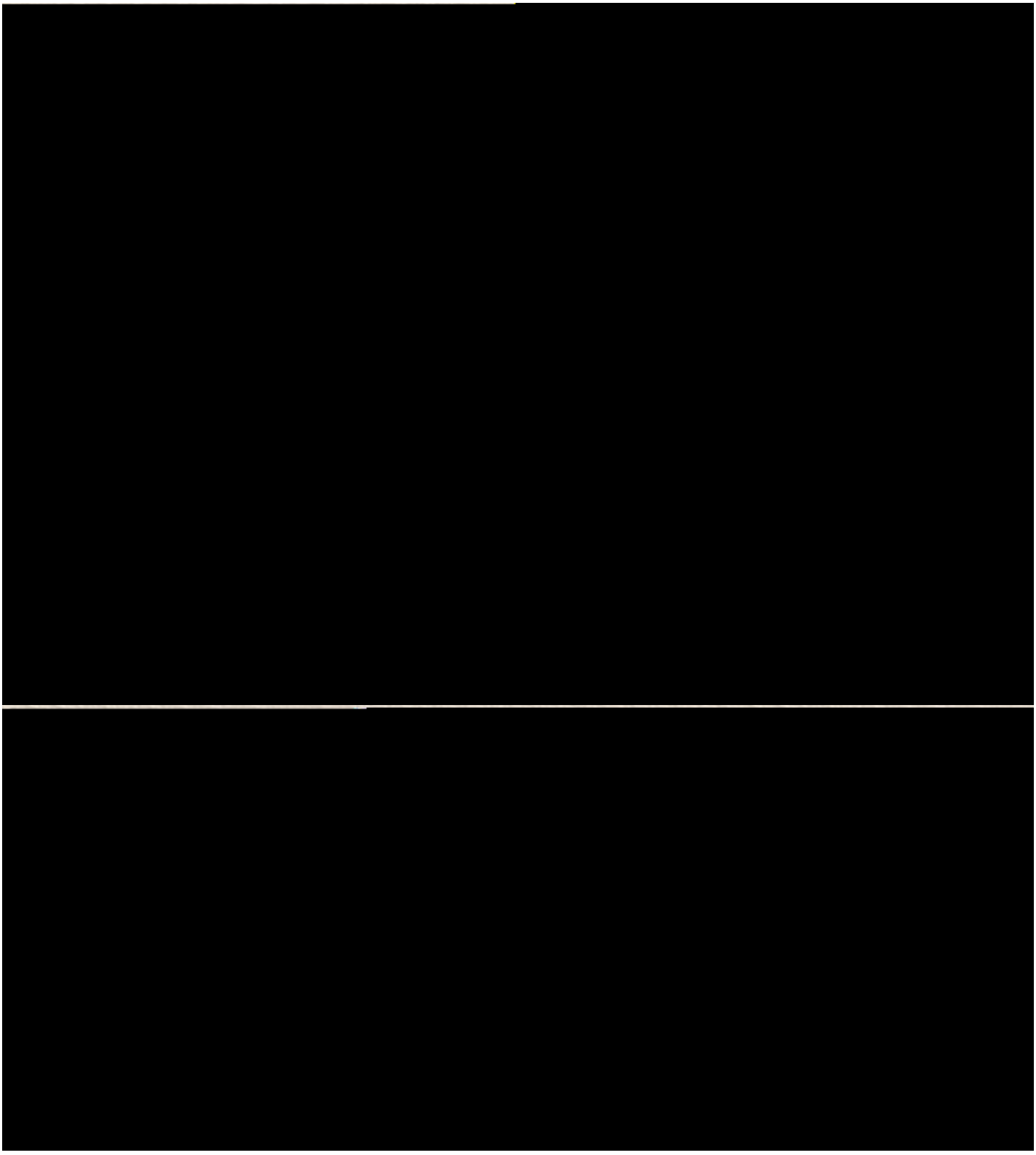
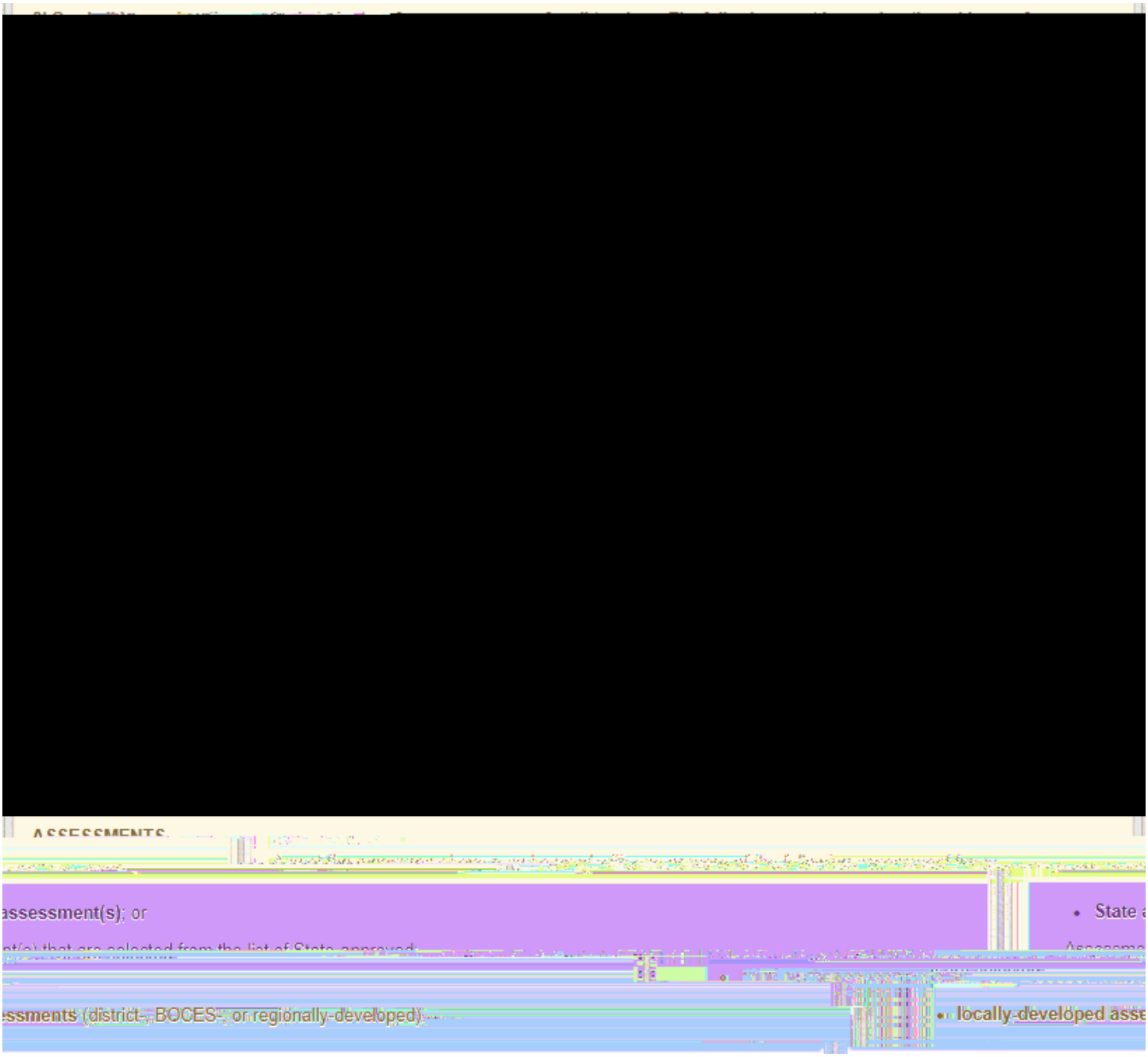
Task 1. General Information



Non-core/Elective Teachers



ıde To *	Subject *	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
is lumn ntains a ing of ades K plus hool els plicable µ v P Œ	This column contains a listing of subjects of non-core/ elective courses not included in the table on the previous page.	Individually attributed results Collectively attributed results (program, school or district-wide measure) Collectively attributed linked results Collectively attributed group or team results	This column contains a listing of all NYS Assessment grades 3-8 ELA/math/ science, Regents exams, NYSAA and NYSESLAT.	This column contains a listing of all LEAs with approved locally-developed course specific assessments.	This column contains a listing of all State-approved third party assessments.

Use of the Optional Subcompnent and Student Performance Category Weighting

[redacted]

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
YES, the Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.

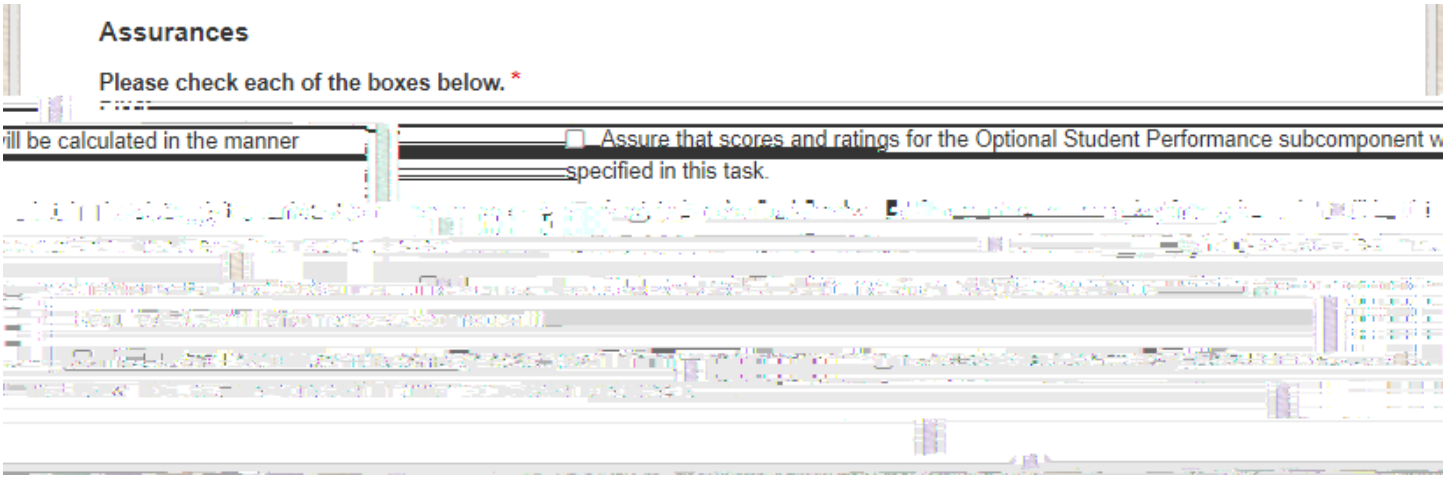
Information related to the Optional subcomponent will be entered into Task 3.

t Performance

Select the weight of the Required Student Performance subcomponent; the corresponding Optional Stude

Please Select

Options are listed from 99% required, 1% optional to 1% required, 99% optior


Assurances
Please check each of the boxes below. *
ill be calculated in the manner
Assure that scores and ratings for the Optional Student Performance subcomponent w
specified in this task.

Optional Student Performance: Option (A) Additional SLO

Applicable teachers row groups *

Select all that apply

Assessment(s)

Applicable teachers row groups * Select all that apply	Applicable optional measure	State-created or -administered assessment(s) Select all that apply	State-designed supplemental assessment(s) Select all that apply
Applicable teachers group row 1			
Applicable teachers group row 2			
Applicable teachers group row 3			
Non			

Optional Student Performance: Option (B) Additional Growth Score

Applicable teachers row groups * Select all that apply	How does the selected assessment measure student growth* based on a statistical growth model? , } Á Á] o o Ç } µ š Œ u] v Z starting level for the course? * Please include relevant baseline data collection information. * Student growth is defined as the change in student performance for an individual student between two or more points in time.	How is the growth score based on a statistical growth model calculated? How is this translated to a 0-20 score and HEDI rating? *

e: Option (D) Performance Index

	How does the selected performance index measure student performance? *	How is the performance index target determined? *
w 1 w 2 w 3 group		

	How does the performance index account for changes in student performance between two (or more) points in time, if measuring growth? * * Student growth is defined as the change in student performance for an individual student between two or more points in time.	How is the performance index score calculated? How is this translated to a 0-20 score and HEDI rating? * The conversion chart will be uploaded in the next question.
w 1 w 2 w 3 group		

	Maximum

require question

11		
12		

* A red asterisk denotes a require

Optional Student Performance: Other Optional Measure

Applicable teachers row groups * Select all that apply	Please identify the locally selected measure that will be used to measure student growth* or achievement. * * Student growth is defined as the change in student performance for an individual student between two or more points in time.	How does the selected assessment measure student achievement? If measuring growth, how does the

Student Population and Teacher Feedback

Applicable teachers row groups * Select all that apply	Applicable optional measure	What is the student population that will be included in the measure? * E.g., all students who take the selected assessment in a schoo year; English language learners; etc.

Task 4. TEACHERS: Observations

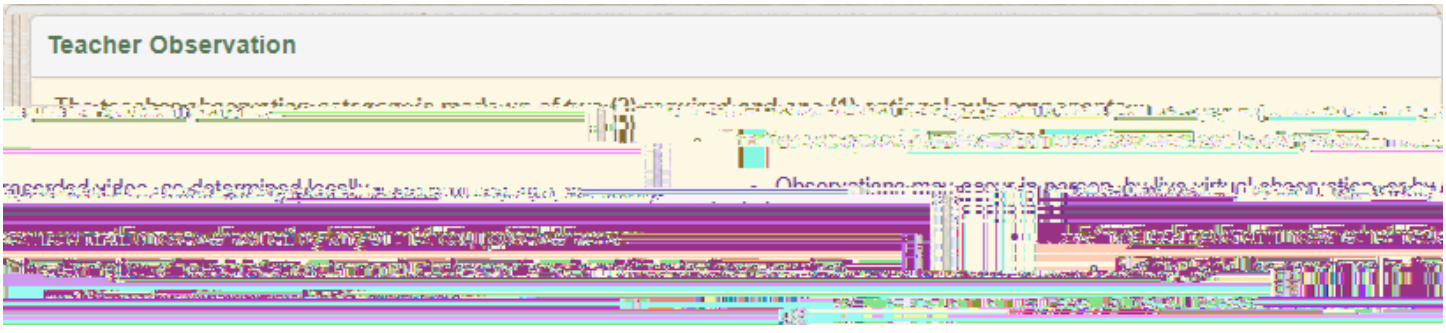
Rubric Name *	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.

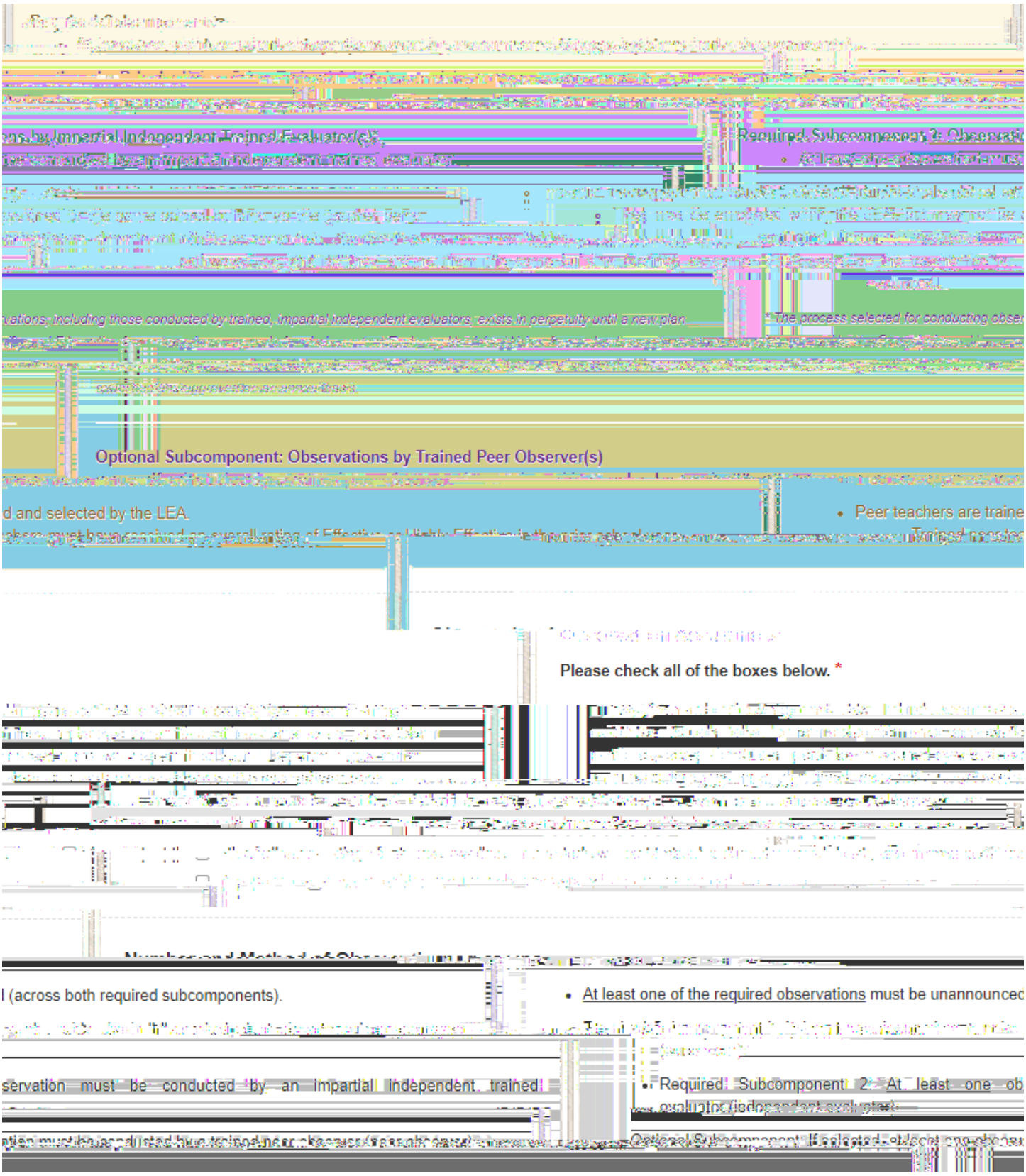
CLASS
v] o • } v [• & Œ u Á } Œ l (} Œ d Z] v P
v] o • } v [• & Œ u Á } Œ l (} Œ d Z] v P ~ î ì í í Z À
v] o • } v [• & Œ u Á } Œ l (} Œ d Z] v P ~ î ì í ï] v • š
v] o • } v [• & Œ u Á } Œ l (} Œ d Z] v P ~ î ì í ï Z À
v] o • } v [• & Œ u Á } Œ l (2 2 E d i t i o n) Z] v P ~ î ì
D Œ • Z o o [• d Z Œ À o µ š] } v Z µ Œ]
D Œ • Z o o [• v a l u a t i o n R u b r i c (2 0 1 2 R e v i s e d E d i t i o n)

* A red asterisk denotes a required question

HEDI Ranges
Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints
d 3.75 and choose 4.00 as the maximum value for the Highly Effective range.
Please select a minimum value between 3.50 an
Maximum Rubric Score *
Minimum Rubric Scor
imum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.
Please select a mi
Minimum Rubric Score *
Maximum Rubric Score *
Effectiv
Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing rang
Minimum Rubric Score *
Maximum Rubric Score *
Developing:
Please Select
Please Select
Minimum Rubric Score *
Maximum Rubric Score *

Teacher Observations




Optional Subcomponent: Observations by Trained Peer Observer(s)
Please check all of the boxes below. *
(across both required subcomponents).
At least one of the required observations must be unannounced
servation must be conducted by an impartial independent trained
Required Subcomponent 2: At least one ob

Teacher Observations

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

Type of Observation *	Minimum Number of Observations	Method of Observation Select all that apply
Announced Supervisor Observation (Required Subcomponent 1)		In person Live virtual observation Recorded video Not applicable
Unannounced Supervisor Observation (Required Subcomponent 1)		In person Live virtual observation Recorded video Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)		In person Live virtual observation Recorded video Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)		In person Live virtual observation Recorded video Not applicable
Announced Peer Observation (Optional)		In person Live virtual observation Recorded video Not applicable
Unannounced Peer Observation (Optional)		In person Live virtual observation Recorded video Not applicable

Subgroup 3

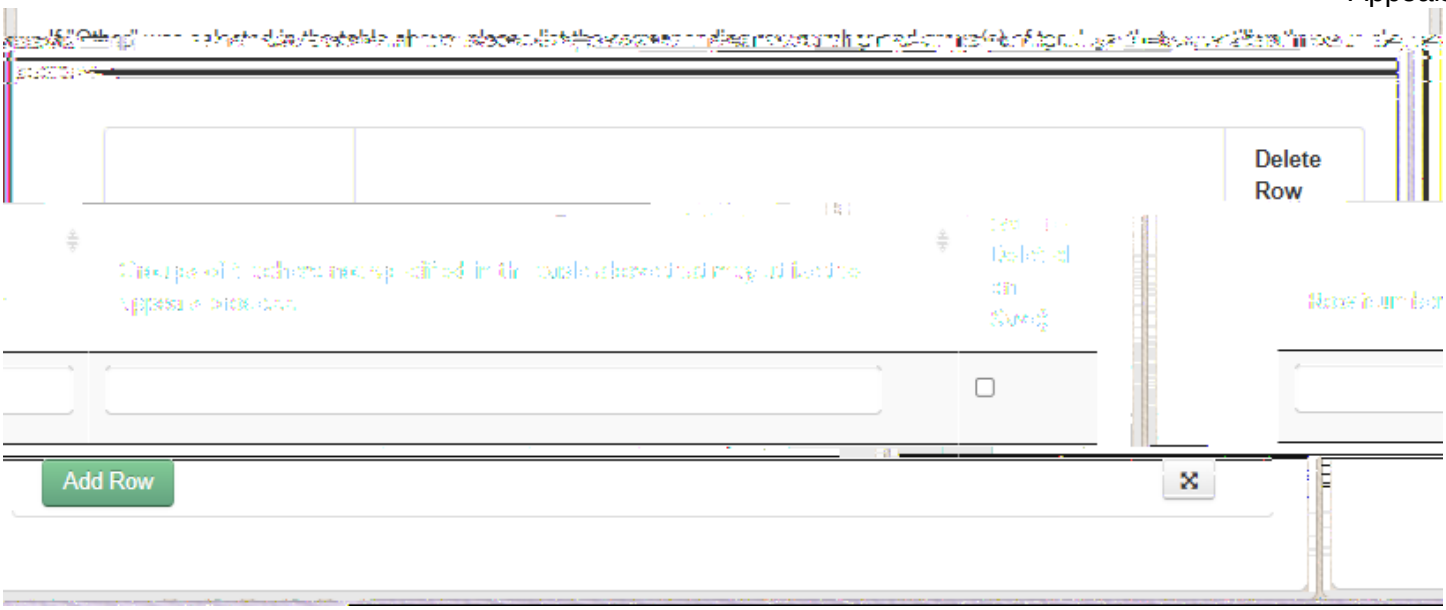
Please identify the third subgroup of teachers to whom the information in the table below applies. *

If an observation type is not applicable, please check the box in the second column; do not complete the last two columns.

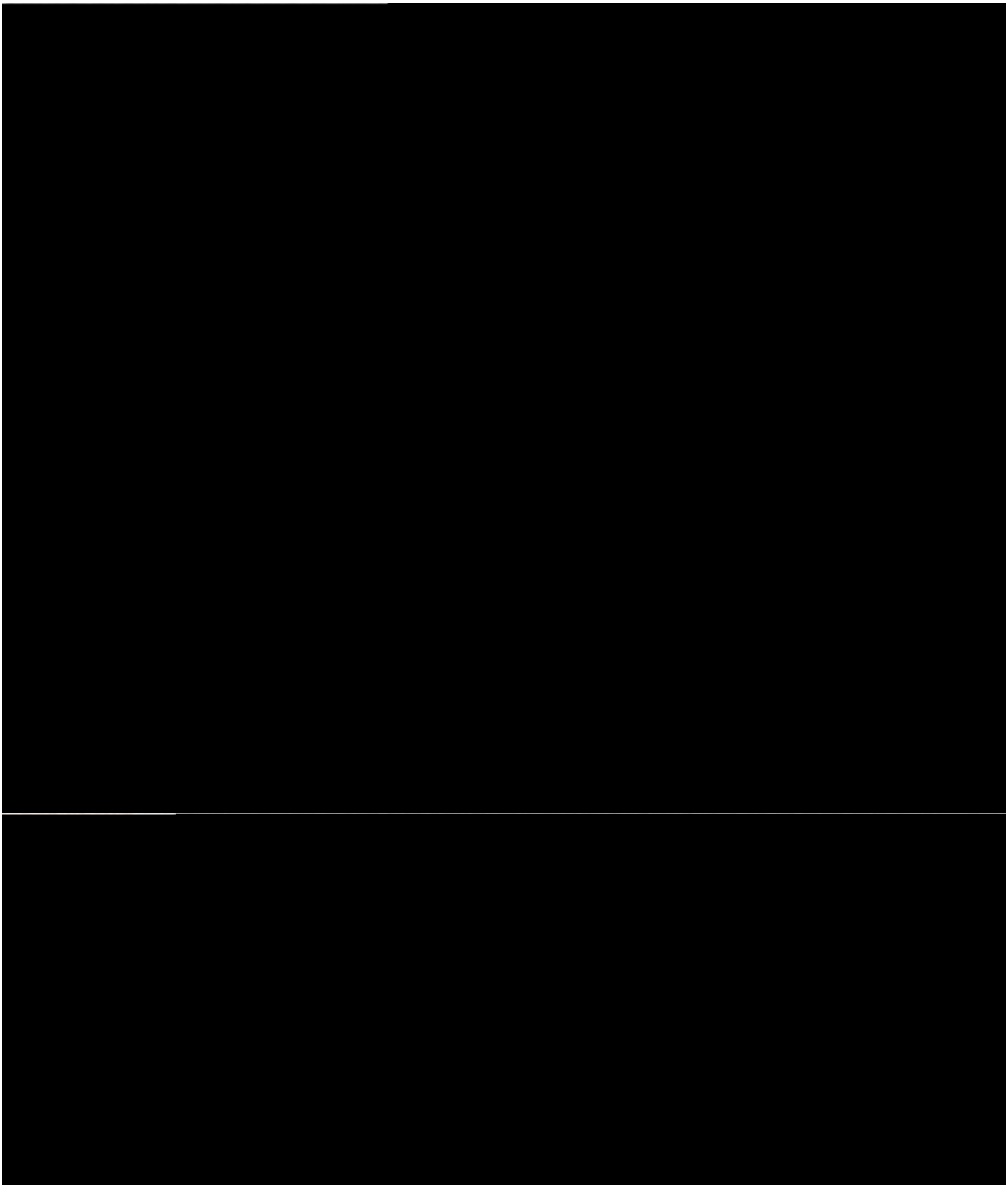
Type of Observation *	Minimum Number of Observations	Method of Observation Select all that apply
Announced Supervisor Observation (Required Subcomponent 1)		In person Live virtual observation Recorded video Not applicable
Unannounced Supervisor Observation (Required Subcomponent 1)		In person Live virtual observation Recorded video Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)		In person Live virtual observation Recorded video Not applicable

Appeals

Which groups of teachers may utilize the appeals process? * Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. * Select all that apply	What is the maximum length of time for the teachers selected to receive a final decision from the filing of an appeal? *

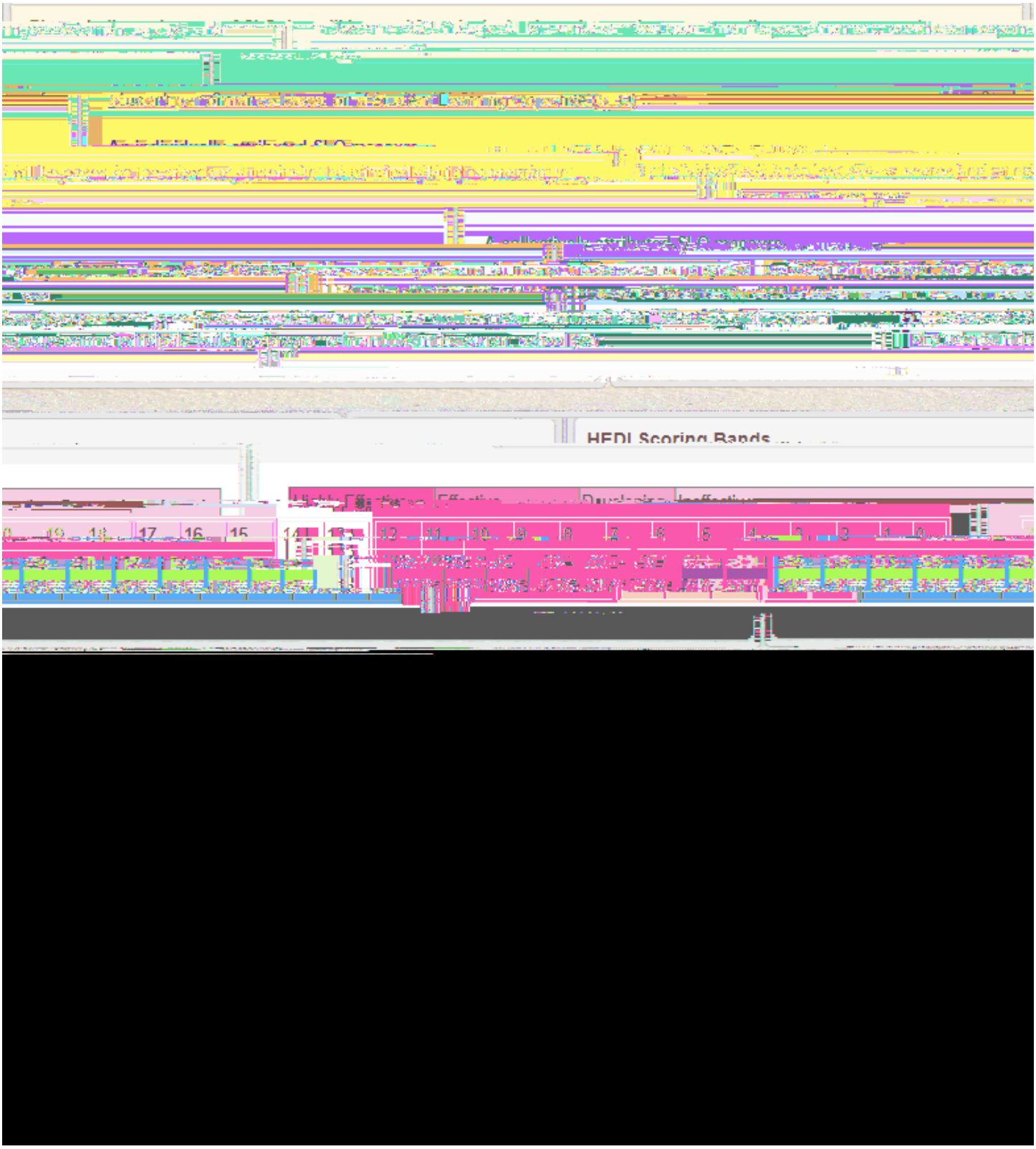

Delete Row
Add Row

Assurances



* A red asterisk denotes a require

Principal Student Learning Objectives (SLOs)



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
This column contains the following choices: All Principals And checkboxes for all possible grade configurations.	Individually attributed results Collectively attrib			

Principal Input Model

Building Configuration(s) for Applicable Principals * Select all that apply	Describe the areas of principal practice that will be evaluated using an input model. *	Describe how the selected areas of principal practice promote student growth.

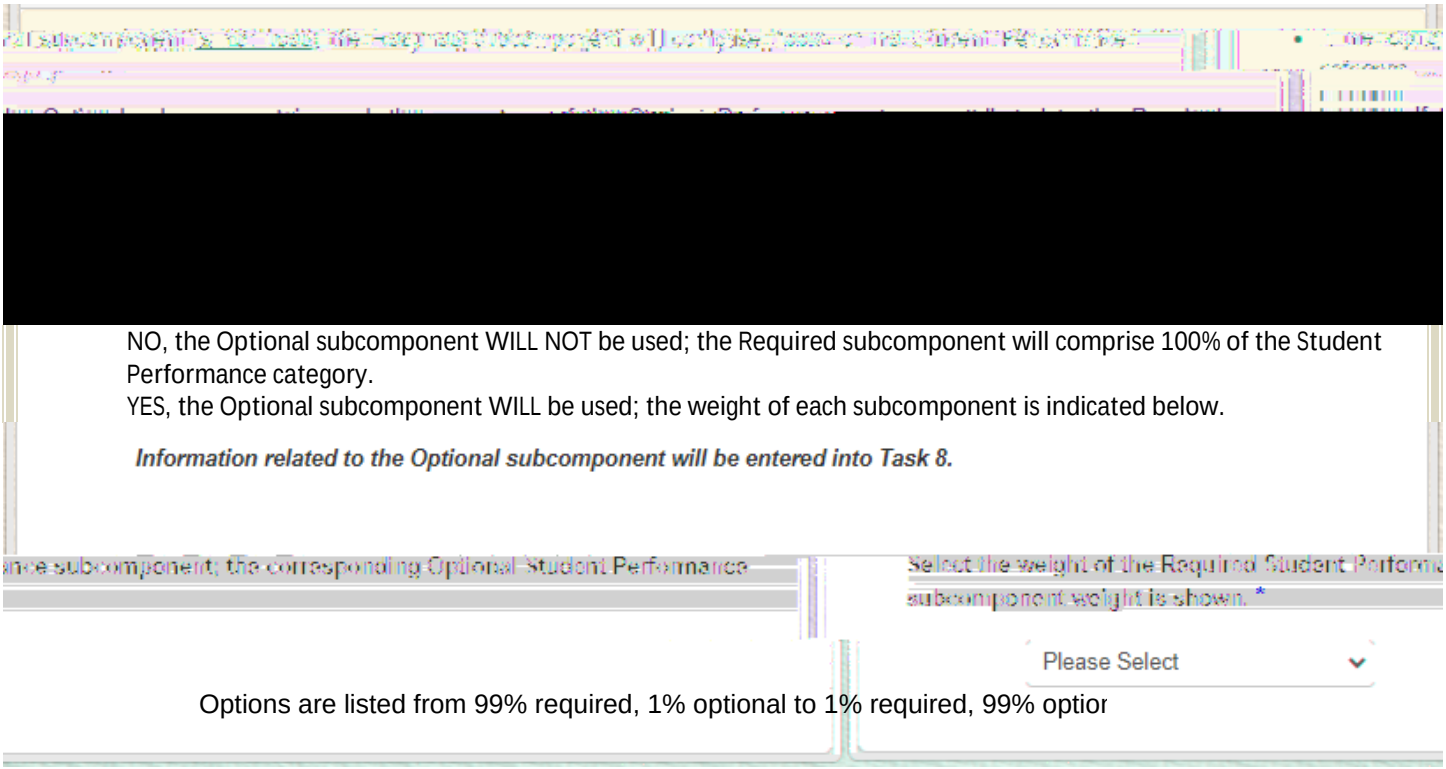
Add Row

Add Row

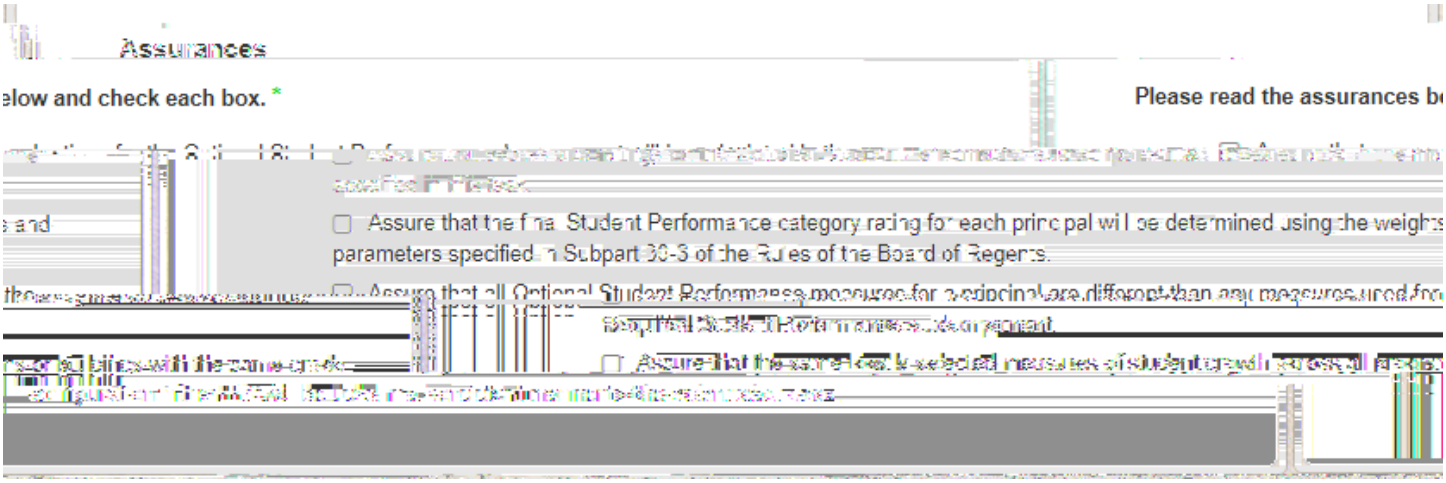
Applicable Principals *

Add Row

Use of the Optional Subcompnent and Student Performance Category Weighting



Task 8. PRINCIPALS: Optional Student [(E)8O4Euen7 0.5s4Eq 0.00000912 0 612 792 re W* n BT /F4 11.04 Tf 1

