



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

---

Commissioner of Education

E-mail: [commissioner@nysed.gov](mailto:commissioner@nysed.gov)

---



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

Task 1. General Information - Disclaimers and Assurances

---

Page Last Modified: 02/10/2022

**Disclaimers**

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

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

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

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

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

**Educator Evaluation Assurances**

Please read the assurances below and check each box.

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

---

---

---

---

---

---

---

---

---

---

---

---



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

Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

---

Page Last Modified: 02/16/2022

Applicable Teachers Select all that apply	Measure	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]





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

Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent

---

Page Last Modified: 02/10/2022

### Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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



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

Task 4. TEACHERS: Observations - Rubric and Scoring

---

Page Last Modified: 03/09/2022

**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 (2013 Instructionally Focused Edition)	(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

---

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

Task 4. TEACHERS: Observations - Rubric and Scoring

Page Last Modified: 03/09/2022

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

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

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

Multiple observations of the same type are weighted equally

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.

	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

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

Task 4. TEACHERS: Observations - Rubric and Scoring

---

Page Last Modified: 03/09/2022

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

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

Task 4. TEACHERS: Observations - Teacher Observations

Page Last Modified: 02/17/2022

**Teacher Observation Subcomponent Weighting**

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

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrator(s)  
 - At least 80% of the Teacher Observation category score

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)\*  
 - At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent: Observations by Trained Peer Observer(s)  
 - No more than 10% of the Teacher Observation category score when selected

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

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

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

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

**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



		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>



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

Task 4. TEACHERS: Observations - Subgroup 2

Page Last Modified: 03/09/2022

Number and Method of Observation: Subgroup 2

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

Probationary Teachers

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

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

Independent Evaluator Assurances

Please read the assurances below and check each box.

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

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

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

Peer Observation Assurances

Please read the assurances below and check each box.

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

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

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

Page Last Modified: 02/10/2022

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.

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

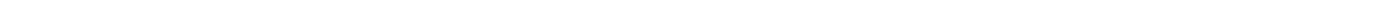
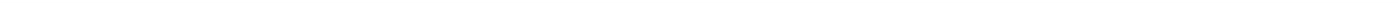
The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		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.





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

Task 6. TEACHERS: Additional Requirements - Appeals

Page Last Modified: 02/17/2022

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 use the table below to describe the appeal(s) process(es) available to teachers.

Which groups of teachers may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All teachers who received a rating of Developing</li> <li><input checked="" type="checkbox"/> All teachers who received a rating of Ineffective</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally</li> <li><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d</li> <li><input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</li> <li><input checked="" type="checkbox"/> 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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1-3 months</li> </ul>

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

Task 6. TEACHERS: Additional Requirements - Appeals

---

Page Last Modified: 02/17/2022

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 utilize the appeals process.
(No Response)	(No Response)







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

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

---

Page Last Modified: 02/16/2022

**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)

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

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

---

Page Last Modified: 02/16/2022

- 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 Measure(s) will be used to evaluate the principal's practice in each area.

[Redacted area]

[Redacted area]

---




<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>												



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

Task 7. PRINCIPALS: Required Student Performance - Weighting

---

Page Last Modified: 02/16/2022

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.

---



---

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

---

Page Last Modified: 02/16/2022

Principal School Visit Category








---

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

---




---





---








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

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

Page Last Modified: 02/17/2022

**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.

**Principal School Visit Category**

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

Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating		
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74




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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

---

Page Last Modified: 02/17/2022

### 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\_345856408-Principal Improvement Plan July 20, 2015.docx

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

---

Page Last Modified: 02/17/2022

### 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)



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

Task 11. PRINCIPALS: Additional Requirements - Appeals

---

Page Last Modified: 02/17/2022

<p>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.</p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating.                  Please select all that apply.</p>	<p>What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?</p>
	<p>implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p>	

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

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

---

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

---





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

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

---

Page Last Modified: 06/08/2022

**Upload Educator Evaluation LEA Certification Form**

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

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the Educator Evaluation plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the page.**

2021-2022 APPR Signature Page.pdf





APWCSD APPR PLAN APPENDIX 1

# Altmar Parish Williamstown Central School District Teacher Improvement Plan

_____ <i>Employee Name</i>	_____ <i>Subject Area/Position</i>	_____ <i>School Year</i>
_____ <i>Supervisor's Name</i>	_____ <i>Title/Position</i>	_____ <i>Date of Implementation</i>

## Area 1

### Area(s) in need of Improvement:

List areas in need of improvement. If there are several, indicate the priority order for addressing them.

