



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 22, 2022

Revised

Raymond Raefski, Acting Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Raefski:

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.

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;

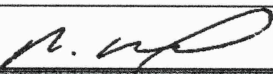
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those 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:

11/29/22



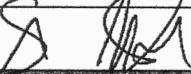
Superintendent Name (print):

Raymond Raefski

Teachers Union President Signature:

Date:

11/29/22



Teachers Union President Name (print):

Shawn Marshall

Administrative Union President Signature:

Date:

11/29/22

Robert A. Worden

Administrative Union President Name (print):

Robert A. Worden 11/29/22

Board of Education President Signature:

Date:

11/30/22



Board of Education President Name (print):

DANIEL LEFFELL

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

Page Last Modified: 09/13/2022

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**

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Required Student Performance Subcomponent

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

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

Each teacher shall have a locally determined Student Learning Objective (SLO) consistent with the goal-setting process determined by the Commissioner.

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.

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

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

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ASSESSMENTS

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

State assessment(s)

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

third party assessmentslocally-developed assessments

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective													
								1	1	1											
								2	1	0	9	8	7	6	5	4	3	2	1	0	
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9			
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	-	5	0	
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-	
								5	5	4	4	3	3	2	2	2	1	1	8	4	
								9	4	8	3	8	3	8	4	0	6	2	%	%	
								%	%	%	%	%	%	%	%	%	%	%	%	%	

SLO Assurances

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

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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

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

Note on common branch/departmentalized options

Grades 4-8

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

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

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

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

Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the provided description.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
<input checked="" type="checkbox"/> All non-core/elective teachers(to list non-core/elective teachers separately, please use the table in the following section)	<input checked="" type="checkbox"/> Collectively attributed results Scores and ratings will be based on the growth of all students in a school or program or students across	<input checked="" type="checkbox"/> Living Environment Regents		

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

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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the provided description.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
<input checked="" type="checkbox"/> Grade 9 ELA <input checked="" type="checkbox"/> Grade 10 ELA <input checked="" type="checkbox"/> Grade 12 ELA <input checked="" type="checkbox"/> Geometry <input checked="" type="checkbox"/> Algebra II <input checked="" type="checkbox"/> Living Environment <input checked="" type="checkbox"/> Earth Science <input checked="" type="checkbox"/> Chemistry <input checked="" type="checkbox"/> Global History I	buildings/programs in an LEA who take the applicable assessments in the current school year.			
<input checked="" type="checkbox"/> Grade 11 ELA	<input checked="" type="checkbox"/> Individually attributed results Scores and ratings will be based on the growth of students in the teacher's course in the current school year.	<input checked="" type="checkbox"/> ELA Regents		
<input checked="" type="checkbox"/> Algebra I	<input checked="" type="checkbox"/> Individually attributed results Scores and ratings will be based on the growth of students in the teacher's course in the current school year.	<input checked="" type="checkbox"/> Algebra I Regents		
<input checked="" type="checkbox"/> Global History II	<input checked="" type="checkbox"/> Individually attributed results Scores and ratings will be based on the growth of students in the teacher's course in the current school year.	<input checked="" type="checkbox"/> Global History Regents		
<input checked="" type="checkbox"/> US History	<input checked="" type="checkbox"/> Individually attributed results Scores and ratings will be based on the growth of students in the teacher's course in the current school year.	<input checked="" type="checkbox"/> US History Regents		

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

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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the provided description.	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
<input checked="" type="checkbox"/> Common Branch Kindergarten <input checked="" type="checkbox"/> Common Branch Grade 1 <input checked="" type="checkbox"/> Common Branch Grade 2 <input checked="" type="checkbox"/> Common Branch Grade 3 <input checked="" type="checkbox"/> Common Branch Grade 4 <input checked="" type="checkbox"/> Common Branch Grade 5 <input checked="" type="checkbox"/> Common Branch Grade 6 <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 7 Science <input checked="" type="checkbox"/> Grade 7 Social Studies <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> Grade 8 Social Studies	<input checked="" type="checkbox"/> 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.			<input checked="" type="checkbox"/> i-Ready Diagnostic

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).

