Page Last Modified: 04/20/2023

Disclaimers

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

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

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

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

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

Educator Evaluation Assurances

Please read the assurances below and check each box.

☑ Assure that the content of this form represents the LEA's entire Educator Evaluation plan and that the Educator Evaluation plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that a detailed version of the LEA's entire Educator Evaluation plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that this Educator Evaluation plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.

☑ Assure that it is understood that this LEA's Educator Evaluation plan will be posted in its entirety on the NYSED website following approval.

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.

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

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

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

ASSESSMENTS

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

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

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

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

HEDI Scoring Bands

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

SLO Assurances

Please read the assurances below and check each box.

☑ Assure that each teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.

☑ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.

☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

☑ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

☑ Assure that processes are in place for the superintendent to monitor SLOs.

☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.

☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

Measures and Assessments

Page Last Modified: 07/05/2023

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).

Applicable Teachers *Select all that apply*	Measure *Prior to making a selection, please read the description of each measure provided above.*	State or Regents Assessment(s) *Select all that apply*	Locally-developed Course-Specific Assessment(s) *Select all that apply*	Third Party Assessment(s) *Select all that apply*	Applicable School or BOCES-Program *Please leave blank unless instructed by the Department to complete this column.*
☑ All teachers(all grade levels, subjects and courses)	☑ Individually attributed results		☑ Questar III BOCES		(No Response)

Page Last Modified: 05/11/2023

Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

Page Last Modified: 05/11/2023

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.

Page Last Modified: 07/05/2023

Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
Danielson's Framework for Teaching	(No Response)

Please read the assurances below and check each box.

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

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

Rubric Rating Process

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

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

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

Please read the assurances below and check each box.

☑ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.

☑ Assure that all components of the selected practice rubric designated as observable are assessed at least once and that each of the NYS Teaching Standards is covered across the total number of annual observations.

☑ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).

☑ Assure that the process for assigning scores and/or ratings for each teacher observation is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

☑ Subcomponent level (each observable subcomponent receives a rating)

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

☑ 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.

In the box below, please describe how the observable components of the rubric are combined.

All components in each domain will be weighted equally and averaged to reach a domain score. Domains 1 and 4 will be weighed as once each and Domains 2 and 3 will be weighed as twice each. The total of these scores will be averaged.

Scoring the Observation Category

Please read the assurances below and check each box.

☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.

☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in the next section, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Teacher Observation Scoring Bands

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

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

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

HEDI Ranges

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

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

Page Last Modified: 07/05/2023

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

Page Last Modified: 07/05/2023

Teacher Observation Subcomponent Weighting

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

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

- At least 80% of the Teacher Observation category score

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	**Group of teachers for which this weighting will apply** ***If only one group of teachers is applicable, please list "All teachers"***
80%	20%	0% (N/A)	All 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 read the assurances below and check each box.

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

☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.

☑ Assure that at least one of the required observations will be unannounced.

Number and Method of Observation

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

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

	Minimum Number of Observations	**Method of Observation** *Select all that apply*
Announced Supervisor Observation (Required Subcomponent 1)	1	☑ In person
Unannounced Supervisor Observation		

Page Last Modified: 07/05/2023

	Minimum Number of Observations	**Method of Observation** *Select all that apply*
(Required Subcomponent 1)	1	☑ In person
Announced Independent Evaluator Observation (Required Subcomponent 2)	1	☑ In person
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	N/A	☑ Not applicable
Announced Peer Observation (Optional)	N/A	☑ Not applicable
Unannounced Peer Observation (Optional)	N/A	☑ Not applicable

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

☑ Yes, all teachers receive the same number of observations of each type by the same method(s).

Independent Evaluator Assurances

Please read the assurances below and check each box.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.

☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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

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

☑ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

Peer Observation Assurances

Please read the assurances below and check each box.

☑ Assure that peer observers, as applicable, will be trained and selected by the LEA.

☑ Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

Page Last Modified: 05/15/2023

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 distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Teacher Observation

HEDI ratings must be assigned based on locally determined ranges consistent with the constraints listed below.

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that it is possible to obtain a zero in each subcomponent.

☑ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.

☑ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

Page Last Modified: 05/15/2023

Additional Requirements

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

Teacher Improvement Plan Assurances

Please read the assurances below and check each box.