**Area 4****Assessment of Improvement:**

Indicate what measures will be used to assess improvement.

**Area 5****Differentiated Activities:**

Indicate differentiated activities to support improvement. If there are several, prioritize in order of those most crucial.

**Area 6****Professional Learning Activities:**

Indicate those professional learning activities the educator must achieve to support improvement. If there are several, prioritize in order of those most crucial.

**Area 7****Manner In Which Improvement Will be Assessed:**

Indicate how teacher improvement will be assessed.

**Area 8****Support and Assistance:**

Indicate any additional support and assistance that will be made available to the educator to support improvement.

**Comments and Statements:**

**Recommendations for Results of the Teacher Improvement Plan**

The teacher **has** met the performance goals identified through the Teacher Improvement Plan

The teacher **has not** met the performance goals identified through the Teacher Improvement Plan

Next Steps:

\_\_\_\_\_

\_\_\_\_\_

*Date*

\_\_\_\_\_

\_\_\_\_\_

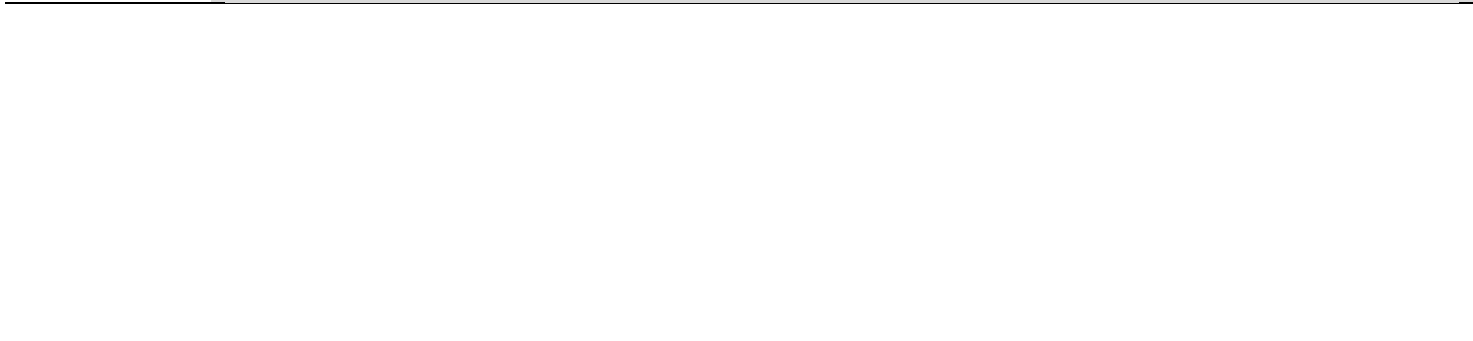
*Supervisor* 6 L J Q D W X U H

*Date*

*constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teacher shall have the right to insert written explanation or response to written feedback, which may be considered during the appeals process.*







**Comments and Statements:**

Comments

**Recommendations for Results of the Principal Improvement Plan**

The principal **has** met the performance goals identified through the Principal Improvement Plan

