



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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Albany, New York 12234

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January 31, 2024

Margo Martin, Superintendent
Groton Central School District
400 Peru Rd.
Groton, NY 13073

Dear Superintendent Martin:

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. Your plan is approved for implementation beginning in the

. 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

NOTE:

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

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

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

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Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

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: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV LQ V

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);

WKH LPDFW RQ WKH /(\$ V DELOLW\ WR PDNH VWURQJ DQG HTXLWDEOH LQIHUHQFHV UHJD

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 VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV year.

> Collectively attributed linked results: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV VFKRRO \HDU WDNLQJ assessments in other grades/subjects.

ASSESSMENTS

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

State assessment(s); or



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

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

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

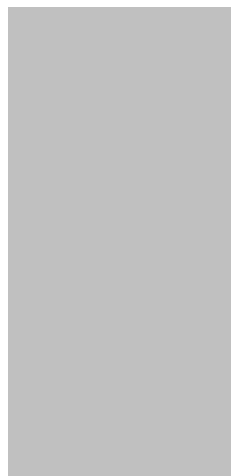
Note on common branch/departmentalized options

Grades 4-8

- If all core content area instruction (ELA/math/science/social studies) is delivered by a single teacher, please select each applicable common branch grade level below.

- If core content area instruction is departmentalized (i.e., separate ELA, math, science, and social studies teachers), please select the applicable grade level/content area combination(s).

-



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Applicable Teachers Select all that apply	Measure Prior to making a selection, please read the description of each measure provided above.	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	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.

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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 description of each measure provided above.	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	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> Global History I <input checked="" type="checkbox"/> Global History II <input checked="" type="checkbox"/> US History					

Non-core/Elective Teachers

Please check the box below

(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.

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Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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Non-core/Elective Teachers

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identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);

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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 VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUV or FRXUVHV year.

> Collectively attributed linked results: VFRUHV DQG UDWLQJV ZLOO EH EDVHG RQ WKH JURZWK RI VWXGHQWV VFKRRO \HDU WDNLQJ assessments in other grades/subjects.

ASSESSMENTS

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

State assessment(s) or

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Task 2. TEACHERS: Required Student Performance - Non-core/Elective Teachers

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Grade From	Grade To	Subject	Measure	State or Regents Assessment (s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
K	5	<input checked="" type="checkbox"/> All non-core/elective courses	Collectively attributed results (program, school or district-wide measure)			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	(No Response)
6	12	<input checked="" type="checkbox"/> All non-core/elective courses	Collectively attributed results (program, school or district-wide measure)	<input checked="" type="checkbox"/> ELA Regents			(No Response)

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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.



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

!\$Q\ RWKHU FROOHFWLYHO\ EDUJDLQHG PHDVXUH RI VWXGHQW JURZWK RU DFKLHYHPPHQW L

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.

[Redacted]

[Redacted]

[Redacted]

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Task 4. TEACHERS: Observations - 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 Observation Category

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

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

Two observations by the principal with one early in the school year weighted at 40% and one late in the school year weighted at 60%.

Two observations by the principal, with one holistic score for each component of the rubric based on the preponderance of evidence over both observations.



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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

Task 4. TEACHERS: Observations - Teacher Observations

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Teacher Observation Subcomponent Weighting

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

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

- At least 80% of the Teacher Observation category score

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Group of teachers for which this weighting will apply
80%	20%	0% (N/A)	All teachers

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

Task 4. TEACHERS: Observations - Teacher Observations

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Teacher Observation

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

The frequency and duration of observations are locally determined.

Observations may occur in person, by live virtual observation, or by recorded video, as determined locally.

LEAs may locally determine whether to use more than one observation by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct observations in addition to those required by this section for non-evaluative purposes.

Required Subcomponents

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

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

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

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

At least one observation must be conducted by an impartial independent trained evaluator.

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

If selected, at least one observation must be conducted by a trained peer observer.

Peer teachers are trained and selected by the LEA. Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.

Observation Assurances

Please read the assurances below and check each box.







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

Task 4. TEACHERS: Observations - Teacher Observations

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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			Teacher Observation		
HEDI ratings must be assigned based on the point distribution below.			HEDI ratings must be assigned based on locally determined ranges consistent with the constraints listed below.		
	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.00
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

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.

Teacher Improvement Plan Final 2015 1.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 Regents9 Tm (GROTON CSD)Tj /3T21 1 Tf 31.788 0.1 T3 of an appeal.







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

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Approximately how many hours of initial training will new evaluators receive? 1-3 days

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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.

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 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 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.

