ined measure o	f student growth or	achievement.	
Other Optional Mea	sure Descri	ption				
Please answer the que-		describe the o	collectively barg	ained measure of s	tudent growth or ac	hievement that will be
Choose "Add a Row" to	include an addit	ional group of pr	rincipals with a di	fferent description.		
Applicable Principals * (select all that apply)		will be used to achievement. * Student growt	measure stude * h is defined as the an individual stud		student achievement measuring grow assessment measuring between two or model will you determined level for the course	th, how does the ire student achievement iore points in time and how e each student's starting
☐ Applicable principals	• .					
☐ Applicable principals						
☐ Applicable principals : ☐ Applicable principals :						
Add Row	<u> </u>					
Choose "Add Row" to include	e an additional grou	up of teachers with	a different descripti	on.		
			spectation for sto vement and how		How are student le	evel results used to
Applicable Principals * (select all that apply)		growth/achiev contribute to student perfor student meets	onstrated student vement toward to the calculation of rmance measure s or exceeds the vement target?	the target of an educator's or, or only if a	How is this transla HEDI rating? *	ted to a 0-20 score and will be uploaded in the next
□ Applicable principals □ Applicable principals □ Applicable principals	group row 2 group row 3	growth/achiev contribute to student perfor student meets	vement toward t the calculation o rmance measure s or exceeds the	the target of an educator's or, or only if a	How is this transla HEDI rating? * The conversion chart	ted to a 0-20 score and
(select all that apply)  Applicable principals Applicable principals	group row 2 group row 3	growth/achiev contribute to student perfor student meets	vement toward t the calculation o rmance measure s or exceeds the	the target of an educator's or, or only if a	How is this transla HEDI rating? * The conversion chart	ted to a 0-20 score and
□ Applicable principals □ Applicable principals □ Applicable principals	group row 2 group row 3	growth/achiev contribute to student perfor student meets	vement toward t the calculation o rmance measure s or exceeds the	the target of an educator's or, or only if a	How is this transla HEDI rating? * The conversion chart	ted to a 0-20 score and
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(select all that apply)  ☐ Applicable principals ☐ Applicable principals ☐ Applicable principals ☐ Applicable principals ☐ Add Row  Other Optional Me Please complete the of Scores from 0 to 20 sho	group row 2 group row 3 group row 4 easure Scori conversion cha	growth/achiev contribute to student perfor student meets growth/achiev ng art below to der	vement toward to the calculation of rmance measures or exceeds the vement target? '	the target of an educator's of or only if a	How is this transla HEDI rating? * The conversion chart question.  O will be derived.	ted to a 0-20 score and will be uploaded in the next
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(select all that apply)  Applicable principals of Add Row  Other Optional Me Please complete the of Scores from 0 to 20 shows the Scores from 0 to	group row 2 group row 3 group row 4  easure Scori conversion cha ould be converte fective 7   16   15	growth/achiev contribute to student perfor student meets growth/achiev  ng art below to der ed to an Optional Developing 14 13	wement toward to the calculation of the calculation	a score from 0 to 2	How is this transla HEDI rating? * The conversion chart question.  O will be derived.  Internating using the rating using using the rating using the rating using usi	ted to a 0-20 score and will be uploaded in the next

Task 8. PRINCIPALS: Optional Student Performance

Other Optional Measure

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**Task 8. PRINCIPALS: Optional Student Performance** 

Population and Feedback

# **Student Population and Principal Feedback**

Please provide additional details on the optional measure by answering the questions below.						
Choose "Add Row" to include an additional group of principals with a different description.						
Applicable Principals *		What is the student population that will be included in the measure? *	How will data that is collected from this measure be used			
(select all that apply)	Applicable optional measure	E.g., all students who take the selected assessment in a school year; English language learners; etc.	to provide timely and constructive feedback to principals? *			
☐ Applicable principals group row 1	☐ Option (A) Second SLO					
☐ Applicable principals group row 2	☐ Option (B) Growth score					
☐ Applicable principals group row 3	☐ Option (C) Measure of student growth					
☐ Applicable principals group row 4	☐ Option (D) Performance index					
	☐ Option (E) Achievement benchmark					
	☐ Option (F) Graduation rates					
	☐ Option (G) Input model					
	☐ Other optional measure					
Add Row						

### 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								
☐ Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013								
Updates)								
☐ Marzano School Leadership Evaluation Model (2013)								
☐ Marzano's School Administrator Evaluation Rubric								
☐ McREL Principal Evaluation System								
☐ Multidimensional Principal Performance Rubric								
☐ The New York LoTi Principal Practice Rubric								
☐ The Reeves Leadership Performance Matrix								
☐ Thoughtful Classroom Principal Evaluation Framework								
☐ Vanderbuilt Assessment of Leadership in Education (VAL-ED)								
☐ 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).								
<ul> <li>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.</li> </ul>								
At what level are the observable components of the selected rubric(s) rated? *								
<ul> <li>Subcomponent level (each observable subcomponent receives a rating)</li> </ul>								
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**

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

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

- Two school visits by the superintendent with one early in the school year to discuss organizational goals and areas for progress
  weighted at 40% and one late in the school year to present evidence aligned to goals and areas for progress weighted at 60%
- Several school visits by the principal with one holistic score for each component of the rubric based on evidence collected and observed over the course of the school year.