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

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

Teacher Improvement Plan Forms

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

1) identification of needed areas of improvement;

2) a timeline for achieving improvement;

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

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

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

appr_62_tip_pp_389157434-NorthGreenbushCSDTIP.pdf

Page Last Modified: 07/05/2023

Appeals Assurances

Please read the assurances below and check each box.

☑ Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.

☑ Assure that an appeal shall not be filed until a teacher's receipt of their overall rating.

Appeals

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

(1) the substance of the annual professional performance review [evaluation]; which shall include the following:

(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Which groups of teachers may utilize the appeals process? *Select all groups that have the same process as defined in subsequent columns.* *To add additional groups with a different process, use the "Add Row" button.*	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. *Select all that apply.*	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
☑ All teachers who received a rating of Developing ☑ All teachers who received a rating of Ineffective	☑ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher 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 methodologies	☑ 0-30 days

Page Last Modified: 07/05/2023

Which groups of teachers may utilize the appeals process? *Select all groups that have the same process as defined in subsequent columns.* *To add additional groups with a different process, use the "Add Row" button.*	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. *Select all that apply.*	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
	required for such reviews, pursuant to Education Law Section 3012-d ☑ 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 ☑ 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	

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

Row Number	**Groups of teachers not specified in the table above that may utlize the appeals process.**
(No Response)	(No Response)

Page Last Modified: 07/05/2023

Training Assurance

Please read the assurance below and check the box.

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

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

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

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

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

Evaluator Training

Please describe how training and retraining evaluators is conducted.

Check all that apply.

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

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.

Page Last Modified: 07/05/2023

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

☑ 1-3 days

Retraining

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

☑ 1-3 days

Certification of Lead Evaluators

How often are lead evaluators certified?

☑ Annually

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

☑ Board of Education

Inter-rater Reliability

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

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

Please check all that apply.

☑ Periodic comparisons of an evaluator's assessment of the same classroom teacher

☑ Periodic calibration meetings and/or trainings

Page Last Modified: 07/05/2023

Teacher Evaluation Assurances

Please read the assurances below and check each box.

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

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

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

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

Assessment Assurances

Please read the assurances below and check each box.

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

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

Data Assurances

Please read the assurances below and check each box.

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

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

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

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

Required Student Performance Subcomponent

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

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

Required Student Performance Measures

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

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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

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

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

ASSESSMENTS

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

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

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

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

INPUT MODEL

Selection of the Input Model will require:

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

Measure Type(s)

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

☑ Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

☑ Assure that processes are in place for the superintendent to monitor SLOs and/or input models.

☑ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.

Page Last Modified: 07/05/2023

HEDI Scoring Bands

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

SLO Assurances

Please read the assurances below and check each box.

☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

☑ For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.

☑ For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.

☑ For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

☑ For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

Measures and Assessments

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

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

Building Configuration(s) for Applicable Principals ***Select all that apply***	Measure	State or Regents Assessment(s) ***Select all that apply***	Locally-developed Course-Specific Assessment(s) ***Select all that apply***	Third Party Assessment(s) ***Select all that apply***	Applicable School or BOCES-Program *Please leave blank unless instructed by the Department to complete this column.*
☑ K-2	☑ Individually attributed results		☑ Questar III BOCES		(No Response)

Page Last Modified: 07/05/2023

Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

Optional Student Performance Subcomponent

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.

Page Last Modified: 07/05/2023

Principal School Visit Category

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

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

Principal Practice Rubric

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

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.**
(No Response)	N/A

Please read the assurances below and check each box.

☑ Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, 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 read the assurances below and check each box.

☑ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.

☑ Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.

☑ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).

☑ Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

☑ Subcomponent level (each observable subcomponent receives a rating)

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

☑ 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.

In the box below, please describe how the observable components of the rubric are combined.

All subcomponent scores are weighted equally and averaged to reach the score for each domain. For domains one and two, the score will count twice each. For domains three, four, and five, the score will be counted once each. The total of these scores as described will be averaged.

Scoring the School Visit Category

Please read the assurances below and check each box.

☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.

☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in the next section, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

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

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

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

HEDI Ranges

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

constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

Page Last Modified: 07/05/2023

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%.

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	**Group of principals for which this weighting will apply** ***If only one group of principals is applicable, please list "All principals"***
80%	20%	0% [N/A]	All principals

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 read the assurances below and check each box.

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

☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.

☑ Assure that at least one of the required school visits will be unannounced.

☑ Assure that school visits will not be conducted via video.

