



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

Commissioner of Education
President of the University of the State of New York
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December 1, 2023

Educator Evaluation Plan - Variance

Jen Lamia, Superintendent
Byram Hills Central School District
10 Tripp Ln.
Armonk, NY 10504

Dear Superintendent Lamia:


I have received and reviewed your LEA's application to renew its educator evaluation plan ('plan') variance along with the supporting data. I am pleased to inform you that your plan variance renewal application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. Your variance is conditionally approved for the 2023-24 through 2025-26 school years, subject to the requirements referenced below. During the approved term of this variance, your LEA will implement the variance as submitted to us in your application along with all other remaining provisions of your approved plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by school districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,



Betty A. Rosa
Commissioner

Attachment

c: Harold Coles
Alexander Trikalinos

NOTE:

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA's evaluation system and differentiation among educators within each subcomponent and category of the evaluation system.

Pursuant to the documentation requirement of section 30-3.16 of the Rules of the Board of Regents, this variance is approved subject to the additional requirement that relevant data for each school year of the variance be reported to the Department. The reported data should include evaluation scores and ratings for all educators, including Student Performance, Observation, and Overall Ratings disaggregated by Tenured or Probationary status and number of years' service in the district. The report should also include student scores on NYS Grades 3-8 ELA and Math, Elementary Science, Grade 8 Science, and all Regents Assessments with comparisons of such scores to past results. Finally, the report should include an analysis of evaluation scores and ratings for each educator on the Student Performance component of the approved plan/variance, including an analysis of the area of the district's rubric identified as an area for continued growth for each educator.

Only documents that are incorporated by reference in your plan variance application have been reviewed and are considered as part of your approved plan variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan variance application but are not incorporated by reference 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 or variance and/or require corrective action.

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 1. General Information - General Information

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Educator Evaluation Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved Evaluation plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's Evaluation plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d Evaluation plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact EvalVariance@nysed.gov.

Variance Assurances

Please read the assurances below and check each box.

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full Educator Evaluation plan, 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 variance will be posted in its entirety on the NYSED website[^] following approval.

Variance Applicability**Teacher Variance**

Please check each task included in the variance request for teachers.

- Task 2. TEACHERS: Required Student Performance

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 1. General Information - General Information

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Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please read the options below and check the appropriate box.

A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved Educator Evaluation plan.

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Required Student Performance Variance

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Applicable Areas

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning
- Conversion to a 20-point score*
- HEDI ranges*

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

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

Applicable Teachers

Please list all teachers to whom this required student performance variance request applies.

- If applicable, use the options in the 'Groups of Teachers' column, OR select teachers individually in the columns to the right.

	Groups of Teachers	Common Branch	ELA	Math	Science	Social Studies
Group 1	<input checked="" type="checkbox"/> All teachers(all grade levels, subjects and courses)					
Group 2	<input checked="" type="checkbox"/> Group not applicable					
Group 3	<input checked="" type="checkbox"/> Group not applicable					

Non-core/Elective Teachers

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

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Measures of Student Growth

Please describe the measure that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components) and identify the group(s) from the applicability page that correspond(s) to the measure.

To include evidence of student learning in this required student performance variance request that is different than the assessments selected in the approved Educator Evaluation plan, please choose 'Evidence of student learning' on the applicability page and complete the information on the subsequent page.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same measure, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups	Description of Measure
<input checked="" type="checkbox"/> Group 1	<p>Each teacher will submit a District-developed SLO that will be used to evaluate teacher performance in the student performance subcomponent. The process for establishing student performance goals in the SLO is as follows:</p> <p>Tenured Teacher:</p> <ol style="list-style-type: none"> 1. <u>Reflection on past performance.</u> Teachers reflect upon a) their prior year's evaluation in terms of recommendations for growth, b) current assessment data (local and state assessments, grades, performance data, observational data, etc) from their students' performance; and c) aspects of their curriculum, instruction, and/or assessment that would leverage improvements in student learning in the future. 2. <u>The professional growth plan.</u> Based upon their reflection, teachers develop a professional growth plan that consists of: <ul style="list-style-type: none"> • Description of their plan: The teacher describes the student learning outcomes they hope to achieve and the areas of professional growth they will engage in to work toward these outcomes. The learning outcomes for students are based upon the analysis from item #1 and will vary across classrooms. The teacher outlines the methods for achieving the elements of the plan. • Teacher practice rubric: Teachers select appropriate domains and components from the teacher practice rubric that apply to the plan. • Reflection on plan: Teachers bring representations of their professional learning using appropriate methods, such as: anecdotal records, logs/journals, examples of student learning, summary of action research project, walk-through visits data, peer visits, or other appropriate methods. 3. <u>Initial conference.</u> Teachers meet with their administrator to discuss their professional growth plan and they agree upon the elements of the plan. 4. <u>Progress toward plan.</u> The teacher may maintain representations of their professional learning plan and bring to the final conference at the end of the year. Those representations may include: anecdotal records; log or journal; examples of student learning; summary of action research project; walk-through visits; peer visits; or other methods as appropriate. 5. <u>Final conference.</u> At the end of the year, the teacher and administrator discuss and assess completion of

Applicable Teachers Row Groups	Description of Measure
	<p>the plan. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the plan in the final evaluation, and rates the plan according to the agreed-upon rubric (see subsequent section.) The rubric addresses Domain 4 of the Danielson Framework and additional selected components relevant to each teacher's growth plan.</p> <p>6. Additionally, the teacher considers the following questions: What did you learn? How have you grown as a teacher? What areas of practice do you believe you need to focus on next year?</p> <p>Probationary Teachers:</p> <ol style="list-style-type: none"> <u>1. Reflection on past performance.</u> Teachers reflect upon a) their previous year's evaluation in terms of recommendations for growth, b) assessment data (local and state assessments, grades, performance data, observational data, etc) from the previous year's student performance; and c) aspects of their curriculum, instruction, and/or assessment that would leverage improvements in student learning. Teachers in their first year in the District will meet with their administrator to review their teaching assignments relevant to the information above. <u>2. The observation process.</u> Probationary teachers receive three formal observations throughout the year. Before each observation, the teacher meets with their administrator for a pre-observation conference. The teacher completes the pre-observation conference form and discusses the ways in which they will help students meet their learning goals. After the observation, the teacher meets with their administrator for the post-observation conference. Following the post-observation conference, the teacher reflects upon their professional practice and how their actions contributed to student learning. This becomes part of the teacher's growth project. <u>3. The growth project.</u> Teachers will engage in a growth project to provide an avenue of self-reflection on one's professional practice with their administrator about the impact of curriculum, instruction, and assessment on student learning. It provides a structure and process for teachers to document their thinking about their professional practice. The components of the growth project include the following: <ul style="list-style-type: none"> • The first observation will focus on curriculum, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how the curriculum impacts student learning and growth. • The second observation will focus on instruction, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how their instructional design impacts student learning and growth. • The third observation will focus on assessment, and the teacher references the relevant components of the Danielson Framework to reflect upon their professional practice as it relates to how their assessment strategies impact student learning and growth. <u>4. Final conference.</u> At the end of the year, the teacher and administrator discuss and assess completion of the growth project. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the project in the final evaluation, and rates the plan according to the agreed-upon rubric (see subsequent section.) The rubric will focus on the relevant components of the Danielson Framework as

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers Row Groups	Description of Measure
	it relates to curriculum, instruction, and assessment and each teacher's growth project. 5. Additionally, the teacher considers the following questions: What did you learn? How have you grown as a teacher? What areas of practice do you believe you need to focus on next year?