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

- Multiple school visits of the same type are weighted equally
- 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: In the box below, please describe how multiple school visits of the same school visit type will be weighted. \*

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

<ul> <li>Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using</li> </ul>
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							
Н	3.5 to 3.75	4.0							
Е	2.5 to 2.75	3.49 to 3.74							
D	1.5 to 1.75	2.49 to 2.74							
1	0.00*	1.49 to 1.74							

<sup>\*</sup> 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.

Rubric and Scoring

# **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 Please Select Please Select Effective: 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 V 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 the indicated weighting will be used for all principals, note "All principals" in the final column.
- If different weights will be used for different building configurations, indicate which in the final column, using "Add Row" to add additional groups.

  When listing different groups of 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 🗸	Please Select V	Please Select 🗸		
Values from 80% to 90%	Values from 10% to 20%	Values from 0% to 10%		
Add Row		and N/A		×

#### 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.

J	Assure that the le	ngth	of	all	schoo	l visits	fo	r princi	pals	will	be	conducted	d I	pursuant	: to	the	: loca	lly-c	determine	b b	urati	ons

<ul> <li>Assure that at least one of the required sch</li> </ul>	hool visits will be unannounced	
--	---------------------------------	--

$\Box$ A	ssure	that	school	visits	will r	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).

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 *	Minimum Number of School Visits *							
Announced Supervisor School Visits (Required Subcomponent 1)								
Unannounced Supervisor School Visits (Required Subcomponent 1)								
Announced Independent Evaluator School Visits (Required Subcomponent 2)								
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)								
Announced Peer School Visits (Optional)								
Unannounced Peer School Visits (Optional)								
Does the information in the table above apply to all principals?*								
O Yes, all principals receive the same num	ber of school visits of each type.							
<ul> <li>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).</li> </ul>								
<ul> <li>No, there are 3 groups of principals who receive a different number of school visits of each type (identify the first subgroup below).</li> </ul>								
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 *	Minimum Number of School Visits *							
Announced Supervisor School Visits (Required Subcomponent 1)								
Unannounced Supervisor School Visits (Required Subcomponent 1)								
Announced Independent Evaluator School Visits (Required Subcomponent 2)								

Task 9. PRINCIPALS: School Visits

**Principal School Visits** 

Unannounced Independent Evaluator School Visits			
(Required Subcomponent 2)			
Announced Peer School Visits (Optional)			
Unannounced Peer School Visits (Optional)			
Subgroup 3			
	show the information in the table below applies.*		
Please identify the third subgroup of principals to w	mont the information in the table below applies.		
Please use the table below to enter the minimum nu	imber 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 of	check the box in the second column; do not complete the third column.		
Type of School Visit *	Minimum Number of School Visits *		
Announced Supervisor School Visits	William Number of School Visits		
(Required Subcomponent 1)			
Unannounced Supervisor School Visits			
(Required Subcomponent 1)			
Announced Independent Evaluator School Visits (Required Subcomponent 2)			
Unannounced Independent Evaluator School Visits			
(Required Subcomponent 2)			
Announced Peer School Visits (Optional)			
Unannounced Peer School Visits (Optional)			
Independent Evaluator Assurances			
Please check each of the boxes below. *			
· · · · · · · · · · · · · · · · · · ·	ot 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			
· ·	nee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.		
_	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 Eval	uation 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 Reg	ents.		

**Task 9. PRINCIPALS: School Visits** 

**Principal School Visits** 

Peer School Visit Assurances
Please check each of the boxes below.*
<ul> <li>Assure that peer principals, as applicable, will be trained and selected by the LEA.</li> <li>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.</li> </ul>

# 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 districution below.

	Overall Student Performnce Category Score and Ratings		
	Minumum	Maximum	
Н	18	20	
Е	15	17	
D	13	14	
	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	
Н	3.5 to 3.75	4.00	
Е	2.5 to 2.75	3.49 to 3.74	
D	1.5 to 1.75	2.49 to 2.74	
- 1	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)
C. I.	Highly Effective (H)	Н	Н	E	D
Student Performance	Effective (E)	Н	Е	E	D
Category	Developing (D)	E	Е	D	I
	Ineffective (I)	D	D	I	I

# Category and Overall Rating Assurances

Please check all of the boxes below. \*

<ul> <li>Assure that each subcomponent and category score and rating and the Overall rating will be calc</li> </ul>	culated 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.