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

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

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 If the Optional subcomponent

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) Option (B) Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments; Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments; Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Rubric and Scoring**

Page Last Modified: 10/04/2022

Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Marzano's Causal Teacher Evaluation Model	(No Response)

Please read the assurances below and check each box.

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

Rubric Rating Process

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

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

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

Please read the assurances below and check each box.

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

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

- ☒ Subcomponent level (each observable subcomponent receives a rating)

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

Task 4. TEACHERS: Observations - Rubric and Scoring

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

- ☒ Each component is weighted equally and averaged

Scoring the Observation Category

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

1. Observations by principal(s) or other trained administrators

2. Observations by impartial independent trained evaluator(s)

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

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.

	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.

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

Task 4. TEACHERS: Observations - Rubric and Scoring

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

Teacher Observation

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

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

Required Subcomponents

At least one of the required observations

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

At least one

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

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Teacher Observations**

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At least one

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, 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****•Required Subcomponent 1:****•Required Subcomponent 2:****•Optional Subcomponent: If selected,****Please use the table below to enter the minimum number of observations and method of observation for each type listed.**

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

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	Minimum Number of Observations	Method of Observation Select all that apply
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?

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

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

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

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

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

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

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

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

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

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

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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.

2022-2023 TIP Form.docx

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.

Which groups of teachers may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
<input checked="" type="checkbox"/> All teachers who received a rating of Developing <input checked="" type="checkbox"/> All teachers who received a rating of Ineffective	<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 required for such reviews, pursuant to Education Law Section 3012-d <input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and	<input checked="" type="checkbox"/> 1-3 months

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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

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 identify the entity responsible for training and retraining evaluators.****Check all that apply.**

- ☒ BOCES (BOCES trains component district)
- ☒ Rubric developer

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.**☒ BOCES**Inter-rater Reliability**

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

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

- ☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☒ Periodic calibration meetings and/or trainings

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Assurances**

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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.

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

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

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

State assessment(s)

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

third party assessmentslocally-developed assessments

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; anda 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	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
Select all that apply		
<input checked="" type="checkbox"/> All Principals	<p>Domain 1 – Visionary Leadership</p> <p>A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Domain 2 – School Culture and Instructional Program</p> <p>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>*PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</p>	<p>District Designed Rubric: The district designed rubric was developed as a collaborative effort by the Hawthorne-Cedar Knolls UFSD administrative team based on the Multidimensional Principal Performance Rubric with a focus on the ISSLLC Standard 1 "Visionary Leadership" (PSEL Standard 1 STANDARD 1. MISSION, VISION, AND CORE VALUES) and ISSLLC Standard 2 "School Culture and Instruction Program (PSEL Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS)</p> <p>The Hawthorne Cedar Knolls UFSD Principal In-put Model will focus on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work during these unprecedented time. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning.</p>

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

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Building Configuration(s) for Applicable Principals	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
Select all that apply		
		*See attached district-developed rubric.

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 Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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	District Designed Rubric	<p>The Hawthorne Cedar Knolls UFSD is focused on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning. *PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</p> <p>Principal In-Put Model</p> <p>Annual Professional Performance Review (APPR)</p>

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<div>Requirements</div> <div>Decisions Made</div>

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<p>Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program"</p> <p><i>*PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</i></p> <p>Description of the areas of principal practice that will be evaluated</p>

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<p>Description of how the selected areas of principal practice promote student growth</p> <p><u>Please see below</u></p>

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<p>Based on identified elements of the rubric, the evidence gathered may include but is not limited to:</p> <p>Description of the evidence of student growth and principal practice that will be collected</p> <ul style="list-style-type: none"> •Evidence of the principal's leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc.