Number of School Visits

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

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

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	1
Unannounced Supervisor School Visits (Required Subcomponent 1)	0
Announced Independent Evaluator School Visits (Required	

Page Last Modified: 07/05/2023

	Minimum Number of School Visits
Subcomponent 2)	0
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
Announced Peer School Visits (Optional)	0
Unannounced Peer School Visits (Optional)	0

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

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

Independent Evaluator Assurances

Please read the assurances below and check each box.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.

☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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

☑ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.

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

Peer School Visit Assurances

Please read the assurances below and check each box.

☑ Assure that peer principals, as applicable, will be trained and selected by the LEA.

☑ Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

Page Last Modified: 07/05/2023

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 Category

HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that it is possible to obtain a zero in each subcomponent.

☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

Page Last Modified: 07/05/2023

Additional Requirements

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

Principal Improvement Plan Assurances

Please read the assurances below and check each box.

☑ 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.

appr_11_2_pp_389157838-North Greenbush Common SD Principal Improvement Plan.pdf

Page Last Modified: 07/05/2023

Appeals Assurances

Please read the assurances below and check each box.

☑ Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.

☑ Assure that an appeal shall not be filed until a principal's receipt of their overall rating.

Appeals

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

(1) the substance of the annual professional performance review [evaluation]; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Which groups of principals may utilize the appeals process? *Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.*	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. *Please select all that apply.*	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
☑ All principals who received a rating of Developing ☑ All principals who received a rating of Ineffective	☑ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally ☑ The LEA's adherence to the standards	☑ 0-30 days

Page Last Modified: 07/05/2023

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

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

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

Page Last Modified: 07/05/2023

Training Assurance

Please read the assurance below and check the box.

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

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

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

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

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

Evaluator Training

Please 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

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.

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

☑ 1-3 days

Retraining

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

☑ 1-3 days

Certification of Lead Evaluators

How often are lead evaluators certified?

☑ Annually

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

☑ BOCES

Inter-rater Reliability

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

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

Please check all that apply.

☑ Data analysis to detect disparities on the part of the evaluators

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

Page Last Modified: 07/05/2023

Principal Evaluation Assurances

Please read the assurances below and check each box.

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

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

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

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

Assessment Assurances

Please read the assurances below and check each box.

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

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

Data Assurances

Please read the assurances below and check each box.

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

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

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

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

Page Last Modified: 07/06/2023

Upload Educator Evaluation LEA Certification Form

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

Implementation of the Evaluation Plan

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

(No Response)

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.

LEA Certification Form for Educator Evaluation Plan.pdf

Page Last Modified: 07/05/2023

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 completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Teacher SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(1) Please describe the role that teachers and administrators play in the SLO development process for teachers.

Select all that apply.

☑ Teachers collaboratively develop their SLOs with colleagues, with feedback and input from administrators. Optional: Please describe the nature of your collaborative process in the box below (e.g., frequency/types of meetings, etc.).

Optional: Please describe the nature of the collaborative process between teachers and colleagues (e.g., frequency/types of meetings, etc.).

On a monthly basis, administrators and teachers analyze data aquired through our Questar approved assessments, Pre- and post- assessment for our students are used when teachers and administrators meet, to set target points to determine instructional goals.

(2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for teachers' SLOs. Please note that regulations require a review of at least some baseline data from the current students in an SLO.

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

Group of Teachers	Baseline Data *Select all that apply*	If 'Other' was selected in the previous column, please describe additional baseline data below.
K-2	☑ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data) ☑ Pre-assessment data ☑ 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)	(No Response)

(3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used for teachers' SLOs.

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

Page Last Modified: 07/05/2023

Group of Teachers	Targets *Select all that apply*	If 'Other' was selected in the previous column, please describe additional targets below.
K-2	☑ Differentiated (each student has their own growth target) ☑ Tiered (students within certain baseline data tiers have correlated growth 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)	(No Response)

(4) How do you ensure your SLO targets are rigorous?

Select all that 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 will need to be successful in their current grade/course.

☑ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.

☑ For students entering below grade-level expectations, targets will be set to narrow or close achievement gaps.

☑ For students entering at grade-level expectations, targets will be set to ensure progress will be made to prepare students for the next level of instruction.

☑ For students entering above grade-level expectations, targets will be set to challenge students so that they continue to grow academically.

(5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

☑ After reviewing new student data, teachers can revise growth targets. Please describe what this process entails.

Please describe the process for revising growth targets.

The response should include types of data used, when adjustments can be made, who can make adjustments, and who reviews adjustments when made.