Principal Improvement Plans

### 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. \*

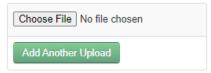
- Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable 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.\*



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:		
<ul> <li>(1) the substance of the annual professional performance review [evaluation]; which shall include the following:         <ul> <li>(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;</li> </ul> </li> </ul>			
(2) the LEA's adherence to the standards and methodolo	gies 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 term and Subpart 30-3 of the Rules of the Board of Regents.	s of the principal improvement plan, as required under Educ	ation Law §3012-d	
Please use the table below to describe the appeal(s)	process(es) available to principals.		
Which groups of principals may utilize the appeals process? *  Select all groups that have the same process as defined in subsequent columns.  To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. *  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? *	
☐ Tenured principals	☐ The substance of the annual professional	□ 0-30 days	
☐ Probationary principals ☐ Probationary principals who received a rating of Developing ☐ Probationary principals who received a rating of Ineffective ☐ Tenured principals who received a rating of Developing	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  The LEA's adherence to the standards and	☐ 1-3 months ☐ 4-6 months ☐ 7-12 months	
☐ Tenured principals who received a rating of	methodologies required for such reviews, pursuant to Education Law Section 3012-d		
Ineffective  ☐ All principals who received a rating of Developing ☐ All principals who received a rating of Ineffective ☐ All principals (Select this option ONLY if ALL principals may appeal, including those who received a "Highly"	☐ 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		
Effective" or "Effective" rating.)  Other (please specify additional groups of principals below)	☐ 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		

**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.		
The Leadership Standards and their related functions, as applicable		
2. Evidence-based observation techniques that are grounded in research		
<ol> <li>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</li> </ol>		
<ol> <li>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</li> </ol>		
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		
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 describe how training and retraining evaluators is conducted.		
Check all that apply. *		
As a component district, training is conducted by, or in conjunction with, a BOCES		
As an LEA, we conduct our own training		
☐ The rubric developer conducts training		
☐ Other (please provide additional information below)		
Other: In the box below, please indicate the entity responsible for evaluator training. *		

Task 11. PRINCIPALS: Additional Requirements

Trainina

Please read the	assurance below and check the box. *
	ure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the f the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).
Initial training	
Do all evaluators	receive the same initial training?*
○ Ye	es, all evaluators receive the same initial training.
O No	o, different evaluator types receive different initial training (please provide additional information below).
	the specific training for each evaluator type (e.g., lead evaluators, impartial independent trained evaluators and any othe g the duration of the initial training and the duration of retraining. *
Approximately h	now many hours of initial training will new evaluators receive?*
_	-6 hours
	-3 days
	-6 days
	More than 6 days
	Answered above select this option if "No" was chosen in the above question)
Retraining	
Approximately h	now many hours of re-training (annual, periodic, or other frequency) will evaluators receive?*
O 2	-6 hours
0 1	-3 days
O 4	-6 days
O N	flore than 6 days
○ A	answered above
(only	select this option if "No" was chosen in the above question)
Certification	of Lead Evaluators
How often are le	ead evaluators certified?*
O A	nnually
	Other (please provide additional information below)
	low, please indicate how often lead evaluators are re-certified. *
Zaner. III tile box be	please indicate now often lead evaluators are re-certified.

Task 11. PRINCIPALS: Additional Requirements

Training

T diffin
Please identify the party responsible for the certification and re-certification of lead evaluators.*
Superintendent/District Superintendent
Board of Education
O 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
<ul> <li>Periodic comparisons of a lead evaluator's assessment of the same building principal</li> </ul>
☐ 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? *

Task 11. PRINCIPALS: Additional Requirements

Assurances

### **Assurances**

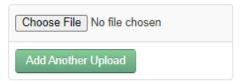
Principal Evaluation Assurances
Please check all of the boxes below.*  Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's evaluation in writing, no later 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. \*



File types supported for uploads:

- PDF (preferred)
- Microsoft Office (Word, PowerPoint, Excel)
- Images (.jpg, .gif)
- Other Formats (.html, .xhtml, .txt, .rtf)

**Supplemental Information** 

Evaluation Details

# **Supplemental Information: Teacher Evaluation**

## **Teacher Evaluation Details**

The 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.
Drafting Responses	
The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be con primarily responsible for, or most familiar with, the implementation of your evaluation plan.	npleted by the person(s) at your LEA