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

Task 7. PRINCIPALS: Required Student Performance - Input Model

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<p>Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20.</p> <p>Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective</p> <p>H – 17-20 total points E - 13-16 D - 10-12 I – 0-9</p> <p>*In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a</p>

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

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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?
		<p>score of 0 will be assigned</p> <p>The Superintendent or his/her designee will be responsible for reviewing evidence for elements on the rubric. Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as:</p> <ul style="list-style-type: none"> •Weekly reports •Meeting notes •Communications •Professional Development (PD) materials •Observations/building, walk-throughs etc. Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric •Hold a minimum of four meetings (March - June) with educator to review evidence on designed on rubric. <p>After each of the four meetings (September-June) with the Principal the Superintendent or his/her designee will collect and evaluate evidence and assign an effectiveness/evaluation score (1-4) for each of the five element on the rubric including student measurements of growth and/ or learning.</p> <ol style="list-style-type: none"> 1. Ineffective 2. Developing 3. Effective 4. Highly Effective

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.

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

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Applicable Principals Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).	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. 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.	Supporting Documents Please include any documents incorporated by reference in the description of the input model.
<input checked="" type="checkbox"/> Applicable principals group row 1	Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc.	2022-2023 APPR HCKS Principal Input Model.docx 2022-2023_HCKS_Principals_APPR_rubric 2.doc

Conversion and HEDI Ranges

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

Highly Effective			Effective			Developing		Ineffective										
								111	9	8	7	6	5	4	3	2	1	0
								210										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	50
								-	-	-	-	-	-	-	-	-	1	-
								5	5	4	4	3	3	2	2	2	1	8
								9	4	8	3	8	3	8	4	0	6	2
								%	%	%	%	%	%	%	%	%	%	%

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 2019Task 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	Ineffective	Ineffective
1	Ineffective	Ineffective
2	Ineffective	Ineffective
3	Ineffective	Ineffective
4	Ineffective	Ineffective
5	Ineffective	Ineffective
6	Ineffective	Ineffective
7	Ineffective	Ineffective
8	Ineffective	Ineffective
9	Ineffective	Ineffective
10	Developing	Developing
11	Developing	Developing
12	Developing	Developing
13	Effective	Effective
14	Effective	Effective
15	Effective	Effective
16	Effective	Effective
17	Highly Effective	Highly Effective
18	Highly Effective	Highly Effective
19	Highly Effective	Highly Effective
20	Highly Effective	Highly Effective

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 Indicate the number(s) of the row from the input model table applicable to the details provided (select all that apply).	Ineffective: low value Please enter '0'	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value Please enter '20'
<input checked="" type="checkbox"/> Applicable principals group row 1	0	9	10	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 If the Optional subcomponent

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) 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; 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.
Marzano School Leader Evaluation Model (2013)	(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.

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.

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

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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**

There are two types of school visits within the required school visit subcomponent:

1. School visits by supervisor(s) or other trained administrators

2. School visits by impartial independent trained evaluator(s)

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.

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

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 If only one group of principals is applicable, please list "All principals"
80%	20%	0% [N/A]	All Principals

Principal School Visits

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

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

Required Subcomponents

At least one of the required school visits

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

At least one

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

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

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At least one

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, 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****•Required Subcomponent 1:****•Required Subcomponent 2:****•Optional Subcomponent: If selected,****Please use the table below to enter the minimum number of school visits for each type listed.**

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

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Task 9. PRINCIPALS: School Visits - Principal School Visits

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	Minimum Number of School Visits
	0
Unannounced Peer School Visits (Optional)	0

Does the information in the table above apply to all principals?
☒ Yes, all principals receive the same number of school visits of each type.
Independent Evaluator Assurances**Please read the assurances below and check each box.**

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

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

- ☒ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

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

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

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

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

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

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

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

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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.

Principal Improvement Plan form.docx

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.

Which groups of principals may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
<input checked="" type="checkbox"/> All principals who received a rating of Developing <input checked="" type="checkbox"/> All principals who received a rating of Ineffective	<input checked="" type="checkbox"/> The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally <input checked="" type="checkbox"/> The LEA's adherence to the standards	<input checked="" type="checkbox"/> 1-3 months

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?</p> <p>Select all groups that have the same process as defined in subsequent columns.</p> <p>To add additional groups with a different process, use the "Add Row" button.</p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating.</p> <p>Please select all that apply.</p>	<p>What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?</p>
	<p>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"/> 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.