Select all that apply and use the text box below if needed to include all requested information.

☑ Teachers are responsible for the review of new student data and can request student growth target adjustments.

☑ Administrators are responsible for the review of new student data and can amend student growth targets.

☑ New student data is reviewed collaboratively and student growth targets may be adjusted accordingly.

Please use the box below to describe the process for teachers to revise growth targets not listed and/or to expand upon any of the selected options.

On a trimester basis, teachers and administrators use formative, baseline, and summaitve assessments to measure student growth and if need be, revise individual student targets.

Page Last Modified: 07/05/2023

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)
- ☑ Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)
- ☑ Mid-way point check-in
- ☑ During post-observation conferences
- ☑ SLO progress monitoring happens at the classroom level, and varies from teacher to teacher

(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
- ☑ SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings

Teacher 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 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 are provided with analyses of whether students met growth targets.
- ☑ Teachers are provided with summer curriculum development opportunities.

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 is informal
- ☑ The self-reflection process is part of the evaluation process
- ☑ The self-reflection process includes meetings with supervisors

Optional: 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.

Teachers use informal methods of self-reflection based upon student achievement, to determine what changes in instruction are needed. Administrators meet with teachers to discuss individual student progress based upon data. If needed, we determine what targeted instruction changes need to be made.

(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
- ☑ Professional learning communities (PLCs)
- ☑ Instructional meetings
- ☑ Other meetings to provide feedback (e.g., departmental strategy meetings, grade-level planning meetings, etc.)

Please provide additional details on the nature of pre-observation conferences.

Select all that apply

- ☑ Conferences are required
- ☑ Conferences are formally structured

Please provide additional details on the nature of post-observation conferences.

Select all that apply

- ☑ Conferences are required
- ☑ Conferences are formally structured

Please provide additional details on the nature of self-reflections.

Select all that apply

- ☑ The self-reflection process is informal
- ☑ The self-reflection process is part of the evaluation process
- ☑ The self-reflection process includes meetings with supervisors

Please provide additional details on the nature of other formal and informal meetings used to provide feedback.

Select all that apply

- ☑ The meeting process is formal (e.g., uses agenda forms)
- ☑ The meeting process requires meetings with supervisors

Please provide additional details on how professional learning communities are used to discuss instructional practices.

Select all that apply

- ☑ PLCs engage in collective goal-setting and/or determining areas of focus

Page Last Modified: 07/05/2023

Please provide additional details on the nature of instructional meetings for teachers and/or coaching meetings for principals.

Select all that apply

- ☑ Instructional meetings are formal (e.g., uses agenda forms)
- ☑ Instructional meetings occur monthly
- ☑ Data from observations are used

Optional: Please provide additional details on the nature of pre-observation conferences not listed and/or to expand upon any of the selected options.

During pre-observation conferences, the adminstrator meets with each teacher, prior to their formal observation date to dicsuss goals and objectives of the lesson to be implemented. The teacher provides the state standards which will be met during the lesson.

Optional: Please provide additional details on the nature of self-reflections not listed and/or to expand upon any of the selected options.

During th post-conference meeting with each teacher, the adminstrator requests input from the teacher regarding how he/she interpreted the effectiveness and outcome of their lesson.

Optional: Please provide additional details on the nature of other formal and informal meetings used to provide feedback not listed and/or to expand upon any of the selected options.

Following observations, teachers are required to formally meet with the Superintendent/Principal to discuss if the goals and objectives of their goals have been met. Teachers engage in self-reflection with the administrator. Areas for improvement are noted and a plan for improvement is made.

Optional: Please provide additional details on how professional learning communities are used to discuss instructional practices not listed and/or to expand upon any of the selected options.

Student data (work samples and data) is used to ensure that instruction is addressing any deficits in the learning process. Goals are made for instructional improvement.

Optional: Please provide additional details on the nature of instructional meetings not listed and/or to expand upon any of the selected options.

Instructional meetings are held on a monthly basis. These meetings are used to discuss curriculum choices, instructional practices implemented by each teacher, and student performance.

Optional: Please provide additional details on the nature of post-observation conferences not listed and/or to expand upon any of the selected options.

Following observations, teachers are required to formally meet with the Superintendent/Principal to discuss if the goals and objectives of their goals have been met.

Teacher Observations

Please answer the questions below to provide additional details on the observation processes included in Task 4.

Page Last Modified: 07/05/2023

(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
- ☑ Feedback or requests made by teachers

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?