## **Teacher SLO Development**

be for each studer	estions, you will be asked to describe the local processes in place to review baseline da at covered by the SLO.	
For each group of	teachers included in Task 2, please answer the questions below to describe your SLO p	process.
(1) Please descr	ibe the role that teachers and administrators play in the SLO development proces	s for teachers.
☐ Adm	inistrators develop teacher SLOs.	
	hers and administrators collaboratively develop SLOs.	
	Please describe the nature of your collaborative process in the box below (e.g., frequency/types of mee hers collaboratively develop their SLOs with colleagues, with feedback and input from a	
	Please describe the nature of your collaborative process in the box below (e.g., frequency/types of mee	
☐ Teac	hers develop their own SLOs that are reviewed/approved according to locally-developed	d processes.
	ovide additional information in the box below.	
Optional, as appl meetings, etc.).	icable: Please describe the nature of the collaborative process between te	achers and administrators (e.g., frequency/types of
Ontional as anni	icable: Please describe the nature of the collaborative process between te	achers and colleagues (e.g. frequency/types of
meetings, etc.).	rease describe the nature of the conductive process between te	actives and concessaes (e.g., mequency, types or
Other: Please de	scribe the role that teachers and administrators play in the SLO developme	ent process through a relationship not identified
above. *		
	te table below to describe the baseline data used as a starting point for measuring	
	ed for teachers' SLOs. Please note that regulations require a review of at least so ow" to include additional groups of teachers with different targets.	me baseline data from the current students in an SLO.
Group of Teachers *	Baseline Data * Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.
	☐ Formative assessment data (e.g., classwork during the first	
	month(s) of school; student self- assessment data)  □ Pre-assessment data	
	☐ Generalized historical data (e.g., graduation rates; long-term	
	Regents or State assessment results)  ☐ Historical data from individual students in the SLO (e.g.,	
	qualitative and quantitative information from previous year's teachers,	
	including, but not limited to, assessment data)  Local trend data (e.g., change in percentage of students scoring at a	
	particular performance level over time)	
	☐ Other (provide additional information in the next column)	

		Evaluation Details	
Add Row			
targets used	se the table below to describe the annual student growth targets used to reflect one year of the table below to describe the annual student growth targets used to reflect one year of the targets.	ear's expected growth. Be sure to include all types of	
Group of Teachers *	Targets * Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.	
	□ Differentiated (each student has their own growth target) □ Tiered (students within certain baseline data tiers have correlated targets □ Targeted (sub-group[s] of students are the focus of the SLO goal) □ Whole class growth (all students have the same growth target that reflects minimum rigor) □ Other (provide additional information in the next column)		
Add Row			
	you ensure your SLO targets are rigorous? hat apply. *		
  -         	We have defined levels of proficiency and mastery for each student performance measure.  We provide teachers with the necessary data relative to the knowledge and skills students with Analysis of baseline data includes consideration of instructional strategies and areas of suppose For students entering below grade-level expectations, targets will be set to narrow or close a For students entering at grade-level expectations, targets will be set to ensure progress will bruction.  For students entering above grade-level expectations, targets will be set to challenge student (please provide additional information in the box below)	ort needed to ensure the success of each student. chievement gaps. be made to prepare students for the next level of	
Other: Please describe the process for ensuring the rigor of SLO targets in a manner not listed above. *			
□ Plea	EA, is there an opportunity to review student data and revise growth targets if needed.  After reviewing new student data, teachers can revise growth targets.  se describe what this process entails.  Growth targets are not revised once set.	?*	
Plea	ase describe the process for revising growth targets.		
	response should include types of data used, when adjustments can be made, who can make	e adjustments, and who reviews adjustments when made.	
Sele	ct all that apply and use the text box below if needed to include all requested information. *		
	<ul> <li>Teachers are responsible for the review of new student data and can request student gr</li> <li>Administrators are responsible for the review of new student data and can amend stude</li> </ul>		
	<ul> <li>New student data is reviewed collaboratively and student growth targets may be adjusted accordingly.</li> </ul>		
	Other (please provide more information below)		
Other: Please selected opt	e use the box below to describe the process for teachers to revise growth targe ions. *	ets not listed and/or to expand upon any of the	

**Supplemental Information** *Evaluation Details* 

## **Teacher SLO Progress Monitoring**

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.	
For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.	
(6) In your LEA, how is SLO progress monitored?  Select all that apply: *	
Regular check-in meetings between teacher and administrator (e.g., weekly, monthly meetings)	
<ul> <li>Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)</li> </ul>	
☐ Mid-way point check-in	
□ During post-observation conferences	
<ul> <li>SLO progress monitoring happens at the classroom level, and varies from teacher to teacher</li> </ul>	
☐ We do not currently have a formalized SLO progress monitoring system in place	
Other (please provide additional information in the box below)	
Other: Please describe how SLO progress is monitored through a process not listed above. *	
(7) In your LEA, how are SLOs used to inform and support instruction?	
Select all that apply: *	
☐ SLOs are analyzed at the teacher/classroom level to inform instruction	
SLOs are analyzed at the grade/course/subject level for curricular input	
<ul> <li>SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings</li> </ul>	
☐ We do not currently use SLOs to inform and support instruction	
☐ Other (please provide additional information in the box below)	
Other: Please describe how SLOs are used to inform and support instruction through a process not listed above. *	
eacher SLO Goal Evaluation, Reflection, and Impact	
In the following questions, you will be asked to describe the local processes in place for teachers to reflect on their practice in relation to the student growth goal	
setting process.  For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.	
(8) At the end of the school year/interval of instruction, how do teachers reflect on student growth and instructional practices and plan for subsequent	t
school years?  Select all that apply.*	
☐ Teachers engage in self-reflection.	
Please describe the self-reflection process.	
Teachers review data from assessments administered during the school year along with summative assessment results.  Teachers use student baseline data to refine growth expectations for students.	
Teachers use student baseline data to refine growth expectations for students.	
Teachers are provided with analyses of whether students met growth targets.	
☐ Teachers are provided with other types of data.  Please provide additional information in the box below.	
☐ Teachers are provided with summer curriculum development opportunities.	
Our LEA does not currently have a formal reflection process for teacher SLOs in place.	
Other	
Please provide additional information in the box below.	