Measures Assurance

Please read the assurance below and check the box.

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

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Evidence of Student Learning

Please identify any evidence of student learning to be used and identify the group(s) from the applicability page that correspond(s) to the evidence listed. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same evidence, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Traditional Assessments

To enter 'other evidence' that is not included in the options below, scroll to the next table.

Applicable Teachers Row Groups	State or Regents Assessment(s) <i>Please check all that apply.</i>	Locally-Developed Course-Specific Assessment(s) <i>Please check all that apply.</i>	LEA(s) assessment(s) not created by the LEA completing this variance application <i>Please list all that apply.</i>	Third Party Assessment(s) <i>Please check all that apply.</i>	Name of third party assessment(s) not listed in previous column <i>Please list all that apply.</i>
			(No Response)		(No Response)

Other Evidence

Applicable Teachers Row Groups	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
<input checked="" type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Non-core/elective teachers group <input type="checkbox"/> All applicable teachers listed	A variety of evidence will be used to identify student growth, including: various forms of assessment data, evidence from classroom observations, and examples of teacher professional practice; and other evidence provided by the teacher aligned to their growth plan/project and the rubric noted in the subsequent section. Examples of other evidence may include, but not limited to, the following: state or local assessment data; benchmark assessments; student performance assessments; video evidence; and other data appropriate to the teacher's professional growth plan or growth project.

Conversion to a 20-point Score

Conversion Table

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher.

Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

Conversion Description

In the table below, please explain how a 0-20 score is derived for a teacher and identify the group(s) from the applicability page that correspond(s) to the described process.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same conversion process, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

This table is not required if the conversion chart above is complete.

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Task 2. TEACHERS: Required Student Performance - Conversion

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
<input checked="" type="checkbox"/> Group 1	The rubrics in the subsequent sections will be applied to the evidence discussed with the teacher and their administrator. The rubric scale of 1 to 4 will be calculated for each of five elements which total 20 points. The rating scale will translate to the HEDI ratings: Highly Effective: 17-20 Effective: 13-16 Developing: 9-12 Ineffective: 0-8 Any of the five elements not completed will result in a rating of zero for that component. If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process.	(No Response)

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Task 2. TEACHERS: Required Student Performance - HEDI Ranges

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HEDI Ranges

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

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same HEDI ranges, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups	Ineffective: low value <i>Please enter '0'</i>	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value <i>Please enter '20'</i>
<input checked="" type="checkbox"/> Group 1	0	8	9	12	13	16	17	20

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Variance Details

Please read the questions below, answer each prompt in a concise manner, and identify the group(s) from the applicability page that correspond(s) to the information provided.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Rationale

Please provide a rationale for this variance request.

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.
<input checked="" type="checkbox"/> Group 1	<p>The District's evaluation system and professional learning plan create a reflective cycle of continuous professional growth for probationary and tenured teachers aligned to the Byram Hills mission and initiatives, which are aligned to Board of Education goals. Charlotte Danielson (2007) writes, "Skilled reflection is characterized by accuracy, specificity, and ability to use the analysis in future teaching." To this end, teachers will reflect on their learning with their administrator on their professional practice as it relates to student learning. We know that a tightly aligned system -- from the District level to the teacher classroom practice -- creates a focus for the district on the current initiatives, priorities, and mission.</p> <p>The challenge we face is that relying on a single state or state-approved test or multiple tests to evaluate teachers ignores other factors that help us meet the demands of the Byram Hills mission, the Board of Education goals, or current initiatives. For example, we have developed "lifelong learner standards" and 21st Century Skills that are a priority in the District but are not reflected in the current student performance category. Furthermore, we are challenged to adapt to the needs of our current assessment data. For example, our building data team may discover an area to address in student performance and set a building-wide goal in this area for the year. We need a system that allows teachers to align their SLO to the current needs in the building based on emerging or changing data.</p> <p>We developed this process, based on the input model, for several reasons:</p> <ol style="list-style-type: none"> 1. This SLO process ensures a system that can adapt to the needs of the students in each teacher's classroom. At the start of each year, teachers and administrators review student data, information, and learning needs, and will set appropriate goals for learning and processes that impact student learning over the course of the year. These goals and processes will be reflected in the principals' and teachers' plans (i.e., their SLOs described in the subsequent sections.) 2. This system maintains a tight link between teacher practice and student learning outcomes. Richard Elmore (2009) notes that you cannot improve student performance without addressing the instructional core, which he defines as these three elements: the teacher's actions in the classroom; the student's actions in the classroom; and the task (and, thus, the content) that students do in the classroom. The input model for teachers directly connects the teacher's influence on the instructional core to student learning outcomes. 3. Successful principals and teachers do not work in isolation. This process was designed to ensure consistent

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.
	and continuous dialogue and collaboration between teachers and their administrators, and between principals and their supervisors. Strong collaborative networks throughout the organization build trust and support collective responsibility for student learning outcomes and student growth throughout the District. This variance is not static; it allows for teacher practice, professional learning, and areas of focus to meet the current demands based on priorities and current student learning needs and supports strong vertical alignment to District goals and initiatives.

Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
<input checked="" type="checkbox"/> Group 1	<p>This variance for teachers will utilize an SLO process that models the principals' input model. The process outlined below aligns with the District's rigorous evaluation process for teachers that produce high-quality learning for students. The approach will be explained for two groups of teachers: 1) probationary teachers, and 2) tenured teachers.</p> <p>Probationary Teachers</p> <p>The probationary teacher will complete a portfolio project that connects the teachers' actions in the classroom to student learning outcomes and growth throughout the year. The teachers will reflect upon the actions they take -- with respect to decisions about the curriculum, instructional strategies, and assessment design -- and how these decisions influence student learning over the course of the year. The portfolio project provides a vehicle for the teachers and their administrators to discuss the evidence of classroom practice and how it impacts student learning (using Elmore's theory of the instructional core), and to determine professional learning needs for continued growth that influences student learning. The administrator will provide feedback on the portfolio project and assess the teacher's professional practice using the rubric below.</p> <p>The rubric reflects Charlotte Danielson's theory that three elements of teacher reflective practice are necessary for teacher growth, and thus, impact the instructional core that influences student learning:</p> <ol style="list-style-type: none"> 1. The teacher can accurately reflect on their teaching practice; 2. The teacher can provide specific evidence of their practice that impacts student learning (again, building on Elmore's theory of the instructional core); and 3. The teacher uses their learning in future instruction to positively impact student learning. <p>The rubric includes two additional elements:</p> <ol style="list-style-type: none"> 4. The teacher's ability to utilize resources to enhance professional practice in ways that positively impact

<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.</p>																			
<p>student learning; and</p> <p>5. The teacher's ability to identify their areas for growth, the elements that help them grow (metacognition and self-awareness), and areas for future growth (take initiative for lifelong learning in preparation for tenure.)</p> <p>The administrator will evaluate five elements based on the teacher's portfolio project over the course of the year, using a holistic approach and growth over time. The five elements, noted in the rubric below, include: 1) the accuracy of teacher's thinking about their curriculum, instruction, and assessment; 2) the specificity of their analysis of the lesson; 3) the ability to use the feedback in future lessons; 4) the teacher's ability to utilize other resources to enhance their professional practice; and 5) the teacher's ability to identify their areas for growth, the elements that help them grow, and areas for future growth.</p> <p>The rubric below will be the standards used to evaluate the probationary teacher's growth as it applies to their portfolio project and aligns with the student learning outcomes:</p>																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Element</th> <th style="width: 20%;">Highly Effective (4 points)</th> <th style="width: 20%;">Effective (3 points)</th> <th style="width: 20%;">Developing (2 points)</th> <th style="width: 25%;">Ineffective (1 point)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><u>Accuracy:</u> Self-assessment of teaching practice and student learning</p> </td> <td style="vertical-align: top;"> <p>The teacher's reflections accurately capture what happened throughout the lessons and how they impact student learning and growth.</p> </td> <td style="vertical-align: top;"> <p>The teacher's reflections are mostly accurate in capturing what happened throughout the lessons and how they impact student learning and growth.</p> </td> <td style="vertical-align: top;"> <p>The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.</p> </td> <td style="vertical-align: top;"> <p>The teacher's reflections are not accurate in capturing what happened throughout the lesson.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p><u>Specificity:</u> Self-assessment of teaching practice and student learning</p> </td> <td style="vertical-align: top;"> <p>The teacher reflects upon specific elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</p> </td> <td style="vertical-align: top;"> <p>The teacher reflects upon somewhat specific elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</p> </td> <td style="vertical-align: top;"> <p>The teacher reflects upon general elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.</p> </td> <td style="vertical-align: top;"> <p>The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework.</p> </td> </tr> </tbody> </table>						Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)	<p><u>Accuracy:</u> Self-assessment of teaching practice and student learning</p>	<p>The teacher's reflections accurately capture what happened throughout the lessons and how they impact student learning and growth.</p>	<p>The teacher's reflections are mostly accurate in capturing what happened throughout the lessons and how they impact student learning and growth.</p>	<p>The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.</p>	<p>The teacher's reflections are not accurate in capturing what happened throughout the lesson.</p>	<p><u>Specificity:</u> Self-assessment of teaching practice and student learning</p>	<p>The teacher reflects upon specific elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</p>	<p>The teacher reflects upon somewhat specific elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</p>	<p>The teacher reflects upon general elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.</p>	<p>The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework.</p>
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Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance

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<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.</p>				
	<p>Response to feedback</p>	<p>The teacher reflects upon <u>specific</u> ways they will use the feedback from the lesson observation in future teaching.</p>	<p>The teacher reflects upon ways they will use the feedback from the lesson observation in future teaching.</p>	<p>The teacher acknowledges that they want to change the lesson but does not provide future actions.</p>	<p>The teacher does not describe how they will use feedback in the future.</p>
	<p>Continuous improvement</p>	<p>The teacher identifies <u>at least two</u> resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</p>	<p>The teacher identifies <u>one</u> resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</p>	<p>The teacher references general resources they will utilize to advance their professional learning.</p>	<p>The teacher does not identify resources to enhance their professional learning.</p>
	<p>Reflecting on professional learning</p>	<p>The teacher addresses the following questions in specific ways: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i> <i>What are areas in which you want to focus next year?</i></p>	<p>The teacher addresses the following questions in specific ways: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i></p>	<p>The teacher addresses the following questions in general terms: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i></p>	<p>The teacher generally discusses their areas of growth.</p>
<p><i>Any element not submitted or completed by the teacher will result in a score of zero for that element.</i></p> <p>Tenured Teachers</p> <p>Building upon the rigorous focus on teacher practice during the probationary years, the tenured teachers collaborate with their administrator to develop their professional growth plans each year. The professional</p>					

<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.</p>				
<p>growth plan focuses on classroom practice which stems from the previous year's evaluation feedback in the areas of curriculum, instruction, and assessment. The process, connection to student growth, and examples of collected evidence are outlined in detail in the Measures of Student Growth section. Below is the rubric that will be applied to the teacher's professional growth plan.</p> <p>The administrator will evaluate the teacher's growth plan using elements from the Charlotte Danielson rubric, most specifically Domain 4. The five elements in the rubric include the teacher's ability to: 1) accurately and specifically assess their professional learning; 2) provide specific examples of their professional growth and how it impacts student learning; 3) demonstrate leadership amongst their colleagues related to professional learning; 4) seek opportunities for continued professional learning; and 5) identify their areas for growth, the elements that help them grow, and areas for future growth.</p> <p>The rubric below will be the standards used to evaluate the tenured teacher's growth as it applies to their professional growth plan and aligns with the student learning outcomes:</p>					
		<p>Highly Effective (4 points)</p>	<p>Effective (3 points)</p>	<p>Developing (2 points)</p>	<p>Ineffective (1 points)</p>
<p>Self-assessment of professional learning</p>	<p>The teacher provides an <u>accurate and specific</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.</p>	<p>The teacher provides an <u>accurate</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.</p>	<p>The teacher provides a <u>general overview</u> of their professional learning throughout the year, aligned to their professional growth plan.</p>	<p>The teacher considers their professional learning but draws incorrect conclusions or did not reference their professional growth plan.</p>	
<p>Examples of professional learning</p>	<p>The teacher provides <u>specific</u> examples of their professional growth and how it impacted student learning.</p>	<p>The teacher provides <u>specific</u> examples of their professional growth.</p>	<p>The teacher discusses their professional growth in general terms.</p>	<p>The teacher is unable to identify how they grew professionally throughout the year.</p>	

<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.</p>				
	<p>Leadership & collaboration</p>	<p>The teacher demonstrates leadership amongst their colleagues in promoting activities related to their professional learning.</p>	<p>The teacher demonstrates collaborative and/or supportive relationships with colleagues related to professional learning.</p>	<p>The teacher demonstrates cordial relationships with colleagues.</p>	<p>The teacher is not collaborative and/or their relationships with colleagues are combative and/or negative.</p>
	<p>Continuous improvement</p>	<p>The teacher reflects upon their application of new learning in the classroom and seeks input from others (such as their administrator or colleagues.)</p>	<p>The teacher applies their learning from professional learning opportunities (from required or other activities) in the classroom.</p>	<p>The teacher participates in professional learning activities when they are required to do so.</p>	<p>The teacher ignores opportunities to participate in professional learning activities.</p>
	<p>Reflecting on professional learning</p>	<p>The teacher addresses the following questions in specific ways: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i> <i>What are areas in which you want to focus next year?</i></p>	<p>The teacher addresses the following questions in specific ways: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i></p>	<p>The teacher addresses the following questions in general terms: <i>What were your greatest areas of growth?</i> <i>What helped you to grow in these areas?</i></p>	<p>The teacher generally discusses their areas of growth.</p>
<p><i>Any element not submitted or completed by the teacher will result in a score of zero for that element.</i></p> <p>Review Process for Ratings Lower than Effective</p> <p>If a rating for the Student Performance Category is <i>lower than Effective</i>, the following procedures will occur: The deputy superintendent or assistant superintendent will:</p> <ol style="list-style-type: none"> 1. Review any documents that were presented during the final conference. 					

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance

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Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
	<ol style="list-style-type: none"> 2. Discuss the rating and evidence with the lead evaluator and building principal. 3. Discuss the rating and evidence with the teacher. 4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, will provide a written review with a new scoring rubric. 5. Review the decision with the superintendent. 6. Present the review to the teacher and administrator.

