



**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

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

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

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

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

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

- **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

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

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**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 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 4. TEACHERS: Observations - Rubric and Scoring

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**Teacher Observation Category**

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

**Teacher Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2011 Revised Edition)	(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*





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 <i>If only one group of teachers is applicable, please list "All teachers"</i>
90%	10%	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.*

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

- observation must be conducted **by an impartial indepe30ent trained evaluator.**

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

Task 4. TEACHERS: Observations - Teacher Observations

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trained administrator (supervisor).

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

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

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

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

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

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

Tenured teachers

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

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).

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

Task 4. TEACHERS: Observations - Subgroup 2

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**Peer Observation Assurances**

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

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

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

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

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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Page Last Modified: 02/02/2024

**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)



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

Task 6. TEACHERS: Additional Requirements - Appeals

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**Appeals Assurances**







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

Task 6. TEACHERS: Additional Requirements - Training

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

2-6 hours

***Retraining***

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

2-6 hours

**Certification of Lead Evaluators**

**How often are lead evaluators certified?**

Annually

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

Board of Education

**Inter-rater Reliability**

Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same

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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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Page Last Modified: 02/02/2024

**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.*

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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.**

**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).

Choose "Add a Row" to include an additional group of principals with a different 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
Select all that apply		Select all that apply	Select all that apply	Select all that apply	Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> All Principals	<input checked="" type="checkbox"/> Collectively attributed results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents			(No Response)

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

Task 7. PRINCIPALS: Required Student Performance - Weighting

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**Use of the Optional Subcomponent and Student Performance Category Weighting**

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

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

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

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

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

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**Optional Student Performance Subcomponent**



**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.




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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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Overall School Visit Category		
Score and Rating		
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	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:	3.50	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 9. PRINCIPALS: School Visits - Principal School Visits

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**Principal School Visit Subcomponent Weighting**

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

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

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

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

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

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

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

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

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

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

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

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

Task 9. PRINCIPALS: School Visits - Subgroup 2

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**Number of School Visits: Subgroup 2**

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

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

Probationary Principals

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

**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 his/her designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

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

Task 9. PRINCIPALS: School Visits - Subgroup 2

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Page Last Modified: 02/02/2024

**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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Page Last Modified: 02/02/2024

**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: 02/02/2024

**Appeals Assurances**

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

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

**Appeals**

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

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

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

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

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


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

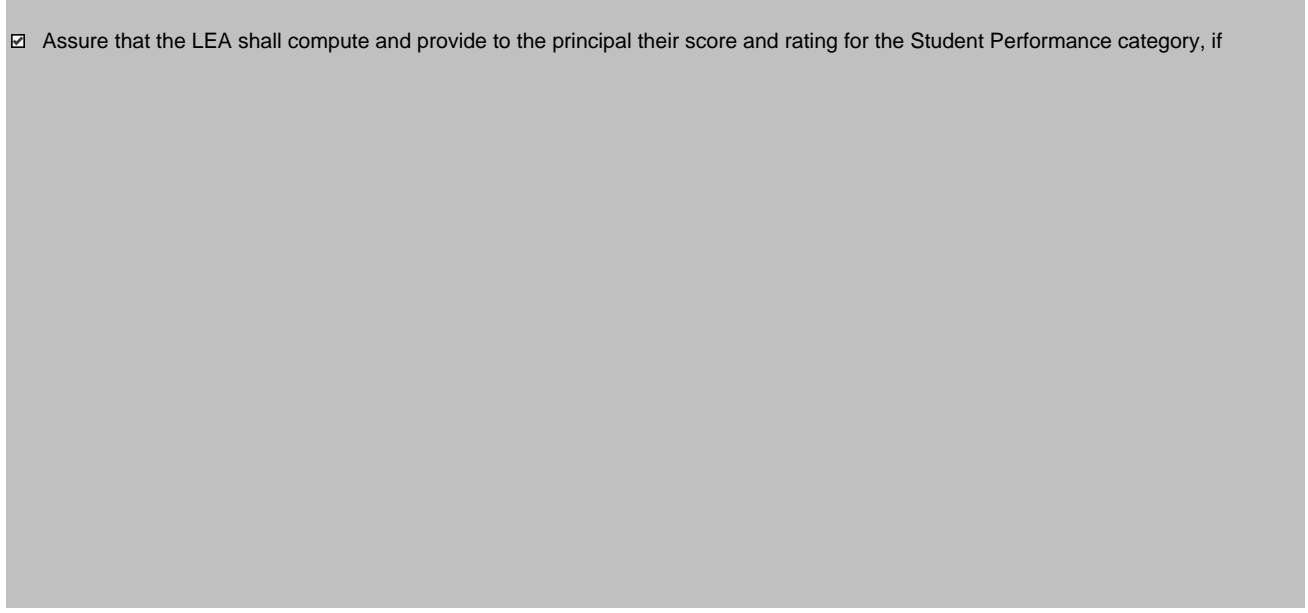


Task 11. PRINCIPALS: Additional Requirements - Assurances

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Page Last Modified: 02/02/2024