- ☑ Monthly

(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

Page Last Modified: 07/05/2023

Principal Evaluation Details

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Drafting Responses

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Principal SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.

(S1) Please describe the role that principals and administrators play in the SLO development process for principals.

Select all that apply.

☑ Administrators develop principal SLOs.

(S2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for principals' SLOs in the applicable 'baseline data' columns provided below. Please note that regulations require a review of at least some baseline data from the current students in an SLO.

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

Group of Principals	Baseline Data Reviewed by the Principal Only *Select all that apply*	Baseline Data Reviewed by the Principal in Conjunction with Relevant Educators *Select all that apply*	If 'Other' was selected in either of the previous columns, please describe additional baseline data below.
1	☑ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data) ☑ Pre-assessment data ☑ 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)	☑ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data) ☑ Pre-assessment data ☑ 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)	(No Response)

(S3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth.

Page Last Modified: 07/05/2023

Be sure to include all types of targets used for principals' SLOs in the applicable 'targets set by' columns provided below.

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

Group of Principals	Targets Set by the Principal Only *Select all that apply*	Targets Set by the Principal in Conjunction with Relevant Educators	If 'Other' was selected in the previous column, please describe additional targets below.
1	☑ Differentiated (each student has their own growth target) ☑ Tiered (students within certain baseline data tiers have correlated growth 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)	☑ Differentiated (each student has their own growth target) ☑ Tiered (students within certain baseline data tiers have correlated growth 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)	(No Response)

(S4) How do you ensure your SLO targets are rigorous?

Select all that apply.

☑ We have defined levels of proficiency and mastery for each student performance measure.

☑ We provide principals with the necessary data relative to the knowledge and skills students will need to be successful in their current grade/course.

☑ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.

☑ For students entering below grade-level expectations, targets will be set to narrow or close achievement gaps.

☑ For students entering at grade-level expectations, targets will be set to ensure progress will be made to prepare students for the next level of instruction.

☑ For students entering above grade-level expectations, targets will be set to challenge students so that they continue to grow academically.

(S5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

☑ After reviewing new student data, principals can revise growth targets. Please describe what this process entails.

Please describe the process for revising growth targets.

The response should include types of data used, when adjustments can be made, who can make adjustments, and who reviews adjustments when made.

Select all that apply and use the text box below if needed to include all requested information.

☑ Principals are responsible for the review of new student data and can request student growth target adjustments.

☑ Administrators are responsible for the review of new student data and can amend student growth targets.

☑ New student data is reviewed collaboratively and student growth targets may be adjusted accordingly.

Page Last Modified: 07/05/2023

Please use the box below to describe the process for principals to revise growth targets not listed and/or to expand upon any of the selected options.

Data used from pre and post asessments and daily formative assessments are used to revise growth targets.

Principal 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 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

(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

Page Last Modified: 07/05/2023

Principal Evaluation Details

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Drafting Responses

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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 practice 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.
- ☑ Principals and teachers collaboratively review student growth targets and outcomes to make informed curricular and/or professional learning decisions for the coming school year.
- ☑ Principals are provided with analyses of whether students met growth targets.

Please select all that apply to the self-reflection process used by principals to consider student growth and school leadership practice to plan for subsequent school years:

- ☑ The self-reflection process is informal

Please describe the shared reflection process used by principals with their teaching staff to consider student growth and school leadership practice to plan for subsequent school years.

The adminstrator meets with each staff member, individually, to discuss the growth made with their student population to determine if individual student targets have been met.

(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

Please provide additional details on the nature of pre-school visit conferences.

Select all that apply

- ☑ Conferences are required
- ☑ Conferences are formally structured

Please provide additional details on the nature of post-school visit conferences.

Select all that apply

- ☑ Conferences are required
- ☑ Conferences are formally structured

Please provide additional details on the nature of self-reflections.

Select all that apply

- ☑ The self-reflection process is informal
- ☑ The self-reflection process is part of the evaluation process

Please provide additional details on the nature of written feedback.

Select all that apply

- ☑ Written feedback is provided by the lead evaluator
- ☑ Written feedback is provided by the administrator who conducted the school visit
- ☑ Written feedback must occur within a set timeline

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.

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?

- ☑ Monthly

(11) How does your LEA review the evidence collected and rubric ratings as part of the school visit process for quality and accuracy?

Select all that apply.

- ☑ Monthly administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected