



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

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**NOTE:**

Only documents that are incorporated by reference in your educator evaluation plan have been reviewed and are considered as part of your plan; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan but are not incorporated by reference in your plan have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your plan and/or require corrective action.

**Educator Evaluation - Ed Law §3012-d, amended in 2019****Task 1. General Information - Disclaimers and Assurances**

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**Disclaimers**

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

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

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

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

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

**Educator Evaluation Assurances**

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

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

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

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

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**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.**

**Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

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**Student Learning Objectives (SLOs)**

For guidance on SLOs, see NYSED SLO Guidance.

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

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**MEASURES**

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

**Individually attributed measures**

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

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

**Collectively attributed measures**

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

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

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

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

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

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**ASSESSMENTS**

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

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

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

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

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

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

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

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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 <i>Select all that apply</i>	Measure <i>Prior to making a selection, please read the description of each measure provided above.</i>	State or Regents Assessment(s) <i>Select all that apply</i>	Locally-developed Course-Specific Assessment(s) <i>Select all that apply</i>	Third Party Assessment(s) <i>Select all that apply</i>	Applicable School or BOCES-Program <i>Please leave blank unless instructed by the Department to complete this column.</i>
<input checked="" type="checkbox"/> All teachers(all grade levels, subjects and courses)	<input checked="" type="checkbox"/> Collectively attributed results (program, school or district-wide measure)	<input checked="" type="checkbox"/> ELA Regents			(No Response)











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

Task 4. TEACHERS: Observations - Rubric and Scoring

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	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**

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

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

**Required Subcomponents**

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

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

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

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

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

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

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

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

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

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

**Number and Method of Observation**

- At least one of the required observations **must be unannounced (across both required subcomponents).**
  - **Required Subcomponent 1: At least one observation must be conducted by the building principal or other**
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**Educator Evaluation - Ed Law §3012-d, amended in 2019****Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans**

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**Additional Requirements**

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

**Teacher Improvement Plan Assurances**

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

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

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

Task 6. TEACHERS: Additional Requirements - Appeals

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**Appeals Assurances**

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

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

**Appeals**

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

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

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

<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></p>	<p>What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?</p>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All teachers who received a rating of Developing</li> <li><input checked="" type="checkbox"/> All teachers who received a rating of Ineffective</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally</li> <li><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 0-30 days</li> </ul>

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

Task 6. TEACHERS: Additional Requirements - Appeals

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<p><b>Which groups of teachers may utilize the appeals process?</b></p> <p><i>Select all groups that have the same process as defined in subsequent columns.</i></p> <p><i>To add additional groups with a different process, use the "Add Row" button.</i></p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.</p> <p><i>Select all that apply.</i></p>	<p>What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?</p>
	<p>required for such reviews, pursuant to Education Law Section 3012-d</p> <ul style="list-style-type: none"> <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>	

**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	<b>Groups of teachers not specified in the table above that may utilize the appeals process.</b>
(No Response)	(No Response)

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

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

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**Required Student Performance 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.*



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

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**Required Student Performance Measures**

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

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**STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

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

**Individually attributed measures**

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

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

**Collectively attributed measures**

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

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

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

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

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

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

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**INPUT MODEL**

*Selection of the Input Model will require:*

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

**Measure Type(s)**

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

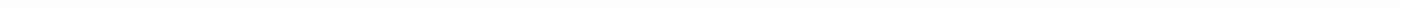
- Student Learning Objective (SLO)

**Assurances**

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

- Assure that processes are in place for the superintendent to monitor SLOs and/or input models.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.





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

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

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**Optional Student Performance Subcomponent**

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

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

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same



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

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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administrator (supervisor).

- **Required Subcomponent 2:** At least one school visit must be conducted by an impartial independent trained evaluator (independent evaluator).
- **Optional Subcomponent:** If selected, at least one school visit must be conducted by a trained peer principal (peer principal).

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

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

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

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

**Independent Evaluator Assurances**

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

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

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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**Peer School Visit Assurances**

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

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

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

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

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**Category and Overall Ratings**

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

**Category Scoring Ranges**

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

<b>Student Performance Category</b>			<b>Principal School Visit Category</b>		
HEDI ratings must be assigned based on the point distribution below.			HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.		
	<b>Overall Student Performance Category Score and Rating</b>			<b>Overall School Visit Category Score and Rating</b>	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0.00	1.49 to 1.74

**Scoring Matrix for the Overall Rating**

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

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

**Category and Overall Rating Assurances**

Please read the assurances below and check each box.