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

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

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Page Last Modified: 03/08/2024

**Upload Educator Evaluation LEA Certification Form**

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

**Implementation of the Evaluation Plan**

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

2023-24

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

Mahopac APPR Certification 3.8.24.pdf

**MAHOPAC CENTRAL SCHOOL DISTRICT  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
TEACHER IMPROVEMENT PLAN: Phase I - Implementation**

Staff Member:

Building:

Building Administrator/Supervisor:

TIP Creation Date:

TIP Effective Date:

Individuals Involved in Creation of Plan:

With the rating of Developing or Ineffective through an Annual Professional Performance Review, a Teacher Improvement Plan (TIP) must be in place no later than 10 school days after the opening of classes for the school year.

Specific areas/ standards-based goals in which teacher requires improvement (Domains/Subcomponents)	Professional learning activities the teacher must			

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**MAHOPAC CENTRAL SCHOOL DISTRICT**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**  
**TEACHER IMPROVEMENT PLAN: Phase II - Review**

Staff Member:

Building:

Building Administrator/Supervisor:

TIP Creation Date:                      TIP Effective

Date:

Individuals Involved in Creation of Plan:

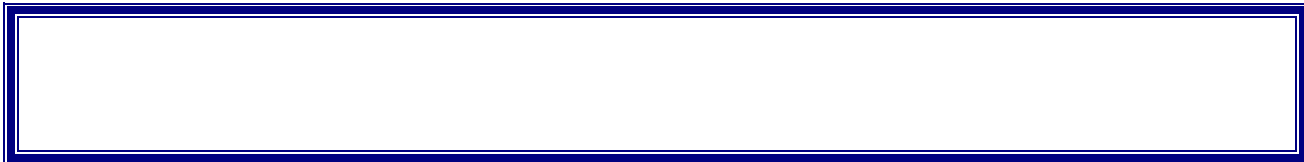
Specific areas/standards-based goals indicated for teacher improvement (Domains/Subcomponents)	Evidence Pres		

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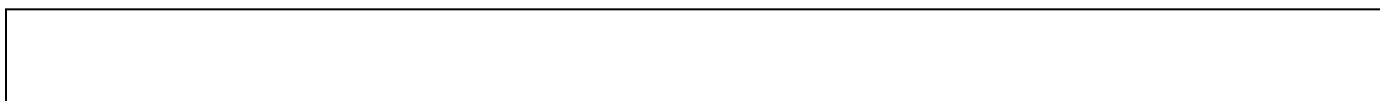






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Supervisor's Signature \_\_\_\_\_

**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 is committed to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan and that all provisions thereof are subject to collective negotiations and have been resolved pursuant to the provisions of Article of the Civil Service Law, and that the plan complies with the requirements of Education Law § 3012-d as amended by the Laws of 2013 and 2014, and 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 the school year 2014-2015 and/or have been amended and/or modified to reflect these requirements and the requirements of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the 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 it is implemented by the LEA and its agents and no other collective bargaining agreements, memoranda of understanding, or any other agreements in any form and priority of interest that impede or prevent the implementation of the Educator Evaluation plan; and that no material changes will be made to the plan without the collective bargaining agent(s) agreement with the approval of the Commissioner, in accordance with Section 3012-d of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also certify that a approval of this Educator Evaluation plan is not a condition of any award or benefit provided to any person by the Commissioner and that this Educator Evaluation plan is not a condition of any award or benefit provided by the State pursuant to Education Law § 3012-d(1).

**The LEA and its collective bargaining agent(s), where applicable, certify and jointly provide the following certifications with respect to their Educator Evaluation plan:**

- Assure that the overall Educator Evaluation plan 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 plan will be implemented no 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 on the teacher/principal category, or if not available, on the APPR, in writing, no later than the last day of the school year, or the last day 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;
- Assure that complete and accurate teacher and principal 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 in individual subcomponent scores and the overall rating for each classroom teacher and building principal, as required by the Commissioner;
- Assure that the LEA will provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters to be used;
- Assure that teachers and principals will receive training on the plan;
- 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 "Unsatisfactory" rating in the plan for any school year will receive a Teacher Improvement Plan (TIP) or a Principal Improvement Plan (PIP) and will be eligible for a second year of employment if the teacher or principal's performance was measured or re-measured, as practicable thereafter;
- Assure that such improvement plan shall be subject to collective bargaining to the extent provided under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including non-union evaluators and lead evaluators, will be properly trained and that the evaluation process will be implemented as necessary in accordance with applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and process for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Practices and for principals, all observable NYS Leadership Standards/Domains of the selected practice will be assessed at least once a year across the total number of annual observations and for principals, all observable NYS Leadership Standards/Domains of the selected practice will be assessed at least once a year across the total number of annual school