Row Number	Groups of principals 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 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 identify the entity responsible for training and retraining evaluators.****Check all that apply.**

☒ BOCES (BOCES trains component district)

Please read the assurance below and check the box.

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

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

☒ Yes, all evaluators receive the same initial training.

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

☒ 1-3 days

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

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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.**☒ BOCES**Inter-rater Reliability**

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

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

- ☒ 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 2019**Task 11. PRINCIPALS: Additional Requirements - Assurances**

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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.

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

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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.

2022 APPR.pdf

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

Supplemental Information - Teacher Evaluation Details

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Teacher Evaluation Details

The details provided on this page are for informational purposes only and will not be published with the approved Educator Evaluation plan on NYSED's website.

Drafting Responses

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

Teacher SLO Development

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

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

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

☒ Administrators develop teacher SLOs.

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

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

Group of Teachers	Baseline Data	If 'Other' was selected in the previous column, please describe additional baseline data below.
	Select all that apply	
All	<input checked="" type="checkbox"/> Pre-assessment data	(No Response)

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

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

Group of Teachers	Targets	If 'Other' was selected in the previous column, please describe additional targets below.
	Select all that apply	
All	<input checked="" type="checkbox"/> Whole class growth (all students have the same growth target that reflects minimum rigor)	(No Response)

(4) How do you ensure your SLO targets are rigorous?
Select all that apply.

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

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

☒ Growth targets are not revised once set.

Teacher SLO Progress Monitoring

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In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.

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

(6) In your LEA, how is SLO progress monitored?**Select all that apply.**

- ☒ We do not currently have a formalized SLO progress monitoring system in place

(7) In your LEA, how are SLOs used to inform and support instruction?**Select all that apply.**

- ☒ We do not currently use SLOs to inform and support instruction

Teacher SLO Goal Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for teachers to reflect on their practice in relation to the student growth goal setting process.

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

(8) At the end of the school year/interval of instruction, how do teachers reflect on student growth and instructional practices and plan for subsequent school years?**Select all that apply.**

- ☒ Other Please provide additional information in the box below.

Please describe how teachers reflect on student growth and instructional practices and plan for subsequent school years in a manner not listed above.

At the Hawthorne Cedar Knolls UFSD all of our students are classified and individual student data is reviewed at their annual IEP meeting.

(9) Please select the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations then provide additional details on each selection.**Select all that apply.**

- ☒ Pre-observation conferences
- ☒ Post-observation conferences
- ☒ Written feedback

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

Select all that apply

- ☒ Conferences are required
- ☒ Conferences are formally structured

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Please provide additional details on the nature of post-observation conferences.**Select all that apply**

- ☒ Conferences are required
- ☒ Conferences are formally structured

Please provide additional details on the nature of written feedback.**Select all that apply**

- ☒ Written feedback is provided by the lead evaluator
- ☒ Written feedback is provided by the administrator who conducted the observation
- ☒ The LEA provides an opportunity for teachers to review and reflect on the written feedback

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

(No Response)

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

(No Response)

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

(No Response)

Teacher Observations

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

(10) In the following questions, you will be asked to describe how your LEA uses the results from teacher observations to inform professional learning opportunities that are made available to teachers.**a. Professional learning opportunities are decided based on the following:****Select all that apply.**

- ☒ Observational data from individual observations
- ☒ Feedback or requests made by teachers
- ☒ Teacher surveys

b. How frequently are meetings conducted by administrators and/or teachers to discuss data from evaluations and identify areas in need of professional learning for teachers?

- ☒ Several times a year

(11) How does your LEA review the evidence collected and rubric ratings as part of the observation process for quality and accuracy?**Select all that apply.**

- ☒ Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected
- ☒ Annual training on the rubric based on data analysis

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Input Model Development

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

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

(I1) Please describe the role that principals and administrators play in the input model development process for principals.

Select all that apply.

☒ Administrators develop principal input models.

(I2) In your LEA, is an LEA-level needs assessment conducted prior to setting student growth goals for the principal input model?