As applicable: Please select all that apply to the self-reflection process used by teachers to consider student growth and instructional
practice to plan for subsequent school years. *
☐ The self-reflection process uses specified forms
☐ The self-reflection process is informal
☐ The self-reflection process is part of the evaluation process
☐ The self-reflection process has timelines for completion
☐ The self-reflection process includes meetings with supervisors
Other (please provide additional information in the box below)
Other: Please use the box below to describe the self-reflection process used by teachers to consider student growth and instructional practice to plan for subsequent school years not listed and/or to expand upon any of the selected options. *
As applicable (other types of data): Please describe the type(s) of data provided to teachers that are not listed above. *
Other: Please describe how teachers reflect on student growth and instructional practices and plan for subsequent school years in a manner not listed above. *
(9) Please select the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations then provide additional details on each selection.
Select all that apply.**
☐ Pre-observation conferences
☐ Post-observation conferences
☐ Self-reflections
☐ Written feedback
☐ Professional learning communities (PLCs)
☐ Instructional meetings
☐ Other meetings to provide feedback
(e.g., departmental strategy meetings, grade-level planning meetings, etc.)
□ Other
Please provide additional information in the box below.
Other: Please describe the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations not listed above. *
eacher Observations
Please answer the questions below to provide additional details on the observation processes included in Task 4.
(10) In the following questions, you will be asked to describe how your LEA uses the results from teacher observations to inform professional learning opportunities that are made available to teachers.
a. Professional learning opportunities are decided based on the following: Select all that apply: *
Observational data from individual observations
Collection and analysis of both short- and long-term aggregate data Optional: Please provide additional information in the box below.
☐ Feedback or requests made by teachers
☐ Teacher surveys
☐ Other
Please provide additional information in the box below.

# **Supplemental Information**

Optional, as applicable: Please provide examples of the data used to determine professional learning opportunities.		
Other: Please describe how professional learning opportunities are decided through a process not listed above. *		
b. How frequently are meetings conducted by administrators and/or teachers to discuss data from evaluations and identify areas in need of professional learning for teachers?*		
O Monthly		
Several times a year		
○ Annually		
Other (please provide additional information in the box below)		
Other: Please describe the frequency of meetings to plan professional learning opportunities on a schedule not listed above. *		
(11) How does your LEA review the evidence collected and rubric ratings as part of the observation process for quality and accuracy?  Select all that apply. *		
☐ Monthly administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected		
<ul> <li>Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected</li> </ul>		
☐ Monthly training on the rubric based on data analysis		
Annual training on the rubric based on data analysis		
Currently, our LEA does not have a formal process to review the accuracy of evidence collected by individual evaluators		
Other (please provide additional information in the box below)		
Other: Please describe how evidence and rubric ratings are reviewed for quality and accuracy through a process not listed above. *		

## **Supplemental Information: Principal Evaluation - SLOs**

## **Prinicpal Evaluation Details - SLOs**

The 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.	