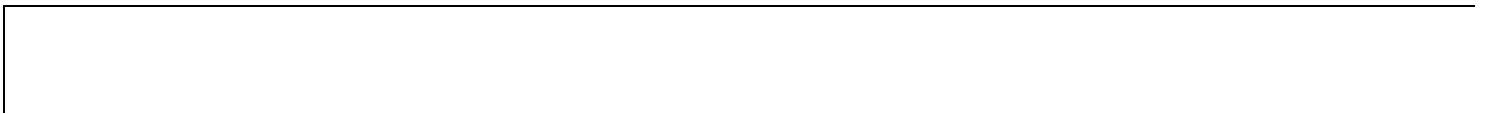
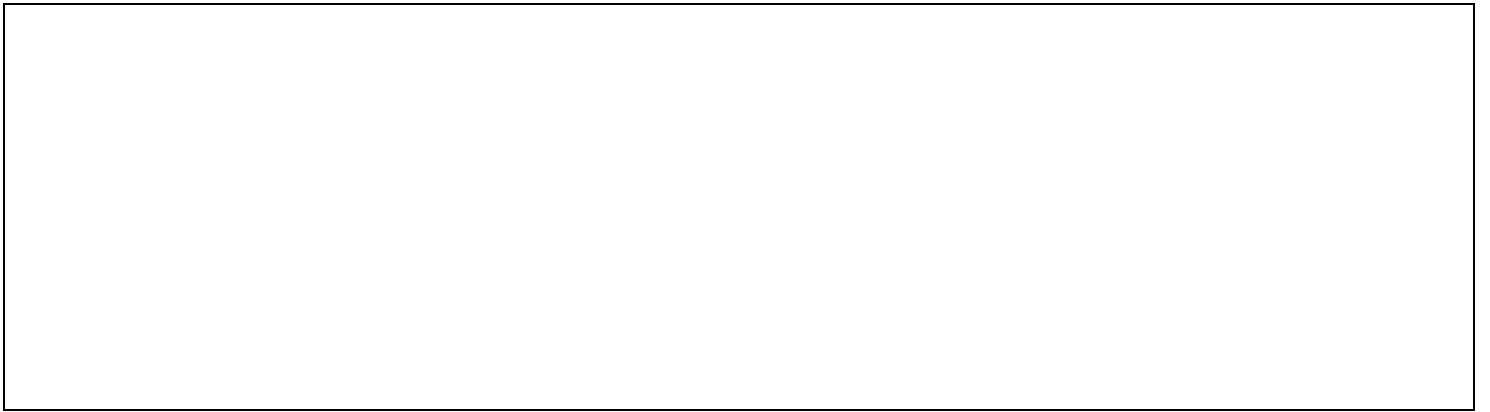
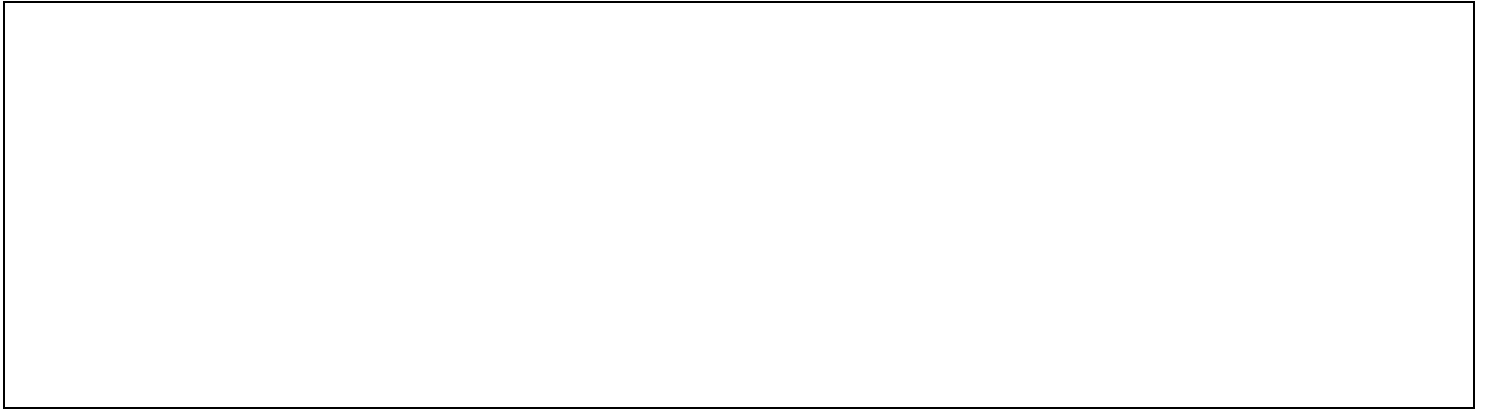
The principal **has not** met the performance goals identified through the Principal Improvement Plan The