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

Applicable Teachers Row Groups	This description should explain how rigor is achieved and maintained, including relevant processes and methodologies. This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.
<input checked="" type="checkbox"/> Group 1	<p>The District employs several systems to ensure a rigor and strong evaluation system</p> <p>First, the evaluation process is overseen by an Evaluation Committee, comprised of teachers and administrators, and facilitated by the deputy superintendent. The evaluation committee collects feedback from teachers and administrators and uses this feedback to reflect upon the processes in the evaluation system. Additionally, evaluation data is analyzed through the electronic evaluation portal to look for components of the Danielson Framework during observations that may need to be addressed. (That is, are there low ratings in a particular building or across the district where professional learning opportunities are needed.) The committee also serves to communicate information to build continuity across the entire district.</p> <p>Second, the District-level and building-level data teams annually review various forms of student performance data and create building-specific data goals to improve an aspect of student performance. These goals are shared with the faculty in the fall, which in turn, provides areas of focus in terms of priorities for the professional growth projects/plans.</p> <p>Third, professional development opportunities are reviewed, evaluated, and designed by the Professional Learning Committee, comprised of teachers, administrators, and parents. This committee reviews the evaluations from the professional development workshops, and reviews the district mission, needs assessments, the information from the data team or instructional support teams, and feedback from teachers and administrators. Based on this review, the committee designs the professional development for the upcoming year.</p> <p>Fourth, the administrative team collaborates to ensure continuity of evaluations and professional learning across the district. The deputy superintendent conducts lead evaluator training annually; this new process will be included in the training and the administrators will review each other's evaluations as they build their shared</p>

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance

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<p>Applicable Teachers Row Groups</p>	<p>This description should explain how rigor is achieved and maintained, including relevant processes and methodologies.</p> <p>This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.</p>
	<p>understanding to increase inter-rater reliability.</p> <p>Additionally, the deputy superintendent or assistant superintendent will do the following to ensure inter-rater reliability across the district:</p> <ol style="list-style-type: none"> 1. Provide training to administrators and members of the Evaluation Committee (comprised of administrators and teachers) on an annual basis. 2. Periodically review random evaluations and scoring to evaluate rigor and continuity. 3. Review the alignment of the student performance score to the observation score. 4. Reflect on the process with the administrative team, the evaluation committee, and the professional learning committee. <p>Finally, each of these systems mentioned above provides useful data for the district administrators to review, and this information will be used to identify areas of strength and areas for focus in the subsequent school year. This occurs during the district's annual administrative retreat each summer and is presented to the Board of Education through the annual assessment report and the annual presentation from the administrative team.</p>

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, methodologies and procedures for:</p> <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
<p><input checked="" type="checkbox"/> Group 1</p>	<p>Some of this information was outlined in the previous section, "Rigor." The District outlines the thorough approach to professional learning in the District's Professional Learning Plan.</p> <p>The existing process for professional learning has been very successful and is well-suited to the system outlined in this variance. Our approach is responsive to current needs based on assessment data and input from various constituents on a regular basis and aligns tightly with the District mission, Board of Education goals, and current initiatives.</p> <p>Several ways the District collects and uses information to inform the district initiatives and professional development courses and workshops are outlined in the needs assessment in the professional learning plan.</p> <p>To summarize, the needs assessment includes:</p> <ul style="list-style-type: none"> • The Evaluation Committee conducts formal surveys of faculty to get feedback on the evaluation process and needs that grow out of it. Additionally, informal information is shared at monthly committee meetings and reviewed by the committee.

<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, methodologies and procedures for:</p> <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
	<ul style="list-style-type: none"> • The District Data Team meets with the building. • The Professional Development Committee reviews the course survey data, reviews the processes for providing professional learning, and makes recommendations annually. • The District's Site-Based Teams, consisting of administrators, teachers, parents, and students meet regularly to learn about district initiatives, support the development of new initiatives and programs, learn about new curriculum efforts, and provide the district with feedback on various programs and curricula. • Teachers in year 1 and year 2 of their probationary period participate in a new teachers course. This course provides opportunities for teachers to learn about the district, engage in learning about district initiatives and priorities, and support their transition to a new environment. Additionally, new teachers in their first year participate in a mentor program and have a teacher mentor assigned to them. These structures provide important feedback to the district to help guide changes and additional support that may be needed. • The district presents an annual assessment report to the Board of Education that summarizes student assessment data and reviews initiatives and priorities. This assessment report is shared with the administrators and faculty and used in the growth plans. <p>We offer an extensive catalog of courses through the District's in-service program. The offerings, which grow out of the process outlined above, emerge from District initiatives and teacher needs. Examples of professional learning opportunities include:</p> <ul style="list-style-type: none"> • Action research course • Focus on performance-based assessment (provided by Innovative Designs in Education) • Using rubrics to measure student learning progressions • Various training in elementary research-based curriculum and pedagogy in literacy • Various training in elementary mathematics • Using phenomenon in science inquiry • Utilizing historical thinking skills in social studies • Technology utilization • Executive function skills • Universal Design for Learning • Additional topics that emerge through the District's professional learning communities

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, processes and procedures for:</p> <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
<p><input checked="" type="checkbox"/> Group 1</p>	<p>The District will do the following to assess the effectiveness of this variance:</p> <ol style="list-style-type: none"> 1. Gather feedback from the administrative team midway through the year to reflect upon a) what is working well and b) what are areas for improvement. We will review the collected data to date and consider areas for growth. 2. The evaluation committee will develop a feedback process to gather input from the faculty throughout the year. This information will be compiled and reviewed by the evaluation committee and shared at a faculty meeting. 3. The professional learning committee will gather information on the degree to which professional learning opportunities align with the expectations and areas in which the district can improve. 4. At the end of the year, the deputy superintendent will analyze the scores from the student performance category and share the data with the administrative team and the evaluation committee. The data will be used in conjunction with the information described above to consider the effectiveness of this process. 5. The evaluation committee will make recommendations for any necessary changes in the future based on the various information. <p>The results of how well this process is working will be communicated to the administrative team during monthly meetings and annually at the administrative retreat. Additionally, the Evaluation Committee will present to the faculty at various times as they support the new system. This occurs during faculty meetings. The superintendent will report to the Board of Education.</p> <p>Reflection on the Past Three Years</p> <p>The District was granted and implemented the variance over the past three years. Through the process outlined in the paragraph above, the District, through the Evaluation Committee, made adjustments to the process and details of the variance. Some revisions include: a) adding additional training sessions on the portfolio project for probationary teachers to communicate the process and provide opportunities for questions; b) revising one element of tenured teacher rubric language to better clarify intended outcomes; c) integrating additional topics in lead evaluator training sessions, including, inter-rater reliability training on the application of the rubric to the portfolio projects and the professional growth plans; d) developing timelines and end-of-year" guidelines to be certain all aspects for the variance are communicated and completed appropriately.</p> <p>Finally, the District generates data reports on the rubric scores and analyzes data with the District administrative team. This year, we will review the data with the administrative team and Evaluation Committee to reflect on the efficacy of the inter-rater reliability training.</p>

Use of the Optional Student Performance Subcomponent

If applicable, information related to the Optional subcomponent will be entered into Task 3.

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance

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Applicable Teachers	Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.
Row Groups	
<input checked="" type="checkbox"/> Group 1	<input checked="" type="checkbox"/> The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurance

Please read the assurance below and check the box as applicable to all teachers included in this required student performance variance request.

Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - Innovative Variance, Ed Law 3012-d

Task 12. Joint Certification of Evaluation Variance - Applicability and Certification

Page Last Modified: 10/13/2023

Applicability of Variance

Variance Duration

An Evaluation Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

2023-24

2024-25

2025-26

Upload Educator Evaluation Variance 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 APPR Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

BHCSD Educator Eval Variance Cert Form 2324.pdf

EDUCATOR EVALUATION VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Educator Evaluation Variance, Education Law §3012-d application.

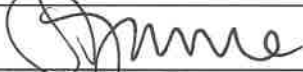
Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved Educator Evaluation plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

 9/21/23

Superintendent Name (print):

Jen Lamia

Teachers Union President Signature:

Date:


X  9/21/23

Teachers Union President Name (print):

Robert Sendkowski

Administrative Union President Signature:

Date:


 10/13/23

Administrative Union President Name (print):

Peggy McInerney 10/13/23

Board of Education President Signature:

Date:

 10/10/2023

Board of Education President Name (print):

Mia D. Pietro



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

Commissioner of Education
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Albany, New York 12234

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April 11, 2023

Revised

Jen Lamia, Superintendent
Byram Hills Central School District
10 Tripp Ln.
Armonk, NY 10504

Dear Superintendent Lamia:

Congratulations. I am pleased to inform you that your educator evaluation plan ("plan") meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your educator evaluation form, including the certifications and assurances that are part of your approved plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visit category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visit category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Harold Coles

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 2019Task 1. General Information - Disclaimers and Assurances

Page Last Modified: 12/08/2022

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: 12/08/2022

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.

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 2019Task 2. TEACHERS: Required Student Performance - Student Learning Objectives

Page Last Modified: 12/08/2022

Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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

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

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

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

ASSESSMENTS

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

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

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

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

HEDI Scoring Bands

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

SLO Assurances

Please read the assurances below and check each box.

- Assure that each teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.
- Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

Measures and Assessments

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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 <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents			(No Response)

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Task 2. TEACHERS: Required Student Performance - Weighting

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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 3. TEACHERS: 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 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.

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Task 4. TEACHERS: Observations - Rubric and Scoring

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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)	Classroom teachers of all academic subjects
NYLA-SSL/SLSA School Librarian Evaluation Rubric	Library Media Specialists

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.

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Task 4. TEACHERS: Observations - Rubric and Scoring

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Please read the assurances below and check each box.

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

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

- Subcomponent level (each observable subcomponent receives a rating)

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

- Each component is weighted equally and averaged

Scoring the Observation Category

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

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

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

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

- Multiple observations of the same type are weighted equally

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.

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	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:	3.75	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	3.74

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

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Task 4. TEACHERS: Observations - Teacher Observations

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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 <i>If only one group of teachers is applicable, please list "All teachers"</i>
85%	15%	0% (N/A)	All teachers

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.*

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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Task 4. TEACHERS: Observations - Teacher Observations

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trained administrator (supervisor).

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

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

	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
Announced Supervisor Observation (Required Subcomponent 1)	3	<input checked="" type="checkbox"/> In person
Unannounced Supervisor Observation (Required Subcomponent 1)	0	<input checked="" type="checkbox"/> In person
Announced Independent Evaluator Observation (Required Subcomponent 2)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	<input checked="" type="checkbox"/> In person
Announced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Peer Observation (Optional)	N/A	<input checked="" type="checkbox"/> Not applicable

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

No, there are 2 groups of teachers who receive a different number and/or method of observation of each type (e.g., tenured teachers and probationary teachers; identify the first subgroup below).

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

Probationary Teachers

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Task 4. TEACHERS: Observations - Subgroup 2

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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.

Tenured 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 <i>Select all that apply</i>
Announced Supervisor Observation (Required Subcomponent 1)	1	<input checked="" type="checkbox"/> In person
Unannounced Supervisor Observation (Required Subcomponent 1)	0	<input checked="" type="checkbox"/> In person
Announced Independent Evaluator Observation (Required Subcomponent 2)	N/A	<input checked="" type="checkbox"/> Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	<input checked="" type="checkbox"/> In person
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.

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Task 4. TEACHERS: Observations - Subgroup 2

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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.

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Task 5. TEACHERS: 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 Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance			Teacher Observation		
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.		
	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 - 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.

TIP Plan 2016.pdf

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>Which groups of teachers may utilize the appeals process?</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"> <input checked="" type="checkbox"/> All teachers who received a rating of Developing <input checked="" type="checkbox"/> All teachers who received a rating of Ineffective 	<ul style="list-style-type: none"> <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 <input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 0-30 days

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<p>Which groups of teachers may utilize the appeals process?</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> <p><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</p> <p><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</p>	

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 6. TEACHERS: Additional Requirements - Training**

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

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

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

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

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

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

Evaluator Training**Please describe how training and retraining evaluators is conducted.*****Check all that apply.***

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

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

-
- 1-3 days

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

-
- 2-6 hours

Certification of Lead Evaluators**How often are lead evaluators certified?**

-
- Annually

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

-
- Board of Education

Inter-rater Reliability

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

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

-
- Data analysis to detect disparities on the part of the evaluators
-
-
- Periodic comparisons of an evaluator's assessment of the same classroom teacher
-
-
- Periodic calibration meetings and/or trainings

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

- Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's evaluation, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

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

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

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.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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

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

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

ASSESSMENTS

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

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

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

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

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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.

Input Model

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.

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

Task 7. PRINCIPALS: Required Student Performance - Input Model

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Input Model Assurance

Please read the assurance below and check the box.

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

Input Model Details

Use the table below to list all applicable principals with the corresponding input model details requested.

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

Building Configuration(s) for Applicable Principals <i>Select all that apply</i>	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
<input checked="" type="checkbox"/> All Principals	<p>Culture: Attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders</p> <p>Alignment: Outcomes align with district mission and initiatives</p> <p>Strategic Planning: Deliberate approach to achieve desired student outcomes</p> <p>Taking Action: Ability to mobilize others, monitor progress toward the vision, and refine the process as needed</p> <p>Evaluating Progress: Evaluating progress toward shared vision and culture of learning</p>	<p><i>The principal is the most influential person in a school building due to the nature of their position. Effective principals attend to the organizational needs. Specifically, the principal "...establishes clear goals and keeps those goals in the forefront of the school's attention." (Marzano, Waters, and McNulty, 2005.) To support principals, the district leaders must ensure collaborative goal setting across the organization; create alignment between Board of Education goals, district goals, principal goals, and teacher goals; and monitor principal actions in making progress toward these goals. (Marzano and Waters, 2009.) Specifically, Marzano, Waters and McNulty identify school leader actions that directly correlate to improved student growth; specifically, they identify areas such as:</i></p> <p><i>Culture: Fosters shared beliefs and a sense of community and cooperation.</i></p> <p><i>Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.</i></p> <p><i>Monitoring/Evaluating: Monitors the effectiveness of school practices and their impact on student learning.</i></p> <p><i>Collaborative Goal Setting: Goals should be established for collaborative goal setting across the entire organization.</i></p>

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<p>Building Configuration(s) for Applicable Principals <i>Select all that apply</i></p>	<p>Describe the areas of principal practice that will be evaluated using an input model.</p>	<p>Describe how the selected areas of principal practice promote student growth.</p>
		<p><i>Our input model for principals addresses these research-based actions that improve student growth. Below are the elements of our areas to be specifically evaluated in terms of principals practice and their impact on student growth:</i></p> <p>Culture: The principal engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning; school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide; uses the school's vision and mission as a compass to inform reflective practice, setting goals for student learning, and decision making.</p> <p>Alignment: The principal embraces the organizational goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision; engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment; generates outcomes that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning; outcomes are expressed in statements that are both actionable and measurable.</p> <p>Strategic Planning: The principal prioritizes outcomes by considering the potential benefits and unintended consequences of pursuing certain outcomes vis-a-vis others; uses the perspectives of others to test own assumptions about the outcomes</p>