#### **Drafting Responses**

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

## **Principal SLO Development**

	•		
be for each s	ng questions, you will be asked to describe the local processe student covered by the SLO.		ar's expected growth will
For each gro	up of principals included in Task 7 with an SLO, please answe	r the questions below to describe your SLO process.	
	describe the role that principals and administrators play that apply. $^{\star}$	in the SLO development process for principals.	
	Administrators develop principal SLOs.		
	Principals and administrators collaboratively develop SLOs.		
	ional: Please describe the nature of your collaborative process in the box	below (e.g., frequency/types of meetings, etc.).	
	Principals develop their own SLOs that are reviewed/approve	d according to locally-developed processes.	
	Other		
Ple	ase provide additional information in the box below.		
Optional, as meetings, et	applicable: Please describe the nature of the collabo	rative process between principals and administrator	s (e.g., frequency/types of
Other: Pleas	e describe the role that principals and administrators	s play in the SLO development process through a rela	tionship not identified
above. *			
baseline da	use the table below to describe the baseline data used as ta used for principals' SLOs in the applicable 'baseline da		
least some	baseline data from the current students in an SLO.		
Choose "Ad	ld a Row" to include additional groups of principals with differe	nt targets.	
		Baseline Data Reviewed by the Principal in	If 'Other' was selected
Group of	Baseline Date Besiessed by the Bringing Colum	Conjunction with Relevant Educators *	in the previous column,
Principals	Baseline Data Reviewed by the Principal Only * Select all that apply	Select all that apply	please describe
*	Select un that apply		additional baseline
			data below.
	☐ Formative assessment data (e.g., classwork	☐ Formative assessment data (e.g., classwork	
	during the first month(s) of school; student self-	during the first month(s) of school; student self-	
	assessment data) ☐ Pre-assessment data	assessment data)	
	☐ Generalized historical data (e.g., graduation	☐ Generalized historical data (e.g., graduation	
	rates; long-term Regents or State assessment results)	rates; long-term Regents or State assessment results)	
	☐ Historical data from individual students	☐ Historical data from individual students	
	in the SLO (e.g., qualitative and quantitative	in the SLO (e.g., qualitative and quantitative	
	information from previous year's teachers, including,	information from previous year's teachers, including,	
	but not limited to, assessment data)  □ Local trend data (e.g., change in percentage of	but not limited to, assessment data)  Local trend data (e.g., change in percentage of	
	students scoring at a particular performance level over	students scoring at a particular performance level over	
	time)	time)	
	☐ Other (provide additional information in	☐ Other (provide additional information in	
	the next column)	the next column)	
Add Pow			

# **Supplemental Information**

	se the table below to describe the annual student growth d for teachers' SLOs.	targets used to reflect one year's expected growth. Be su	re to include all types of
Choose "Add	d a Row" to include additional groups of teachers with differen	t targets.	
Group of Principals *	Targets set by the <u>Principal Only</u> * Select all that apply	Targets set by the <u>Principal in Conjunction with</u> Relevant Educators * Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.
	□ Differentiated (each student has their own growth target) □ Tiered (students within certain baseline data tiers have correlated targets □ Targeted (sub-group[s] of students are the focus of the SLO goal) □ Whole class growth (all students have the same growth target that reflects minimum rigor) □ Other (provide additional information in the next column)	□ Differentiated (each student has their own growth target) □ Tiered (students within certain baseline data tiers have correlated targets □ Targeted (sub-group[s] of students are the focus of the SLO goal) □ Whole class growth (all students have the same growth target that reflects minimum rigor) □ Other (provide additional information in the next column)	
Add Row	the next column)	the next column)	
O O inst	Analysis of baseline data includes consideration of instruction For students entering below grade-level expectations, targets For students entering at grade-level expectations, targets will ruction.	knowledge and skills students will need to be successful in the all strategies and areas of support needed to ensure the successful be set to narrow or close achievement gaps.  be set to ensure progress will be made to prepare students for will be set to challenge students so that they continue to grow	ess of each student.
Other: Pleas	e describe the process for ensuring the rigor of SLO t	argets in a manner not listed above. *	
□ Plea	LEA, is there an opportunity to review student data and re After reviewing new student data, principals can revise growth se describe what this process entails. Growth targets are not revised once set.		
The	response should include types of data used, when adjustment all that apply and use the text box below if needed to include all requesting the principals are responsible for the review of new student Administrators are responsible for the review of new student New student data is reviewed collaboratively and student Other (please provide more information below)	data and can request student growth target adjustments.  lent data and can amend student growth targets.	s adjustments when made.

