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

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November 28, 2022

Educator Evaluation Plan - Variance

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Capital Region BOCES
900 Watervliet Shaker Road

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## Required Student Performance Variance

**A variance may be requested for the following areas of the required student performance subcomponent:**

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

### Applicable Areas

**Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.**

- ☑ Measures of student growth
- ☑ Evidence of student learning

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

| 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% |

### Applicable Teachers

**Please list all teachers to whom this required student performance variance request applies.**

- **If applicable, use the options in the 'Groups of Teachers' column, OR select teachers individually in the columns to the right.**

| | Groups of Teachers | Common Branch | ELA | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| Group 1 | ☑ Ungraded special education program teachers(including core and non-core/elective teachers) | | | | | |
| Group 2 | | | | | | |
| Group 3 | | | | | | |

### Non-core/Elective Teachers

**Please** only **check the box below** if none of the options for non-core/elective teachers in the table above are applicable **(e.g., teachers of art, music, and physical education use different measures and assessments).**

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## Measures of Student Growth

Please describe the measure that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components) and identify the group(s) from the applicability page that correspond(s) to the measure.

To include evidence of student learning in this required student performance variance request that is different than the assessments selected in the approved Educator Evaluation plan, please choose 'Evidence of student learning' on the applicability page and complete the information on the subsequent page.

- **If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.**
- **If all groups of applicable teachers use the same measure, select 'All applicable teachers listed'.**
- **Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.**

| Applicable Teachers Row Groups | Description of Measure |
|---|---|
| ☑ Group 1 | This group encompasses our Special Education division, which includes students with significant academic, social and behavioral needs. In an effort to measure the impact of specially designed instruction, all classroom teachers will use one academic IEP goal for each student as their growth measure. The identified goal criteria/target will be used as their target. Baseline data will be determined, per the IEP goal criteria, at the beginning of the year through progress monitoring of the IEP goal. Student growth towards the goal criteria/target will be measured through progress monitoring with evidence collection at intervals determined by the goal schedule, and methods determed by the measure on the IEP. Progress monitoring data will tracked in IEP direct. At the end of the year, student growth will be measured based on whether the student attained and/or made consistent progress toward meeting the IEP goal criteria/ target. |

## Measures Assurance

**Please read the assurance below and check the box.**

☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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## Evidence of Student Learning

Please identify any evidence of student learning to be used and identify the group(s) from the applicability page that correspond(s) to the evidence listed. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same evidence, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

**Traditional Assessments**

To enter 'other evidence' that is not included in the options below, scroll to the next table.

| Applicable Teachers Row Groups | State or Regents Assessment(s) Please check all that apply. | Locally-Developed Course-Specific Assessment(s) Please check all that apply. | LEA(s) assessment(s) not created by the LEA completing this variance application Please list all that apply. | Third Party Assessment(s) Please check all that apply. | Name of third party assessment(s) not listed in previous column Please list all that apply. |
|---|---|---|---|---|---|
| | | | (No Response) | | (No Response) |

**Other Evidence**

| Applicable Teachers Row Groups | Identify evidence of student growth used that is not a State, locally-developed, or third party assessment. |
|---|---|
| ☑ Group 1<br>☐ Group 2<br>☐ Group 3<br>☐ Non-core/elective teachers group<br>☐ All applicable teachers listed | Please see measures of student growth. |

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## Variance Details

Please read the questions below, answer each prompt in a concise manner, and identify the group(s) from the applicability page that correspond(s) to the information provided.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

**Rationale**

**Please provide a rationale for this variance request.**

| Applicable Teachers Row Groups | Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request. |
|---|---|
| ☑ Group 1 | The proposed changes will align more closely with the individual needs of the unique students within our Special Education division. Academic IEP goals are standards aligned and are created to address the identified areas of need for each individual student based on data from the previous year(s). To successfully measure impact of specially designed instruction, evaluation of growth needs to be measured using assessments that are more directly aligned to each individual students' academic area(s) of need. Traditional standardized achievement tests do not measure growth in increments that match our students. This method will ensure that growth measures and success criteria are tightly aligned to the needs of each student as identified and agreed upon by the Committee of Special Education (CSE). |

**Standards and Procedures**

**Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.**

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| ☑ | ☑ |

APPR VARIANCE  CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to

## 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.

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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:

- îdentifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- îdentifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- îWKH LPSDFW RQ WKH /($åV DELOLW\ WR PDNH VWURQJ DQG HTXLWDEOH LQIHUHQFHV UHJDU
- îwhen 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 WHDFKHUVå FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUVå FRXUV year.