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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<p>Building Configuration(s) for Applicable Principals <i>Select all that apply</i></p>	<p>Describe the areas of principal practice that will be evaluated using an input model.</p>	<p>Describe how the selected areas of principal practice promote student growth.</p>
		<p>articulated and to see if they are truly connected to the school/district vision and needs; articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy's impact; describes the evidence that, when collected and annotated, will support that attending to these outcomes actually decreases the distance between current reality and the vision.</p> <p>Taking Action: The principal designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies; shares and implements the action plan publicly, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in organizational goal setting to improve learning; seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan.</p> <p>Evaluating Progress: The principals systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences; taps the perspectives of those who supported the initial data analysis to help evaluate intended outcomes and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning; engages stakeholders in planning, future actions and next steps to improve student learning, teacher practice, academic results</p>

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Building Configuration(s) for Applicable Principals <i>Select all that apply</i>	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
		and/or the school learning environment based on how much closer the school and district are to the vision.

Use the table below to list all applicable principals with the additional corresponding input model details requested.

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

Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?
<input checked="" type="checkbox"/> Applicable principals group row 1	<p><u>Principal practice.</u> Principal practice will be analyzed during monthly meetings, visits to the schools, and performance at various public meetings (such as Board meeting presentations, parent meetings, etc.) Evidence of principal practice will align with the rubric elements described above, which include: culture; alignment; strategic planning; taking action; and evaluating practice. Evidence of principal practice collected might include agendas from parent meetings, agendas from faculty grade level/team/department meetings, discussions about progress toward strategic plan, reflection on progress being made toward organizational goals, and alignment of goals to feedback in teacher observation and evaluation reports.</p>	<p>Each summer the principals design organizational goals aligned to District goals and their building goals, and develop a plan to achieve these organizational goals. The plan is reviewed by the superintendent and shared with the Board of Education at a public meeting in October. Throughout the year the superintendent meets monthly with principals and conducts several additional sight visits. They discuss progress toward the organizational goals at these regular meetings and the superintendent provides feedback by referencing the MPPR rubric elements outlined above, which include: culture; alignment; strategic planning; taking action; and evaluating practice. The MPPR rubric describes principal performance along a continuum of highly effective, effective, developing, and ineffective. The superintendent provides feedback along this continuum. In addition, principals receive five school visits and receive feedback based upon evidence seen at these visits. Additional formal feedback is provided two times per year, at the midyear in February and at the end of</p>

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<p>Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i></p>	<p>Describe the evidence of student growth and principal practice that will be collected.</p>	<p>How will data that is collected from this measure be used to provide timely and constructive feedback to principals?</p>
		<p>the year in June. First, the principals reflect on their organizational goals and write a detailed self-assessment in the areas of their organizational responsibilities and goals: management responsibilities; budget management; school management; program management; and staff, student, parent, board of education members, and district administrators relations. They describe their progress and performance in these areas and discuss with the superintendent . Second, the superintendent rates their reflections on their organizational goals against the MPPR rubric elements outlined above, which include: culture; alignment; strategic planning; taking action; and evaluating practice. The ratings and narrative feedback are provided formally and uploaded to our APPR management system (StaffTrac.) Thus, the principals receive detailed feedback throughout the year during a) monthly meetings, b) five school visits with written feedback, c) in the midyear evaluation, and d) in the end of year evaluation.</p>

Use the table below to list all applicable principals with the additional corresponding input model details requested.

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

<p>Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i></p>	<p>Describe how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective. <i>Additionally, please indicate whether the chart below is applicable to the input model described, or complete the chart on the following page, as applicable, to illustrate the conversion to a score from 0-20 points.</i></p>	<p>Supporting Documents <i>Please include any documents incorporated by reference in the description of the input model.</i></p>
<p><input checked="" type="checkbox"/> Applicable principals</p>	<p>The five areas of principal practice (culture; alignment; strategic planning; taking</p>	<p>Principal Input Model</p>

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<p>Applicable Principals</p> <p><i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i></p>	<p>Describe how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.</p> <p><i>Additionally, please indicate whether the chart below is applicable to the input model described, or complete the chart on the following page, as applicable, to illustrate the conversion to a score from 0-20 points.</i></p>	<p>Supporting Documents</p> <p><i>Please include any documents incorporated by reference in the description of the input model.</i></p>
<p>group row 1</p>	<p>action; evaluating progress) are each rated using the HEDI bands described in the MPPR rubric, and assigned a point value:</p> <ul style="list-style-type: none"> • 1 point (ineffective) • 2 points (developing) • 3 points (effective) • 4 points (highly effective) <p>The five categories bring the total to 20 points. If no evidence or evidence that is unrelated is provided in a particular category, the principal is rated zero for that category. Thus, a principals may receive a score ranging between 0 and 20.</p> <p>Below are examples of how the evidence collected is tied to the scoring rubric in order to differentiate between the scoring levels. While not complete, it shows how the District differentiates effectiveness:</p> <p><u>Culture</u>: Highly effective principals are guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another. Effective principals might simply advocate for children, families, and caregivers. Developing or ineffective principals advocate for selected causes or for self.</p> <p><u>Alignment</u>: Highly effective principals embrace the organizational goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision; and generate goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning.</p> <p>Effective principals engage in the organizational goal setting process as part of own improvement as related to improving student learning; and relate goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning. Developing or ineffective principals complete organizational goal setting activities to satisfy external expectations; and goals are broad, general, aspirational statements that are too big to be assessed</p> <p><u>Strategic planning</u>: Highly effective principals use the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs.</p> <p>Effective principals use superintendent's perspective to test own assumptions</p>	<p>Rating.pdf</p>

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<p>Applicable Principals</p> <p><i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i></p>	<p>Describe how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.</p> <p><i>Additionally, please indicate whether the chart below is applicable to the input model described, or complete the chart on the following page, as applicable, to illustrate the conversion to a score from 0-20 points.</i></p>	<p>Supporting Documents</p> <p><i>Please include any documents incorporated by reference in the description of the input model.</i></p>
	<p>about goals to see if they are truly connected to the school/district vision and needs. Developing or ineffective principals rely on own perspective to assert the importance and alignment of identified goals, or changes commitment to goals.</p> <p><u>Taking action:</u> Highly effective principals share and implement the action plan publicly, and use it as an opportunity to build a culture of inquiry by inspiring others to engage in organizational goal setting to improve learning. Effective principals implement the action plan publicly, and invite others to use it as a model for organizational goal setting that they can do as well. Developing or ineffective principals implement the action plan quietly and privately or have trouble getting started.</p> <p><u>Evaluating progress:</u> Highly effective principals throughout the implementation of the action plan, systematically document and reflect upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences. Effective principals periodically document own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise. Developing or ineffective principals sporadically document thinking related to key moments, obstacles or achievements.</p>	

Conversion and HEDI Ranges

Please answer the questions below related to the scoring of the input model.

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

Conversion to a 20-point Score

The input model uses a different scale than the one shown above to determine a score from 0-20 (please enter the conversion scale into the chart on the following Conversion Chart page).

HEDI Ranges

The input model uses ranges other than those shown above to determine a principal's HEDI rating (please enter the HEDI ranges into the table on the following HEDI Ranges page).

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

Task 7. PRINCIPALS: Required Student Performance - Input Model: Conversion

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Conversion Chart

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

Be sure to include each point from 0 to 20.

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

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

Task 7. PRINCIPALS: Required Student Performance - Input Model: HEDI Ranges

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HEDI Ranges

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

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

Applicable Principals <i>Indicate the number(s) of the row from the input model table applicable to the details provided (select all that apply).</i>	Ineffective: low value Please enter '0'	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value Please enter '20'
<input checked="" type="checkbox"/> Applicable principals group row 1	0	8	9	12	13	16	17	20

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

Task 7. PRINCIPALS: Required Student Performance - Weighting

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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 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 grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

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

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

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

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Principal School Visit Category

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

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

Principal Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	(No Response)

Please read the assurances below and check each box.

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

Rubric Rating Process

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

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

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

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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Please read the assurances below and check each box.

- Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.
- Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

- Subcomponent level (each observable subcomponent receives a rating)

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

- Each component is weighted equally and averaged

Scoring the School Visit Category

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

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

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

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

- Multiple school visits of the same type are weighted equally

Please read the assurances below and check each box.

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

Principal School Visit Scoring Bands

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	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	3.74

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 9. PRINCIPALS: School Visits - Principal School Visits

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Principal School Visit Subcomponent Weighting

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

Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrator(s)

- At least 80% of the Principal School Visit category score

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

- At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent: School visits by Trained Peer Principal(s)

- No more than 10% of the Principal School Visit category score when selected

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply <i>If only one group of principals is applicable, please list "All principals"</i>
90%	10%	0% [N/A]	All principals

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Principal School Visits**

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Principal School Visits**The principal school visit category is made up of two (2) required and one (1) optional subcomponents.**

- The frequency and duration of school visits are locally determined.
 - School visits may not occur by live or recorded video.
 - LEAs may locally determine whether to use more than one school visit by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct school visits in addition to those required by this section for non-evaluative purposes.
-

Required Subcomponents

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

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrator(s)

- At least one school visit **must be conducted by the superintendent or other trained administrator.**

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

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

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

Optional Subcomponent: School Visits by Trained Peer Principal(s)

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

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

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

Number of School Visits

- At least one of the required school visits **must be unannounced (across both required subcomponents).**
 - **Required Subcomponent 1: At least one school visit must be conducted by the superintendent or other trained**
-

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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)	3
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.

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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.

Student Performance Category			Principal School Visit Category		
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.		
	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
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.

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

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

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.

PIP Plan January 13 2023.pdf

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

Task 11. PRINCIPALS: 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 principal's receipt of their overall rating.

Appeals

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

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

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

<p>Which groups of principals may utilize the appeals process?</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 principals selected are permitted to appeal their overall evaluation rating.</p> <p><i>Please select all that apply.</i></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><input checked="" type="checkbox"/> All principals (Select this option ONLY if ALL principals may appeal, including those who received a "Highly Effective" or "Effective" rating.)</p>	<p><input checked="" type="checkbox"/> The LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-d</p> <p><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</p>	<p><input checked="" type="checkbox"/> 0-30 days</p>

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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<p>Which groups of principals may utilize the appeals process? <i>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.</i></p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. <i>Please select all that apply.</i></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><input checked="" type="checkbox"/> The LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</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>

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

Task 11. PRINCIPALS: Additional Requirements - Training

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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.

Educator Evaluation - Ed Law §3012-d, amended in 2019Task 11. PRINCIPALS: Additional Requirements - Training

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

-
- 1-3 days

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

-
- 1-3 days

Certification of Lead Evaluators**How often are lead evaluators certified?**

-
- Annually

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

-
- Board of Education

Inter-rater Reliability

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

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

-
- Data analysis to detect disparities on the part of the evaluators
-
-
- Periodic comparisons of an evaluator's assessment of the same building principal
-
-
- Periodic calibration meetings and/or trainings

Educator Evaluation - Ed Law §3012-d, amended in 2019Task 11. PRINCIPALS: Additional Requirements - Assurances

Page Last Modified: 12/09/2022

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

- Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's evaluation in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

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

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

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

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

Page Last Modified: 03/29/2023

Upload Educator Evaluation LEA Certification Form

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

Implementation of the Evaluation Plan

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

2022-23

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.

Byram Hills Certification Form 3-29-23.pdf



DRIVEN BY DATA



Rubrics for Observation Scoring

[Edit Custom Print Layouts](#)

Classroom Observation Part 1 (Description of Lesson) [Preview](#)

[Linked Evidence](#)

[Rubric Filter](#)

[Show Categories](#)

[Edit](#)

[Delete](#)

• Point Calculation Mode: Add the points from all questions in the rubric

End-of-Year Performance Appraisal for Administrators [Preview](#)

[Linked Evidence](#)

[Rubric Filter](#)

[Show Categories](#)

[Edit](#)

[Delete](#)

[Cancel](#)

Culture

Attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders

Highly Effective	Effective	Developing	Ineffective
<ul style="list-style-type: none"> engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making 	<ul style="list-style-type: none"> collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning school vision and mission aligns with the vision and mission of the district explicitly links the school's vision and mission to programs and policies 	<ul style="list-style-type: none"> identifies the school's vision and mission, and makes them public school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought refers to the school vision and mission as a document unconnected to programs, policies or practices 	<ul style="list-style-type: none"> claims to have a vision and mission for the school, but keeps it private school vision and mission are unrelated to the district vision and mission disregards the need to use the school's vision and mission to guide goals, plans and actions

Alignment

Outcomes align with district mission and initiatives

Highly Effective	Effective	Developing	Ineffective
<ul style="list-style-type: none"> embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment generates outcomes that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning outcomes are expressed in statements that are both actionable and measurable 	<ul style="list-style-type: none"> engages in the goal setting process as part of own professional improvement as related to improving student learning works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment creates outcomes that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning outcomes are stated in ways that allow progress toward them to be assessed 	<ul style="list-style-type: none"> completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision establishes outcomes that focus on improving teacher practice, and academic results and/or school learning environment outcomes are broad, general, aspirational statements that are too big to be assessed 	<ul style="list-style-type: none"> "does" goal setting in order to be in compliance with mandates or regulations operates from own opinion and perceptions without attending to vision and data extracts outcomes from own interests outcomes are isolated action steps, unaligned to a goal that can actually be worked toward

Strategic Planning

Deliberate approach to achieve desired student outcomes	Highly Effective	Effective	Developing	Ineffective
	<ul style="list-style-type: none"> prioritizes outcomes by considering the potential benefits and unintended consequences of pursuing certain outcomes vis-a-vis others uses the perspectives of others to test own assumptions about the outcomes articulated and to see if they are truly connected to the school/district vision and needs articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy's impact describes the evidence that, when collected and annotated, will support that attending to these outcomes actually decreases the distance between current reality and the vision 	<ul style="list-style-type: none"> prioritizes outcomes by considering what can be gained by pursuing each uses superintendent's perspective to test own assumptions about outcomes to see if they are truly connected to the school/district vision and needs articulates strategies supporting actions, and reasons for selecting them identifies anticipated specific measures of success for each outcomes 	<ul style="list-style-type: none"> prioritizes outcomes based on own interests relies on own perspective to assert the importance and alignment of identified outcomes lists strategies that will be used to accomplish goals identified describes, in general terms, what successful outcomes attainment will look like and accomplish 	<ul style="list-style-type: none"> considers outcomes in no special order changes commitment to outcomes as new ones emerge lists generic strategies that could apply to a variety of goals states the benefits of attaining the outcome(s)