# **Supplemental Information**

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.  For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.  (S6) In your LEA, how is SLO progress monitored?  Select all that apply.*  Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)  Mid-way point check-in  During post-observation conferences  SLO progress monitoring happens as part of the school visit process, and varies from principal to principal  We do not currently have a formalized SLO progress monitoring system in place  Other (please provide additional information in the box below)  Other: Please describe how SLO sused to inform and support leadership practices?  Select all that apply.*  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)	her: Please use the box below to describe the process for principals to revise growth targets not listed and/or to expand upon ar ected options. *	ny of the
In the following questions, you will be asked to describe the local processes in place to monitor student progress towards these goals impacts instructional decisions.  For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.  [S6] In your LEA, how is SLO progress monitored?  Select all that apply.*  Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings)  Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)  Mid-way point check-in  During post-observation conferences  SLO progress monitoring happens as part of the school visit process, and varies from principal to principal  We do not currently have a formalized SLO progress monitoring system in place  Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  [S7] In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply.*  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)		
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how student progress towards these goals impacts instructional decisions.  For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.  (S6) In your LEA, how is SLO progress monitored?  Select all that apply.*  Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings) Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.) Mid-way point check-in During post-observation conferences SLO progress monitoring happens as part of the school visit process, and varies from principal to principal We do not currently have a formalized SLO progress monitoring system in place Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply.*  SLOs are analyzed at the grade/course/subject level for curricular input SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings We do not currently use SLOs to support leadership practices Other (please provide additional information in the box below)	cipal SLO Progress Monitoring	
Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings)   Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)   Mid-way point check-in   During post-observation conferences   SLO progress monitoring happens as part of the school visit process, and varies from principal to principal   We do not currently have a formalized SLO progress monitoring system in place   Other (please provide additional information in the box below)   Other: Please describe how SLO progress is monitored through a process not listed above. *    (S7) In your LEA, how are SLOs used to inform and support leadership practices?   Select all that apply: *   SLOs are analyzed at the grade/course/subject level for curricular input   SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings   We do not currently use SLOs to support leadership practices   Other (please provide additional information in the box below)	ow student progress towards these goals impacts instructional decisions.	ncluding
Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)    Mid-way point check-in     During post-observation conferences     SLO progress monitoring happens as part of the school visit process, and varies from principal to principal     We do not currently have a formalized SLO progress monitoring system in place     Other (please provide additional information in the box below)    Other: Please describe how SLO progress is monitored through a process not listed above. *    (S7) In your LEA, how are SLOs used to inform and support leadership practices?     Select all that apply. *     SLOs are analyzed at the grade/course/subject level for curricular input     SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings     We do not currently use SLOs to support leadership practices     Other (please provide additional information in the box below)		
Mid-way point check-in   During post-observation conferences   SLO progress monitoring happens as part of the school visit process, and varies from principal to principal   We do not currently have a formalized SLO progress monitoring system in place   Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply. *    SLOs are analyzed at the grade/course/subject level for curricular input   SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings   We do not currently use SLOs to support leadership practices   Other (please provide additional information in the box below)	<ul> <li>Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings)</li> </ul>	
During post-observation conferences  SLO progress monitoring happens as part of the school visit process, and varies from principal to principal We do not currently have a formalized SLO progress monitoring system in place Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (\$7) In your LEA, how are SLOs used to inform and support leadership practices? Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings We do not currently use SLOs to support leadership practices Other (please provide additional information in the box below)	Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)	
SLO progress monitoring happens as part of the school visit process, and varies from principal to principal  We do not currently have a formalized SLO progress monitoring system in place Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices? Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings We do not currently use SLOs to support leadership practices Other (please provide additional information in the box below)	☐ Mid-way point check-in	
We do not currently have a formalized SLO progress monitoring system in place Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices? Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings We do not currently use SLOs to support leadership practices Other (please provide additional information in the box below)	☐ During post-observation conferences	
Other (please provide additional information in the box below)  Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)		
Other: Please describe how SLO progress is monitored through a process not listed above. *  (S7) In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)		
(S7) In your LEA, how are SLOs used to inform and support leadership practices?  Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)	Office (piease provide additional information in the box below)	
Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)	her: Please describe how SLO progress is monitored through a process not listed above. *	
Select all that apply. *  SLOs are analyzed at the grade/course/subject level for curricular input  SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings  We do not currently use SLOs to support leadership practices  Other (please provide additional information in the box below)		
<ul> <li>SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings</li> <li>We do not currently use SLOs to support leadership practices</li> <li>Other (please provide additional information in the box below)</li> </ul>		
<ul> <li>         □ We do not currently use SLOs to support leadership practices         □ Other (please provide additional information in the box below)     </li> </ul>	SLOs are analyzed at the grade/course/subject level for curricular input	
☐ Other (please provide additional information in the box below)	☐ SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings	
Other: Please describe how SLOs are used to inform and support leadership practices through a process not listed above. *	Other (please provide additional information in the box below)	
	her: Please describe how SLOs are used to inform and support leadership practices through a process not listed above. *	

**Supplemental Information** *Evaluation Details* 

## **Supplemental Information: Principal Evaluation – Input Model**

## **Prinicpal Evaluation Details - Input Model**

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**Drafting Responses** 

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

In the following questions, you will be asked to describe the local processes in place to implement an input model for principals

### **Input Model Development**

For each group of principals included in Task 7 with an input model, please answer the questions below to describe the input model.	
(II) Please describe the role that principals and administrators play in the input model development process for principals.  Select all that apply. *	
☐ Administrators develop principal input models.	
Principals and administrators collaboratively develop input models.	
Optional: Please describe the nature of your collaborative process in the box below (e.g., frequency/types of meetings, etc.).	
<ul> <li>Principals develop their own input models that are reviewed/approved according to locally-developed processes.</li> </ul>	
□ Other	
Please provide additional information in the box below.	
Optional, as applicable: Please describe the nature of the collaborative process between principals and administrators (e.g., frequency/type meetings, etc.).	es of
Other: Please describe the role that principals and administrators play in the input model development process through a relationship not identified above. *	:
(I2) In your LEA, is an LEA-level needs assessment conducted prior to setting student growth goals for the principal input model?*	
□ Yes	
□ No	
Principal Input Model Progress Monitoring	
In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the input model,	
including how progress impacts decisions around principal practice.	
For each group of principals included in Task 7 with an input model, please answer the questions below to describe the input model.	
(I3) In your LEA, how is input model progress monitored?  Select all that apply.*	
Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings)	
Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)      Mid-way point check-in	
□ During post-school visit conferences	
☐ Input model progress monitoring happens as part of the school visit process, and varies from principal to principal	
We do not currently have a formalized input model progress monitoring system in place	
Other (please provide additional information in the box below)	
Other (please provide additional information in the box below)	
Other (please provide additional information in the box below)  Other: Please describe how input model progress is monitored through a process not listed above. *	