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

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ASSESSMENTS

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

- State assessment(s); or

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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 consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.

☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

☑ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

☑ Assure that processes are in place for the superintendent to monitor SLOs.

☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.

☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

## Measures and Assessments

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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).
- If both common branch and departmentalized instruction occurs in a particular grade level, please select both options for the applicable grade level(s).

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

- Check each applicable common branch grade level below.

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

| Applicable Teachers<br>Select all that apply | Measure<br>Prior to making a selection, please read the description of each measure provided above. | State or Regents Assessment(s)<br>Select all that apply | Locally-developed Course-Specific Assessment(s)<br>Select all that apply | Third Party Assessment(s)<br>Select all that apply |
|---|---|---|---|---|
| ☑ Grades 9-12 ELA<br>☑ All High School Regents Math Courses<br>☑ All High School Regents Science Courses<br>☑ All High School Regents History Courses<br>☑ All non-core/elective teachers corresponding to the grade levels of the courses selected above(e.g. non-core/elective teachers in grades 4-8; to list non-core/elective teachers | ☑ Collectively attributed results (program, school or district-wide measure) | | | ☑ NOCTI (course-specific)<br>☑ Precision Exams |

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| Applicable Teachers<br>Select all that apply | Measure<br>Prior to making a selection, please read the description of each measure provided above. | State or Regents Assessment(s)<br>Select all that apply | Locally-developed Course-Specific Assessment(s)<br>Select all that apply | Third Party Assessment(s)<br>Select all that apply |
|---|---|---|---|---|
| separately, please use the table in the following section) | | | | |

Non-core/Elective Teachers

Please only check the box below if none of the options for non-core/elective teachers in the table above are applicable (e.g., teachers of art, music, and physical education use different measures and asessments).

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

## Non-core/Elective Teachers

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.

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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:

- îidentifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- îidentifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- îWKH LPSDFW RQ WKH /($åV DELOLW\ WR PDNH VWURQJ DQG HTXLWDEOH LQIHUHQFHV UHJDU
- îwhen 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 WHDFKHUVå FRXUVHV or VWXGHQWV LQ WKH JURXS WHDP RI WHDFKHUVå FRXUV year.

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

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ASSESSMENTS

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

- State assessment(s); or

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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).

Please use the table below to list the non-core/elective teachers in your LEA not included on the previous page.

For the teacher(s) on each row, indicate the applicable measures and assessment(s) used. Please note, you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "K-12 Special Education".

Follow the examples below to list non-core/elective teachers.

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-7: assessment(s) used

| | (1) lowest grade | (2) highest grade | (3) subject | (4) measure | (5-7) assessment(s) |
|---|---|---|---|---|---|
| 9-12 English Electives | 9 | 12 | English Electives | Collectively-attributed linked results | All Regents given in LEA |
| K-3 Art | K | 3 | Art | Teacher and course-specific results | Questar III BOCES |
| K-8 All non-core/elective courses | K | 8 | All non-core/elective courses | Collectively-attributed results | STAR Early Literacy, STAR Math, STAR Reading |

*Note on common branch/departmentalized options*

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

- Check each applicable common branch grade level on the previous page.

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FROXPQ ZLWK WKH FRUUHVSRQGLQJ JUDGH V DQG FRPSOHWH WKH UHPDLQGHU

To add additional courses, click "Add Row".

| Grade From | Grade To | Subject | Measure | State or Regents Assessment (s) | Locally-developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|---|
| 9 | 12 | ☑ CTE | Collectively attributed results (program, school or district-wide | | | ☑ NOCTI (course-specific) ☑ Precision Exams |

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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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## 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
-

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

☑ Other (please provide more information below)

In the box below, please provide additional details on the level at which the observable components of the selected rubric are rated.

When using the Danielson 2013 Instructionally focused rubric, Domains 1 and 4 are rated holistically. Domains 2 and 3 are rated at the subcomponent level and are averaged to get the domain score.

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.

Please note: Weighting across observation type (i.e. Principal vs. Independent Evaluator) are described in the following section.10 42 749 Tm (CAPITAL REGION luA0coring vwg.k20C /P <</MCID 13 >>BDC /T1_1 1 Tfacrossdc23t /T12y in the ss6

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| | 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.

