



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

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January 18, 2022

Revised

Tracie Bliven, Superintendent
Alfred-Almond Central School District
6795 Route 21
Almond, NY 14804

Dear Superintendent Bliven:

Congratulations. I am pleased to inform you that your educator evaluation plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 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 corrco./TT5 1 Tf014 (m)-3 4 (you)-131 (pro)

NOTE:

Only documents that are incorporated by reference in your educator evaluation plan have been repalua

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

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

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

The Department will review the contents of each local educational agency's (LEA) Educator Evaluation plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval



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 programs across buildings/programs in an LEA who take the applicable assessments in the current school year.

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

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

ASSESSMENTS

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

- State assessment(s)

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

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

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

HEDI Scoring Bands

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

SLO Assurances

Please read the assurances below and check each box.

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

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





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

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

Teacher Observation Category



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Task 4. TEACHERS: Observations - Rubric and Scoring

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

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

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

Multiple observations of the same type are weighted equally

Please read the assurances below and check each box.

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

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

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Task 4. TEACHERS: Observations - Teacher Observations

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Teacher Observation Subcomponent Weighting

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

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

- At least 80% of the Teacher Observation category score

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

* The process selected for conducting observations, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardshc1e78ting observations,P ()Tjtifact

- _____

- _____

- _____



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



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Task 4. TEACHERS: Observations - Subgroup 2

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Number and Method of Observation: Subgroup 2

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

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

Non-Tenured

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

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

Independent Evaluator Assurances

Please read the assurances below and check each box.

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

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

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

Peer Observation Assurances

Please read the assurances below and check each box.

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

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

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Category and Overall Ratings

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

Category Scoring Ranges

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

Student Performance

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

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

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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.



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

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

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Task 6. TEACHERS: Additional Requirements - Appeals

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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)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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Task 6. TEACHERS: Additional Requirements - Training

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Retraining

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



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

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

Measure Type(s)

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

Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box. Student

[Redacted area]



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Task 7. PRINCIPALS: Required Student Performance - Student Learning Objectives

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Building Configuration(s) for Applicable Principals Select all that apply	Measure	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
		<input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents		

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

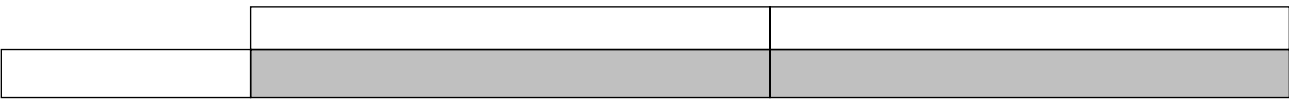
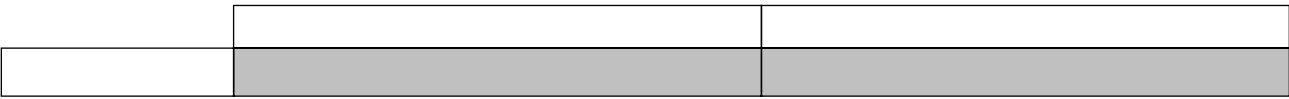
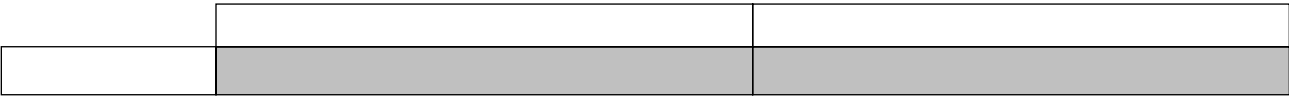
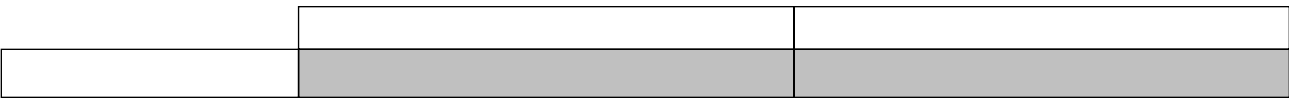
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Principal School Visit Category

~~Original School Visit Category~~ ~~Principal School Visit Category~~ 417 TD







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.

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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.

A-A APPR PRINCIPAL TIP - revised 12.7.21.pdf

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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 use the table below to describe the appeal(s) process(es) 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	<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 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 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	<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? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</p>	<p>Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.</p>	<p>What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?</p>
	<p>implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p>	

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

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

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.

The Leadership Standards and their related functions, as applicable

Evidence-based observation techniques that are grounded in research

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

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

Application and use of any assessment tools that the LEA utilizes to evaluate its building principals

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

Use of the Statewide Instructional Reporting System

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

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 (for component districts)

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.

 Superintendent/District Superintendent

Please read the assurance below and check the box.

 If the Superintendent/District Superintendent or other party is the entity certifying evaluators, and also acts in the capacity of an evaluator, please assure that the certification process, including such self-certification, is implemented with fidelity.**Inter-rater Reliability**

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

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

Please check all that apply.

 Data analysis to detect disparities on the part of the evaluators Periodic comparisons of a lead evaluator's assessment of the same building principal

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.

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

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

Page Last Modified: 01/13/2022

Upload Educator Evaluation LEA Certification Form



Please Note: Form is still in draft mode. Sign 3 Pre p022 1.13.22.

Cnhgtf/Cn o qpf"Egpvtcn"Uejqqn"
VGCE JGT"KORTQXGOGPV"RNCP

Teacher:
Supervisor:

Subject/Grade Level:

Final APPR Rating:

Rating Breakdown:

Date(s)

Preconference:

Coaching/Mentoring:

Observation:

Professional Development:

Rngcug"eq o rnvvg"cm"ctgcu"dgng y<

Differentiated Activities to Support Improvement:

Standards Chosen for Further Development:

Action(s) to be Taken:

Supervisor's Responsibilities:

Teacher's Responsibilities:

Timeline for Achieving Improvement:

The manner in which Improvement will be Assessed:

Progress Documentation:

Mentor Requested or Assigned Yes No

Superintendent's Signature: _____ Date_____

Principal's Signature: _____ Date_____

Teacher's Signature: _____ Date_____

Alfred-Almond Central School
PRINCIPAL IMPROVEMENT PLAN

Principal:
Superintendent:

Building:

Final APPR Rating:

Rating Breakdown:

Date(s)

Preconference:

Coaching/Mentoring:

Observation:

Professional Development:

Please complete all areas below:

Differentiated Activities to Support Improvement:

Standards Chosen for Further Development:

Action(s) to be Taken:

Principal

Timeline for Achieving Improvement:

The manner in which Improvement will be Assessed:

Progress Documentation:

Mentor Requested or Assigned Yes No

Date _____

Principal

Date _____