## **Evaluation Details**

# **Supplemental Information: Principal Evaluation**

## **Student Growth Measure Evaluation, Reflection, and Impact**

In the following questions, you will be asked to describe the local processes in place for principals to reflect on their practice in relation to the student growth goal setting process.
For each group of principals included in Task 7, please answer the questions below to describe your process.
(8) At the end of the school year/interval of instruction, how do principals reflect on student growth and school leadership practices and plan for subsequent school years?  Select all that apply. *
Principals engage in self-reflection.  Please describe the self-reflection process.
Principals engage in reflection with their teaching staff.  Please describe the shared reflection process.
☐ Principals conduct summative data analysis considering other building-level data used during the school year.
Principals use student baseline data to refine growth expectations for students.
Principals utilize their student growth measures (SLO, input model) as a tool to inform adjustments and support of instructional practices for the coming year.
<ul> <li>Principals and teachers collaboratively review student growth targets and outcomes to make informed curricular and/or professional learning decisions for the coming school year.</li> </ul>
Principals are provided with analyses of whether students met growth targets.
☐ Principals are provided with other types of data.
Please provide additional information in the box below.
Our LEA does not currently have a formal reflection process for principal student growth measures in place.
Other.  Please provide additional information in the box below.
1 reace provide additional information in the box below.
As applicable: Please select all that apply to the self-reflection process used by principals to consider student growth and school leadership practices to plan for subsequent school years. *
☐ The self-reflection process uses specified forms
☐ The self-reflection process is informal
☐ The self-reflection process is part of the evaluation process
☐ The self-reflection process has timelines for completion
☐ The self-reflection process includes meetings with supervisors
Other (please provide additional information in the box below)
Other: Please use the box below to describe the self-reflection process used by principals to consider student growth and school leadership practices to plan for subsequent school years not listed and/or to expand upon any of the selected options. *
As applicable (reflection with teaching staff): Please describe the shared reflection process used by principals with their teaching
staff to consider student growth and school leadership practices to plan for subsequent school years. *
As applicable (other types of data): Please describe the type(s) of data provided to principals that are not listed above. *
Other: Please describe how principals reflect on student growth and school leadership practices and plan for subsequent school years in a manner not listed above. *

# **Supplemental Information**

(9) Please select the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits, then provide additional details on each selection.
Select all that apply. *
☐ Pre-school visit conferences
☐ Post-school visit conferences
☐ Self-reflections
□ Written feedback
☐ Peer-to-peer collaboration of principals
☐ Coaching meetings
Other meetings to provide feedback
(e.g., departmental strategy meetings, grade-level planning meetings, etc.)  Other
Please provide additional information in the box below.
Other: Please describe the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits not listed above. *
Principal School Visits
Please answer the questions below to provide additional details on the school visit processes included in Task 9.
(10) In the following questions, you will be asked to describe how your LEA uses the results from principal school visits to inform professional learning opportunities that are made available to principals.  a. Professional learning opportunities are decided based on the following:  Select all that apply.*
School visit data from individual school visits
Collection and analysis of both short- and long-term aggregate data Optional: Please provide additional information in the box below.
Feedback or requests made by principals
☐ Principal surveys
Other
Please provide additional information in the box below.
Optional, as applicable: Please provide examples of the data used to determine professional learning opportunities.
Other: Please describe how professional learning opportunities are decided through a process not listed above. *
b. How frequently are meetings conducted by administrators and/or principals to discuss data from evaluations and identify areas in need of professional learning for principals? *
O Monthly
O Several times a year
○ Annually
Other (please provide additional information in the box below)
Other: Please describe the frequency of meetings to plan professional learning opportunities on a schedule not listed above. *

**Supplemental Information** 

	w does your LEA review the evidence collected and rubric ratings as part of the school visit process for quality and accuracy?  of all that apply. *
	☐ Monthly administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected
	<ul> <li>Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected</li> </ul>
	☐ Annual training on the rubric based on data analysis
	☐ Currently, our LEA does not have a formal process to review the accuracy of evidence collected by individual evaluators
	☐ Other (please provide additional information in the box below)
ther: P	lease describe how evidence and rubric ratings are reviewed for quality and accuracy through a process not listed above. *