HEDI Ranges

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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] | | | |
| | | | |

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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

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<br>Select all that apply |
|---|---|---|
| Announced Supervisor Observation (Required Subcomponent 1) | 1 | ☑ In person |
| Unannounced Supervisor Observation (Required Subcomponent 1) | 0 | ☑ Not applicable |
| Announced Independent Evaluator Observation (Required Subcomponent 2) | 0 | ☑ Not applicable |
| Unannounced Independent Evaluator Observation (Required Subcomponent 2) | 1 | ☑ In person |
| Announced Peer Observation (Optional) | 0 | ☑ Not applicable |
| Unannounced Peer Observation (Optional) | 0 | ☑ Not applicable |

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

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

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Independent Evaluator Assurances

Please read the assurances below and check each box.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.

☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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| Which groups of teachers may utilize the appeals process?<br>Select all groups that have the same process as defined in subsequent columns.<br>To add additional groups with a different process, use the "Add Row" button. | Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating.<br>Select all that apply. | What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal? |
|---|---|---|
| | required for such reviews, pursuant to Education Law Section 3012-d<br>☑ The adherence to the regulations of the Commissioner and compliance with any applicable lol0jgy negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents<br>☑ 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 utlize the appeals process. |
|---|---|
| (No Response) | (No Response) |

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## Training Assurance

Please read the assurance below and check the box.

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

1. The New York State Teaching Standards, and their related elements and performance indicators
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its teachers
4. $SSOLFDWLRQ DQG XVH RI WKH 6WDWH DSSURYHG WHDFKHU UXEULF V VHOHFWHG E\ WKH DSSOLFDWLRQ RI VXFK UXEULFV WR REVHUYH D WHDFKHUåV SUDFWLFH
5. Application and use of any assessment tools that the LEA utilizes to evaluate its classroom teachers
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its teachers
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
9. Specific considerations in evaluating teachers of English language learners and students with disabilities

## Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Observers and Certification of Lead Evaluators

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

Please answer the questions below to describe the training process for all evaluators.

### Evaluator Training

Please identify the entity responsible for training and retraining evaluators.

Check all that apply.

☑ District/BOCES (LEA conducts their own training)

Please read the assurance below and check the box.

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

Initial training

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## Teacher Evaluation Assurances

Please read the assurances below and check each box.

☑ Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's evaluation, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

## Assessment Assurances

Please read the assurances below and check each box.

☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

## Data Assurances

Please read the assurances below and check each box.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that scores for all teachers will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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## Required Student Performance Subcomponent

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

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

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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.

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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 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 |
|---|---|---|---|---|
| ☑ K-8<br>☑ K-12 | ☑ Collectively attributed results | | | ☑ STAR Early Literacy<br>☑ STAR Math<br>☑ STAR Reading |
| ☑ 9-12 | ☑ Collectively attributed results | | | ☑ NOCTI (course-specific)<br>☑ Precision Exams |

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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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## 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.

☑ Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.

☑ Assure that the same rubric(s) is (are) used for all school visits for a principal across the school visit types in a given school year.

## Rubric Rating Process

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

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

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## 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.

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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.

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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. 2eT4GFigup 40TfDwtTd4nsu/bdiuse of professional goal-s8S proA/as thl notgoal-s8S proA

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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.

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## Category and Overall Ratings

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

## Category Scoring Ranges

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

Student Performance Category

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

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

Principal School Visit Category

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

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

## Scoring Matrix for the Overall Rating

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

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

## Category and Overall Rating Assurances

Please read the assurances below and check each box.

☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that it is possible to obtain a zero in each subcomponent.

☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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## Additional Requirements

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

Principal Improvement Plan Assurances 456 Principal Improvement Plan Assurances sce m /P <</MCID 4 >>BDC /131_0 1 Tf 8 0 0 8 47 644 Tm (Fo40.5)Tj Eil developed ar

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

Appea ces

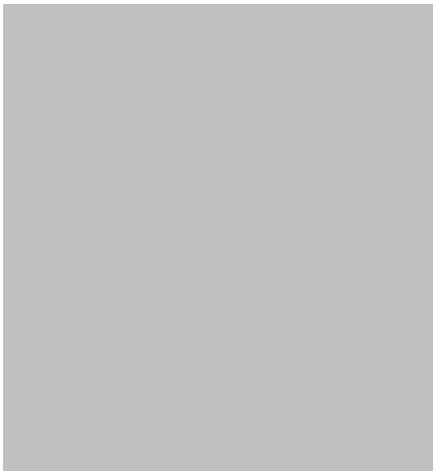
the assurances below and check each box.

at the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely ous resolution of an appeal.

at 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 ssure



| | | |
|---|---|---|
| | ☑ | |

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## Training Assurance

Please read the assurance below and check the box.

☑ The

Page Last Modified: 08/05/2022

## Principal Evaluation Assurances

Please read the assurances below and check each box.