Taking Action

Ability to mobilize others, monitor progress toward the vision, and refine the process as needed	Highly Effective	Effective	Developing	Ineffective
	<ul style="list-style-type: none"> designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan 	<ul style="list-style-type: none"> creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well monitors and refines goals and/or action steps, based on formative assessment of evidence collected 	<ul style="list-style-type: none"> identifies a series of individual actions for each goal without specifying whether the goals are long or short term implements the action plan quietly and privately adjusts goals and actions based on instinct and self perceptions 	<ul style="list-style-type: none"> refers in general to working toward goals, but is unable to articulate related steps or strategies speaks about taking actions, but has trouble committing and getting started changes goals to better match what is currently happening or uses what is happening to rationalize giving up

Evaluating progress

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Evaluating progress toward shared vision and culture of learning	Highly Effective	Effective	Developing	Ineffective
	<ul style="list-style-type: none"> • systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences • taps the perspectives of those who supported the initial data analysis to help evaluate intended outcomes and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning • engages stakeholders in planning, future actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision 	<ul style="list-style-type: none"> • periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise • evaluates intended outcomes by assessing "evidence of success," establishing the degree to which progress has been achieved, and determining next steps towards attaining the school vision • determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements 	<ul style="list-style-type: none"> • sporadically documents thinking related to key moments, obstacles or achievements • evaluates intended outcomes based on own impressions of what success should have looked like and what was actually achieved • considers new outcomes based on success in achieving current outcomes, adjusting them to match perceived ability of the school to actually improve 	<ul style="list-style-type: none"> • documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement • categorically claims failure to meet intended outcomes set as evidence that the process does not work • dismisses the possibility of using outcomes to define next steps
<input type="button" value="Cancel"/>				

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date Final Evaluation Conducted: _____

Date of Plan: _____

The evaluator identifies areas of improvement based on the teacher's final evaluation and completes the Teacher Improvement Plan below. The evaluator meets with the teacher to review and discuss the goals of the improvement plan **by October 1st following the school year for which the teacher was rated ineffective or Developing**, or soon soon as practicable thereafter.

Check the box next to any domain below that is rated as Developing or Ineffective. The areas addressed in the TIP Plan will be differentiated based on the areas checked below.

Domain 1: Planning and Preparation

Domain 2: Learning Environment

Student Performance

Domain 3: Instructional Practice

Domain 4: Professional Responsibilities

For Library Media Specialists: 1: Knowledge of students & student learning

2: Knowledge of content & instructional planning

3: Instructional practice 4: learning environment 5: Assessment for student learning

6: Collaboration & professional learning 7: Professional growth

In the spaces below, describe the following: (a) list areas needing improvement to address the categories above assessed as Developing or Ineffective; (b) identify the specific desired outcomes associated with each area of improvement; (c) list differentiated activities or action steps to support the teacher's improvement; (d) describe the manner in which the improvement will be assessed; (e) and provide a timeline for achieving improvement and benchmark checkpoints.

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

TEACHER IMPROVEMENT PLAN (TIP) EVALUATION SHEET

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

The evaluator completes the TIP Evaluation Sheet at the end of the agreed upon timeline and meets with the teacher to discuss progress toward meeting the desired outcomes.

In the spaces below, the evaluator describes the following: (a) list areas stated as needing improvement; (b) identify the desired outcomes; (c) describe the teacher's progress to address the areas of improvement and the steps taken, stating whether or not the teacher made satisfactory progress; and (d) determine whether or not the teacher satisfied the improvement plan for each area listed.

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher's progress	Is this area satisfied? (Yes or No)

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher's progress	Is this area satisfied? (Yes or No)

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

Principal Improvement Plan (PIP)

Principal: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date Final Evaluation Conducted: _____

Date of Plan: _____

Any principal receiving an overall APPR rating of Developing or Ineffective must complete a Principal Improvement Plan (PIP) by October 1 of the school year following the evaluation. The evaluator and principal will hold an initial meeting to discuss areas of strengths and areas of improvement as identified in the principal's final evaluation, and they complete the Principal Improvement Plan below.

Check the box next to any domain below from the Multidimensional Principal Performance Rubric that is rated as Developing or Ineffective:

- | | |
|--|--|
| <input type="checkbox"/> Domain 1: Shared Vision of Learning | <input type="checkbox"/> Domain 4: Community |
| <input type="checkbox"/> Domain 2: School Cultural and Instructional Program | <input type="checkbox"/> Domain 5: Integrity, Fairness, Ethics |
| <input type="checkbox"/> Domain 3: Safe, Efficient, Effective Learning Environment | <input type="checkbox"/> Domain 6: Political, Social, Economic, Legal and Cultural Context |
| <input type="checkbox"/> State Assessment or Student Learning Objectives | |

In the spaces below, describe the following: (a) list areas needing improvement to address the categories above assessed as Developing or Ineffective; (b) identify the specific desired outcomes associated with each area of improvement; (c) list differentiated activities or action steps to support the principal's improvement; (d) describe the manner in which the improvement will be assessed; (e) and provide a timeline for achieving improvement and benchmark checkpoints.

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

(Add more rows if necessary)

Additional comments if needed:

Additional information may be attached if needed:

Principal's Signature

Date

Evaluator's Signature

Date

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

Principal Improvement Plan (PIP) Evaluation Sheet

Principal: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

The evaluator completes the Principal Improvement Plan (PIP) Evaluation Sheet at the end of the agreed upon timeline and meets with the principal to discuss progress toward meeting the desired outcomes.

In the spaces below, the evaluator describes the following: (a) list areas stated as needing improvement; (b) identify the desired outcomes; (c) describe the principal's progress to address the areas of improvement and the steps taken, stating whether or not the principal made satisfactory progress; and (d) determine whether or not the principal satisfied the improvement plan for each area listed.

Areas needing improvement from area(s) above	Desired outcomes	Describe the principal's progress	Is this area satisfied? (Yes or No)

Areas needing improvement from area(s) above	Desired outcomes	Describe the principal's progress	Is this area satisfied? (Yes or No)

(Add more rows if necessary)

Additional comments if needed:

Additional information may be attached if needed:

Principal's Signature

Date

Evaluator's Signature

Date

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) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules 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, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this 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, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

The LEA and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their Educator Evaluation plan:

- 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 improvement plans;
- Assure that the entire Educator Evaluation will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public 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 later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed 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 teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including 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 Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or their designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

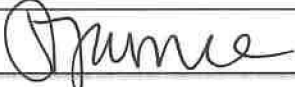
visits;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this Educator Evaluation plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual 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 required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

 3/23/23

Superintendent Name (print):

Jen Lamia 3/23/23

Teachers Union President Signature:

Date:

 3/23/23

Teachers Union President Name (print):

Susan Tyrrell

Administrative Union President Signature:

Date:


 3/17/23

Administrative Union President Name (print):

Peggy McInerney

Board of Education President Signature:

Date:

 3/28/2023

Board of Education President Name (print):

Lara Stangel