---

---

---

---







**LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Educator Evaluation plan....**

By signing this document, the LEA and its collective bargaining agent(s) for that the LEA's educator evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan, that all provisions contained in the plan subject to collective negotiations have been established in accordance with the laws of the State of New York and that such plan complies with the requirements of Education Law §3012-d' as amended by the laws of 2014 and 2019 and Support of the Board of Regents, and has been adopted by the governing body of the LEA:

The LEA and its collective bargaining agent(s) where applicable, hereby certify that the information contained herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals in existence with and/or have been amended and/or modified or otherwise superseded by the laws of the State of New York as necessary to require that all classroom teachers and principal principals will be subject to the LEA's Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that the LEA's Educator Evaluation plan is the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements in existence with and/or have been amended and/or modified or otherwise superseded by the laws of the State of New York as necessary to require that all classroom teachers and principal principals will be subject to the LEA's Educator Evaluation plan submitted to the Commissioner for approval.

The school district and its collective bargaining agent(s), where applicable, also certify that the LEA's Educator Evaluation plan is the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements in existence with and/or have been amended and/or modified or otherwise superseded by the laws of the State of New York as necessary to require that all classroom teachers and principal principals will be subject to the LEA's Educator Evaluation plan submitted to the Commissioner for approval.

**The LEA and its collective bargaining agent(s), where applicable, also make the following commitments with respect to their educator evaluation:**

- Assure that the overall Educator Evaluation rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal re-employment.
- Assure that the entire Educator Evaluation process will be completed no later than September 1st of the school year in which the teacher's or principal's performance is being measured.
- Assure that the LEA shall report to the Commissioner for Education, in writing, the number of teachers and principals in each performance category, if available, and for the Teacher and Principal categories, in the APPR, in writing, no later than the last day of the school year for which the teacher or principal's performance is being measured, in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is being measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public by the LEA no later than September 10th of each school year upon receipt of the Commissioner's approval which shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and time prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual student scores and be required to report scores on classroom teacher and principal performance as described by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teacher and principal will receive training and professional development opportunities;
- Assure that any training course for lead evaluators will take into account specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of a 1 or 2 will be required to develop a Teacher Improvement Plan or Principal Improvement Plan in accordance with applicable laws and regulations, by October 1 of the school year following the year in which the teacher's or principal's performance was measured or as soon as practicable thereafter;
- Assure that such improvement plans shall be developed by the LEA and shall be subject to the Commissioner's approval in accordance with the Law;
- Assure that all evaluators and lead evaluators, including independent evaluators, shall be subject to the Commissioner's approval in accordance with the Law;
- Assure that LEA has objectively managed and implemented the evaluation process and, regardless of the number of years, for the timely and expeditious resolution of an appeal to the Law;
- Assure that, for teachers, all observable NYS Teaching Standards for Professional Practice will be observed and assessed at least once a year across the total number of annual observations and for principals, all observable NYS Teaching Standards/Domains of the selected practice areas will be observed and assessed at least once a year across the total number of annual observations.

- visits;
- Assure that it is possible for a teacher to print out to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process is...
- Assure that if a second measure for the Student Performance measures of student growth or achievement is used, it shall be similar building configurations, programs, or procedures, and the LEA shall ensure that...
- Assure that all growth targets represent a minimum of one year or expected growth,
- Assure that any material changes to this Educator Evaluation Manual shall be made by March 1 of each school year,
- Assure that the LEA will comply with the applicable WAC, including Subpart 30-3 of the regulations,
- Assure that the amount of time devoted to additional standardized assessments that are not required by federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum instructional hours for such classroom or program of the grade; and

**Signatures and dates**

Superintendent Signature:

Date:

*Lynne K. Rhone* 5/11/22

Superintendent Name (print):

Lynne K. Rhone

Teachers Union President Signature:

Date:

*Hanna J. Weigel* 5/11/22

Teachers Union President Name (print):

Hanna J. Weigel

Administrative Union President Signature:

Date:

*Amy St. Croix* 5/11/22

Administrative Union President Name (print):

Amy St. Croix

Board of Education President Signature:

Date:

*Martin C. Johnson* 5/11/22

Board of Education President Name (print):

Martin C. Johnson