☑ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's evaluation in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

## Assessment Assurances

Please read the assurances below and check each box.

☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

## Data Assurances

Please read the assurances below and check each box.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that scores for all principals will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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## 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.

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.

APPR3012d_DistrictCertificationForm_2019 signed 11 21 22.pdf

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_____ _____

_____ _____

Capital Region BOCES TEACHER IMPROVEMENT PLAN

The TIP must consist of the following components:

I. SPECIFIC AREAS FOR IMPROVEMENT: Identify specific areas in need of improvement. Develop specific, behaviorally written

# Cap al Re BOCES Princi nprov ment P lan

Name Principa _____ _____ _____ _____

Schoo uilding _____ _____ _ Academ c Year _____ _____

Defici y that p d the "ineffective" or "d ng" perfo nce rating:

Improv ent Go / e:

Action eps/Act it

Timeli for com e

Requir and Acc s sources, including iden n of resp ibility for p ovision:

Dates c ormativ e n on progress (lead eva nd princ initial eacl date to confi he meetin

Decem :

March:

Other:

Eviden to be pr i Goal Achievement:

Assess t Sumr u evaluator is to attach a e summa f the impr ement progr includi verifica n provision of support an rces as o ed above n later than 1 ys after th dentifiec c n date. Such summary signed b he superint ndent and pri al with th pportun y principal to attach comm

CAPITAL RE ...ven... Plan Proces...

Upon rating a ...lopi... an improven...ent plan designed to r...ectify perceived or d... be d...lo...ped and co...mmenced no later than ten (10) school days af... ...e su...intendent or ...lesignee, in conjunction with the principal, ...plan... t contains:

1.A clear deli... ...esul... in the ineffe...tive or developing ass...essment.

2.Specific imp... ...ents

3.Specific imp... ...s.

4.A reasonabl... ...vem...

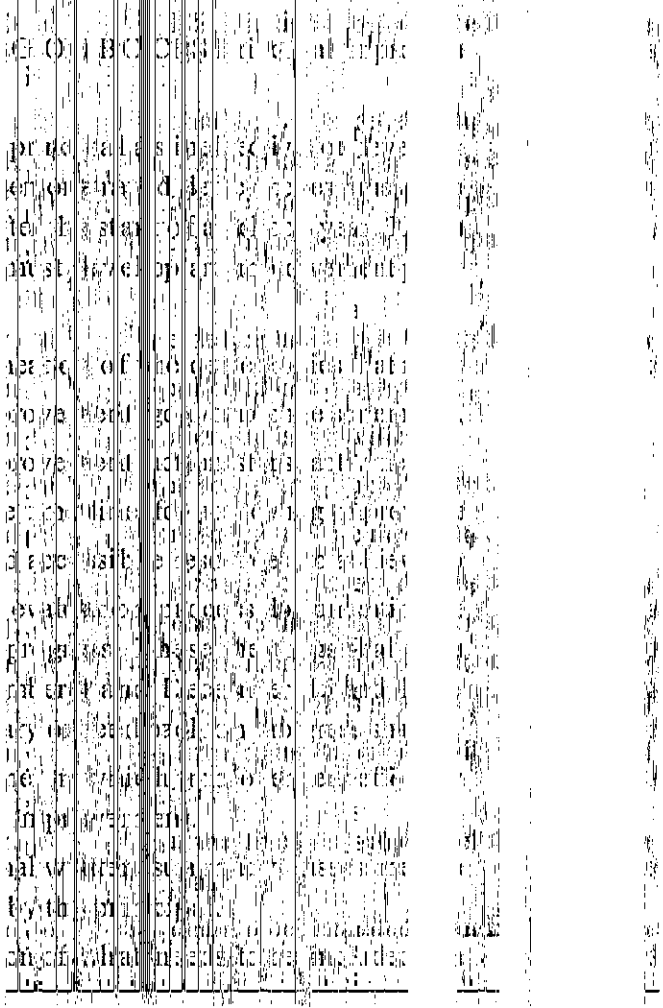
5.Required an... ...e gc...

6.A formative ...g m... ...ng...s strategic...lly scheduled throughout the year to assess ...occu... ...t least twice ...uring the year: the first between Dece... ...e se... ...d between M...arch 1 and March 15. A written summa... ...ll be ...ven within 5 ...usiness days of each meeting.

7.A clear man... ...rts w... ...be assessed, ...cluding evidence demonstrating ...

8.A formal, fi... ...nt d... ...ea ting progr...ss made with an opportunity for comments ...

9. A delineati... ...l in a ...vidence Bin...er.



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