


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

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

Page Last Modified: 02/03/2023

Required Student Performance Subcomponent

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

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

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

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

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

Page Last Modified: 02/03/2023

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



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 - Weighting

Page Last Modified: 01/30/2023

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.

Page Last Modified: 01/30/2023

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

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

Subcomponent



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

Task 4. TEACHERS: Observations - Teacher Observations

Page Last Modified: 01/30/2023

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 If only one group of teachers is applicable, please list "All teachers"
90%	10%	0% (N/A)	All Teachers

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

Task 4. TEACHERS: Observations - Teacher Observations

Page Last Modified: 01/30/2023

Teacher Observation

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

The frequency and duration of observations are locally determined.

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

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

Required Subcomponents

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

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

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

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

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

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

Observation Assurances

Please read the assurances below and check each box.

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

Number and Method of Observation

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

Required Subcomponent 1: At least one observation must be conducted by the building principal or other



[Redacted]

[Redacted]

[Redacted]

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

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

Page Last Modified: 01/30/2023

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.

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

Task 6. TEACHERS: Additional Requirements - Appeals

Page Last Modified: 01/30/2023

<p>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.</p>	<p>Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. Select all that apply.</p>	<p>What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?</p>
	<p>required for such reviews, pursuant to Education Law Section 3012-d</p> <ul style="list-style-type: none"> <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 	

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

Row Number	Groups of teachers not specified in the table above that may utilize the appeals process.
(No Response)	(No Response)

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

Task 6. TEACHERS: Additional Requirements - Training

Page Last Modified: 02/15/2023

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 teacher's Last Moduona. Noe: 0idedpndednt observes wnd lpeer observes wned on y te crained aon am al mninum,elements p1,P2,wnd P2



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

Task 6. TEACHERS: Additional Requirements - Assurances

Page Last Modified: 01/30/2023

Teacher Evaluation Assurances

Please read the assurances below and check each box.

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

Assessment Assurances

Please read the assurances below and check each box.

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

Data Assurances

Please read the assurances below and check each box.

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

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

Page Last Modified: 01/30/2023

Required Student Performance Measures

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STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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Collectively attributed measures

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

identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;

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

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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 for the selected principals will be based on the growth of students in an LEA who take the applicable assessments in the current school year.

> Collectively attributed group or team results: scores and ratings for a group or team of principals will be based on the growth of VWXGHQWV LQ WK JURXS WHDP RI SULQFLSDOVá EXLOGLQJV SURJUDPV LQ DQ /(\$ in the current school year.

ASSESSMENTS

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

State assessment(s); or

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

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

Page Last Modified: 01/30/2023

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

Page Last Modified: 01/30/2023

HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
20	19	18	



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

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

Page Last Modified: 01/30/2023

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	Applicable School or BOCES-Program Please leave blank unless instructed by the Department to complete this column.
		<input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents			



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

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

Page Last Modified: 01/30/2023

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:

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

Page Last Modified: 01/30/2023

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.



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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	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

Page Last Modified: 01/30/2023

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%.

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

Page Last Modified: 01/30/2023

Principal School Visits

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

The frequency and duration of school visits are locally determined.

School visits may not occur by live or recorded video.

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

Required Subcomponents

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

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

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

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

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

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

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

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

If selected, at least one school visit must be conducted by a trained peer principal.

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

School Visit Assurances

Please read the assurances below and check each box.

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

Number of School Visits

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

Required Subcomponent 1: At least one school visit must be conducted by the superintendent or other trained



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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

Page Last Modified: 01/30/2023

Additional Requirements

For guidance on additional requirements for principals, see NYSED Educator Evaluation Guidance.

Principal Improvement Plan Assurances

Please read the assurances below and check each box.

- Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- Assure that PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

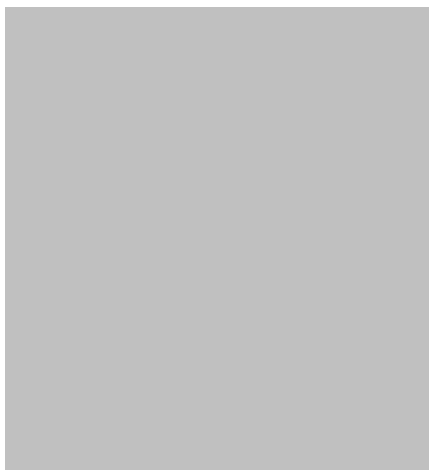
Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a principal's improvement in those areas.

As a required attachment to this Educator Evaluation plan, upload the PIP forms that are used in the LEA.

PIP Form.docx



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

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 01/30/2023

<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>and methodologies required for such reviews, pursuant to Education Law Section 3012-d</p> <p><input checked="" type="checkbox"/> The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p> <p><input checked="" type="checkbox"/> The LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents</p>	

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

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



[Redacted]

[Redacted]

SECTION V: IMPROVEMENT PLAN

Morrisville-Eaton Central School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced by October 1st or as soon as practicable thereafter the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to