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

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

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INPUT MODEL

Selection of the Input Model will require:

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

Measure Type(s)

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

- Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

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

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

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

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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 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.
- For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- For principals evaluated using an SLO, 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.
- For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- For principals evaluated using an SLO, assure that if the principal'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 principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

Measures and Assessments

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

Building Configuration(s) for Applicable Principals	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable School or BOCES-Program
					Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> K-5	<input checked="" type="checkbox"/> Individually attributed results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	(No Response)
<input checked="" type="checkbox"/> 6-12	<input checked="" type="checkbox"/> Individually	<input checked="" type="checkbox"/> ELA Regents			(No Response)

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

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Building Configuration(s) for Applicable Principals [Small icon]	Measure	State or Regents Assessment(s) [Small icon] [Small icon]	Locally-developed Course-Specific Assessment(s) [Small icon]	Third Party Assessment(s) [Small icon] [Small icon]	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
	attributed results				

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

Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.

If the Optional subcomponent is used, the percentage of the Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

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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.

)RU WKH VFKRRO YLVLW FDWHJRU\ SULQFLSDOV& VKDOO EH HYDOXDWHG EDVHG RQ D 6WDWH
LQFRUSRUDWHG LQWR WKH VFKRRO YLVLW SURWRFR :KHUH DSSURSULDWH VXFH HYLGHQFH
SURIHVVLQRDO JRDO VHWWLQJ PD\ QRW EH XVHG DV HYLGHQFH RI WHDFKHU RU SULQFLSDO
SUDFWLFH DOLJQHG WR WKH /HDGHUVKLS 6WDQGDUGV DQG VHOHFWHG SUDFWLFH UXEULF

Principal Practice Rubric

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

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

Please read the assurances below and check each box.

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Please read the assurances below and check each box.

- Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.
- Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
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[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

Page Last Modified: 10/31/2023

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
90%	10%	0% [N/A]	All Principals



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

Task 9. PRINCIPALS: School Visits - Principal School Visits

Page Last Modified: 10/31/2023

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

Page Last Modified: 09/18/2023

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.





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

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 10/31/2023

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.

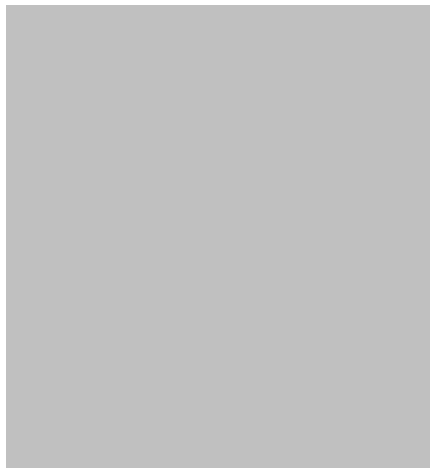
Appeals

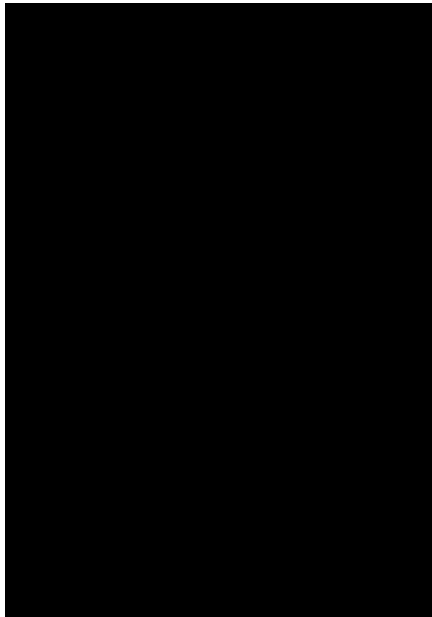
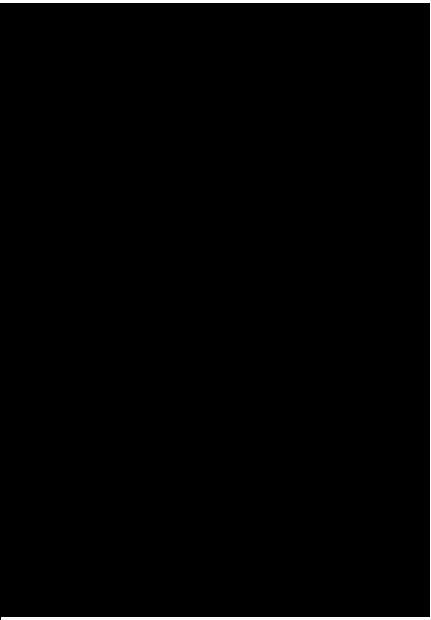
Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their LEA:

(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

basedt.3A:





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

Task 11. PRINCIPALS: Additional Requirements - Training

Page Last Modified: 09/18/2023

Training Assurance

Please read the assurance below and check the box.