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

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

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**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\_392375546-Corning\_PRINCIPAL\_IMPROVEMENT\_PLAN\_2015-16\_-\_REVISED11-23-15.docx

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 02/15/2024

**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)



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





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

## Task 11. PRINCIPALS: Additional Requirements - Training

Page Last Modified: 11/09/2023

**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
- As an LEA, we conduct our own training

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

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

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

- Yes, all evaluators receive the same initial training.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

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

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Page Last Modified: 05/02/2024

**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.**

2023-24

**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.pdf



- E. The TIP shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement.
- F. “Artifacts” such as lessons, student work, or unit plans shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan.
- G. The Superintendent or designee shall state in the TIP the additional support and assistance that the educator will receive.
- H. In the final stages of the TIP, the teacher shall meet with the Superintendent or designee to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

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The Superintendent or designee shall schedule a meeting with the teacher to initiate the TIP process. The teacher shall have the opportunity to have an association representative with or .2 (s)-2.3 (a) Step 1:

This final meeting shall result in written documentation that states:

a.

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C. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE TEACHER'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses.

SMART GOAL #1		This strategy relates to: ___ Domain 1 ___ Domain 2 ___ Domain 3 ___ Domain 4 ___ Other		
Objectives  Please write objectives as responses to the italicized guiding questions	<i>What teacher practices will be improved through this strategy?</i>			
	<i>How will student learning be improved/enhanced through this strategy?</i>  Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
<b>Activities</b>  What actions will occur? What steps will the teacher take? (Provide sufficient detail to ensure successful completion of each activity)	<b>Resources</b>  What are existing resources that can be used? What new resources can be used?	<b>Timeline</b>  When will this activity begin and end? On what dates will certain activities take place?	<b>Who is Responsible? Who is Involved?</b>  Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b>  What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?



Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(witness only)

F. Final Meeting: Date:            ~~Final~~ ~~at~~ ~~BDC~~ ~~h~~ ~~BDC~~ ~~-6~~ ~~10~~ ~~(no~~ ~~(i)~~ ~~4.~~ ~~(i)~~ ~~-4.~~ ~~be~~ ~~(w)~~ ~~12~~ ~~\_~~ ~~n~~ ~~(~~ ~~)~~ ~~10~~ ~~4~~ ~~(S)~~ ~~1.6~~ ~~(~~ ~~)~~ ~~10~~ ~~6~~ ~~(w)~~ ~~an~~



E. The PIP shall describe the professional learning activities the

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This final meeting shall result in written documentation that states:

- a. The goals have been met and the Principal Improvement Plan is no longer necessary;
- b. The goals have not been met and:
  1. The parties may continue the PIP, or
  2. The District may initiate appropriate disciplinary action.



C. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE PRINCIPAL'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses.

The principal may elect to use a comparable format in place of this form in presenting his/her goals, objectives, measures and plan.

SMART GOAL #1		This strategy relates to:  <input type="checkbox"/> Domain 1 <input type="checkbox"/> Domain 2 <input type="checkbox"/> Domain 3 <input type="checkbox"/> Domain 4 <input type="checkbox"/> Domain 5 <input type="checkbox"/> Domain 6 <input type="checkbox"/> Other		
Objectives  Please write objectives as responses to the italicized guiding questions	<i>What principal practices will be improved through this strategy?</i>			
	<i>How will student learning be improved/enhanced through this strategy?</i>  Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
<b>Activities</b>  What actions will occur? What steps will the principal take? (Provide sufficient detail to ensure successful completion of each activity)	<b>Resources</b>  What are existing resources that can be used? What new resources can be used?	<b>Timeline</b>  When will this activity begin and end? On what dates will certain activities take place?	<b>Who is Responsible? Who is Involved?</b>  Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b>  What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?



**D. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE PRINCIPAL'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:**

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses. The principal may elect to use a comparable format in place of this form in present


E. This plan will be modified as needed by the Superintendent or the Superintendent's designee.

Additional pages and comments may be attached.

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(witness only)

F. Final Meeting: Date: \_\_\_\_\_

\_\_\_\_\_ a. The goals have been met and the Principal Improvement Plan is no longer necessary;

\_\_\_\_\_ b. The goals have not been met and:

\_\_\_\_\_ 1. In the case of a probationary (non-tenured) principal the District will initiate the end of the probationary principal's