☒ No

Please use the box below to describe:

- how the student growth goals to be addressed are determined, and
- the areas of principal practice that will work in service of these student growth goals through the input model.

District Designed Rubric: Focus will be on the ISSLLC Standard 1 "Visionary Leadership" (PSEL Standard 1 STANDARD 1. MISSION, VISION, AND CORE VALUES) and ISSLLC Standard 2 "School Culture and Instruction Program (PSEL Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS)

The Hawthorne Cedar Knolls UFSD Principal In-put Model will focus on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work during these unprecedented time. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning.

Principal Input Model Progress Monitoring

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the input model, including how progress impacts decisions around principal practice.

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

(I3) In your LEA, how is input model progress monitored?

Select all that apply.

☒ Mid-way point check-in

☒ Other (please provide additional information in the box below)

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Supplemental Information - Input Model Details

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Please describe how input model progress is monitored through a process not listed above.

District Designed Rubric: Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program"

Evidence of the principal's leadership: Based on identified elements on the rubric the evidence that will be gathered may include but is not limited to:

- Weekly reports
- Meeting notes
- Communications
- Professional development materials
- Observations/building
- Walk-throughs

During these unprecedented times, the Hawthorne Cedar Knolls UFSD is committed to maintaining a rigorous evaluation process that focuses on best practices for instruction and overall school culture. We have target the following areas in these areas:

- Visionary Leadership
- School Culture and Instruction Program

The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate principals. The Hawthorne Cedar Knolls UFSD will evaluate their principals through their scores on a district designed rubric.

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from ISSLLC Standard 1 "Visionary Leadership" and Standard 2 "School Culture and Instruction Program" of the multi-dimensional rubric that will focus on our instructional program and school culture.

The elements focus on creating a personalized and motivating teaching and learning environment for staff and students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/or student learning and an accountability systems for student learning during these continuously changing times. The five elements are:

- Standard 1: Visionary Leadership -
- Standard 2: School Culture and Instruction Program –
- Standard 2: School Culture and Instruction Program -
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program -
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program –

The Superintendent or his/her designee will be responsible for reviewing evidence for elements on the rubric. Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as:

- Weekly reports
- Meeting notes
- Communications
- Professional Development (PD) materials
- Observations/building, walk-throughs etc. Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric
- Hold a minimum of four meetings (March - June) with educator to review evidence on designed on rubric.

After each of the four meetings (September-June) with the Principal the Superintendent or his/her designee will collect and evaluate evidence and assign an effectiveness/evaluation score (1-4) for each of the five element on the rubric including student measurements of growth and/ or learning.

1. Ineffective

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- 2. Developing
- 3. Effective
- 4. Highly Effective

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Principal Evaluation Details

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Drafting Responses

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Student Growth Measure Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for principals to reflect on their practice in relation to the student growth goal setting process.

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

(8) At the end of the school year/interval of instruction, how do principals reflect on student growth and school leadership practices and plan for subsequent school years?**Select all that apply.**

- ☒ Our LEA does not currently have a formal reflection process for principal student growth measures in place.

(9) Please select the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits, then provide additional details on each selection.**Select all that apply.**

- ☒ Coaching meetings

Please provide additional details on the nature of coaching meetings.

Select all that apply

- ☒ Coaching meetings are informal
☒ Coaching meetings occur monthly

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

(No Response)

Principal School Visits

Please answer the questions below to provide additional details on the school visit processes included in Task 9.

(10) In the following questions, you will be asked to describe how your LEA uses the results from principal school visits to inform professional learning opportunities that are made available to principals.**a. Professional learning opportunities are decided based on the following:****Select all that apply.**

- ☒ School visit data from individual school visits

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b. How frequently are meetings conducted by administrators and/or principals to discuss data from evaluations and identify areas in need of professional learning for principals?

☒ Monthly

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

Select all that apply.

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

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Additional Documents

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents 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 documents 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.

Upload Documents

2022-2023_HCKS_Principals_APPR_rubric 2.doc

2022-2023 APPR HCKS Principal Input Model.docx