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

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
- 3.



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

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

Page Last Modified: 12/19/2023

Upload Educator Evaluation LEA Certification Form



Implementation of the Evaluation Plan

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

2023-24

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

LEA Certification Form - 12-18-23.pdf

Groton Central School District

Teacher Improvement Plan

Name:

Position:

Evaluator:

School:

Date:

1. Identify the area(s) for growth related to one or more of the components of the APPR.

2. List the specific measurable goals for improvement in the identified areas to reach the “effective” level.

3. Identify the professional development actions necessary to accomplish the goals.

4. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

Completion of the Improvement Plan

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

The teacher has satisfactorily completed all requirement of the Improvement Pla

Yes _____

No _____

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

APPR

Principal Improvement Plan

October, 2014

An improvement plan is developed to help principals focus on an area where the principal may or does need support to improve their practice. If a principal's APPR score falls in the "ineffective" or "developing" range, the district shall be required to develop a Principal Improvement Plan in consultation with the principal. The Groton Central School District recognizes that there may be principals that score in the "developing" range through the APPR process who we consider to be competent and meeting the ISLCC standards.

The plan will be implemented before October 1 or as soon as is practicable thereafter. Both the principal and the superintendent will review the Improvement Plan Form before meeting to collaboratively develop the plan. The plan will include: an identification of the area(s) that is in need of improvement, a timeline for achieving that improvement, suggestions for improvement, the support that will be provided, and the measurable outcomes to be evaluated. The plan will describe any professional learning activities that the teacher must complete connected to the areas for improvement. Furthermore, the plan will include the artifacts a principal is to produce as evfs pnae2a pnevfs-6.6 (ue)2.2 (e)11

Groton Central School District
Principal Improvement Plan

Name:

Position:

Evaluator:

School:

Date:

1. Identify the area(s) for growth related to one or more of the components of the APPR.

- 2.

Completion of the Improvement Plan

Principal's Signature _____ Date: _____

Superintendd _____

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), where applicable, certify that this Educator Evaluation plan is submitted to the Commissioner for approval, certifies 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 the Education Law, including the provisions of the Education Law, 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 that the provisions of the plan and all provisions herein are true and accurate and that any applicable 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 the Education Law, including the provisions of the Education Law, the Rules of the Board of Regents, and has been adopted by the governing body of the LEA. It is 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 submitted to the Commissioner for approval, certifies the school LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA, that the plan complies with the requirements of the Education Law, including the provisions of the Education Law, the Rules of the Board of Regents, and has been adopted by the governing body of the LEA. It is 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 school district and its collective bargaining agent(s), where applicable, also certify that this Educator Evaluation plan is submitted to the Commissioner for approval, certifies the school LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA, that the plan complies with the requirements of the Education Law, including the provisions of the Education Law, the Rules of the Board of Regents, and has been adopted by the governing body of the LEA. It is 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 make the following specific commitments with respect to their Educator Evaluation plan:

- Assure that the overall Educator Evaluation process will be used as a significant factor in personnel decisions, not limited to: tenure determination, promotion, and salary determination;
- Assure that the entire Educator Evaluation will be completed for each teacher or principal as soon as practicable, but not later than September 1 of the school year following the year in which the teacher or principal's performance is being measured;
- Assure that the LEA shall compute and provide the teacher/principal their score and rating in the appropriate category, if available, and for the teacher/principal category or principal category, with category or category/principal APPR, in writing, no later than the last day of the school year in which the teacher/principal's performance is being measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public no later than September 10th of each school year or within 10 days of the date of the Commissioner's approval, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner;
- Assure that the LEA will continue to report to the State Education Department and the State Office of Education the classroom teacher and building principal data as required by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to review their 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 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 and principal improvement plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which the teacher or principal's performance was measured, or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the LEA, based on the LEA's pedagogical judgment, and shall be subject to the review and approval of the Commissioner;
- Assure that all evaluators and lead evaluators, including lead evaluators and principal supervisors, are properly trained and that lead evaluators will be certified and recertified as necessary in accordance with applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with applicable statutes and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for each year, the LEA will identify a minimum of 10% of the classroom teachers and principals for whom a Teacher Improvement Plan and principal improvement plan will be developed, based on the LEA's pedagogical judgment, and shall be subject to the review and approval of the Commissioner;