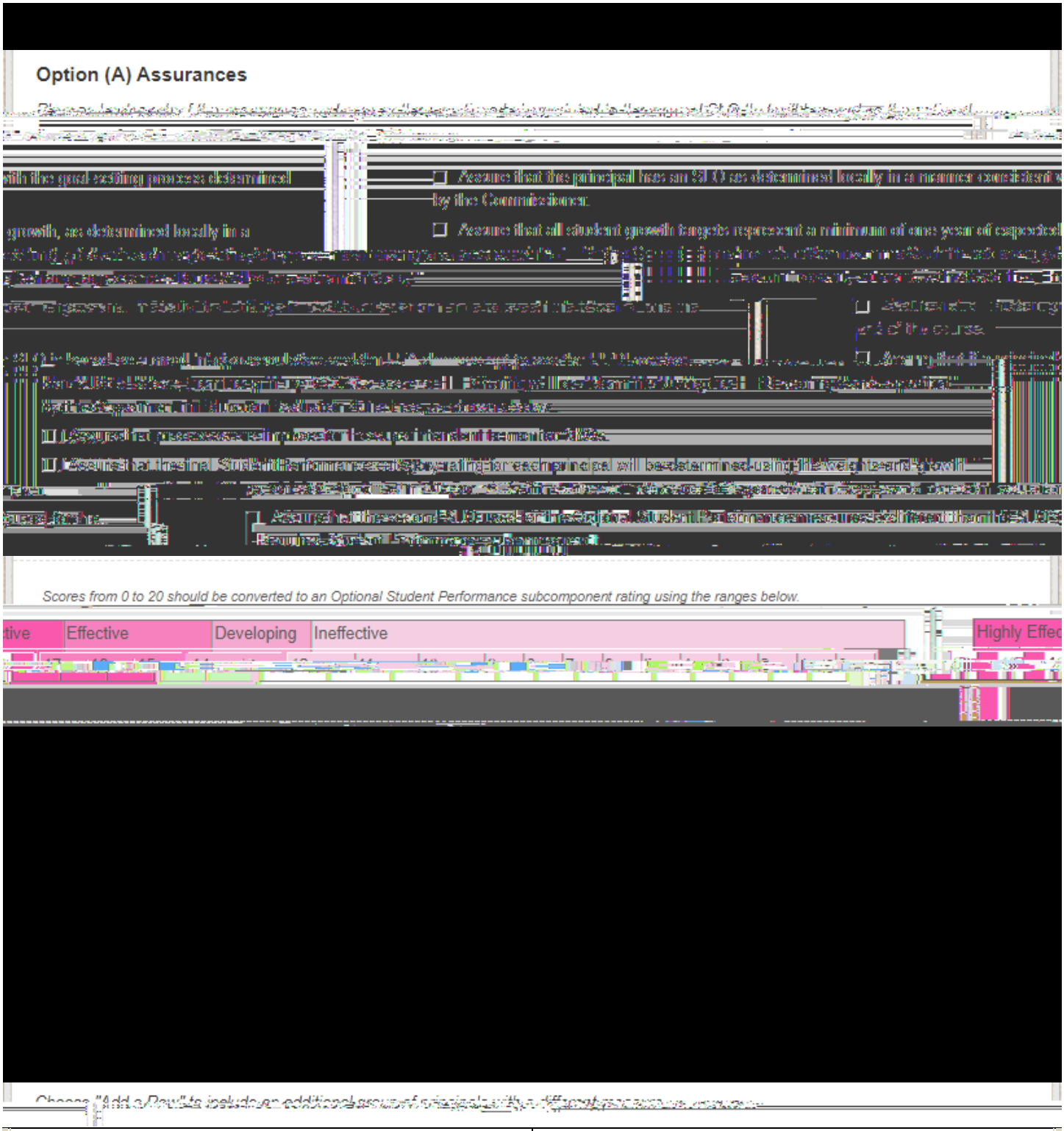

Assurances
elow and check each box. *
Please read the assurances b
and
Assure that the final Student Performance category rating for each principal will be determined using the weights
parameters specified in Subpart 30-3 of the Rules of the Board of Regents.

Applicable Principals

Applicable Principals	Groups of Principals
This table contains Groups-3	This column contains the following choices: Group not applicable All Principals And checkboxes for all possible grade configurations.

Add Row

Optional Student Performance: Option (A) Additional SLO



Applicable Principals * (select all that apply)	Which measure will be used as the second SLO? *
Applicable principals group row 1 Applicable principals group row 2 Applicable principals group row 3 Applicable principals group row 4	Individually attributed results Collectively attributed results Collectively attributed group or team results

Add Row

Educator Evaluation:

Optional Student Performance: Option (C) Additional Growth Measure

Applicable Principals * (select all that apply)	How does the selected assessment measure student growth*? , } Á Á] o o Ç } µ š Œ u] v starting level for the course? * Please include relevant baseline data collection information. * Student growth is defined as the change i studentperformance for an individual student between two or more points in time	What is the expectation for student growth and how are growth targets determined? Will any demonstrated student growth toward the target contribute to the calculation of an educator [• • š µ v š performance measure, or only if a student meets or exceeds the growth target? *	How is the growth score calculated? How is this translated to a 0-20 score and HEDI rating? * The conversion chart will be uploaded in the next question.
Applicable principals group row 1 Applicable principals group row 2 Applicable principals group row 3 Applicable principals group row 4			

Optional Student Performance: Option (D) Performance Index

Applicable Principals * (select all that apply)	How does the selected performance index measure student performance? *	How is the performance index target determined?

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Optional Student Performance: Option (E) Achievement Benchmark

Optional Student Performance: Option (G) Input Model

Applicable Principals> BDC q0.00000912 0 (

14		
15		
16		
17		
18		
19		
20		

Optional Student Performance: Other Optional Measure

Applicable Principals * (select all that apply)	Please identify the locally selected measure that will be used to measure student growth* or achievement. * * Student growth is defined as the change in student performance for an individual student between two or more points in time.	How does the selected assessment measure student achievement? If measuring growth, how does the assessment measure student achievement between two or more points in time and how Á] o o Ç } µ š Œ u] v Z • š µ level for the course? * Please include relevant baseline data collection information.
Applicable principals group row 1 Applicable principals group row 2 Applicable principals group row 3 Applicable principals group row 4		

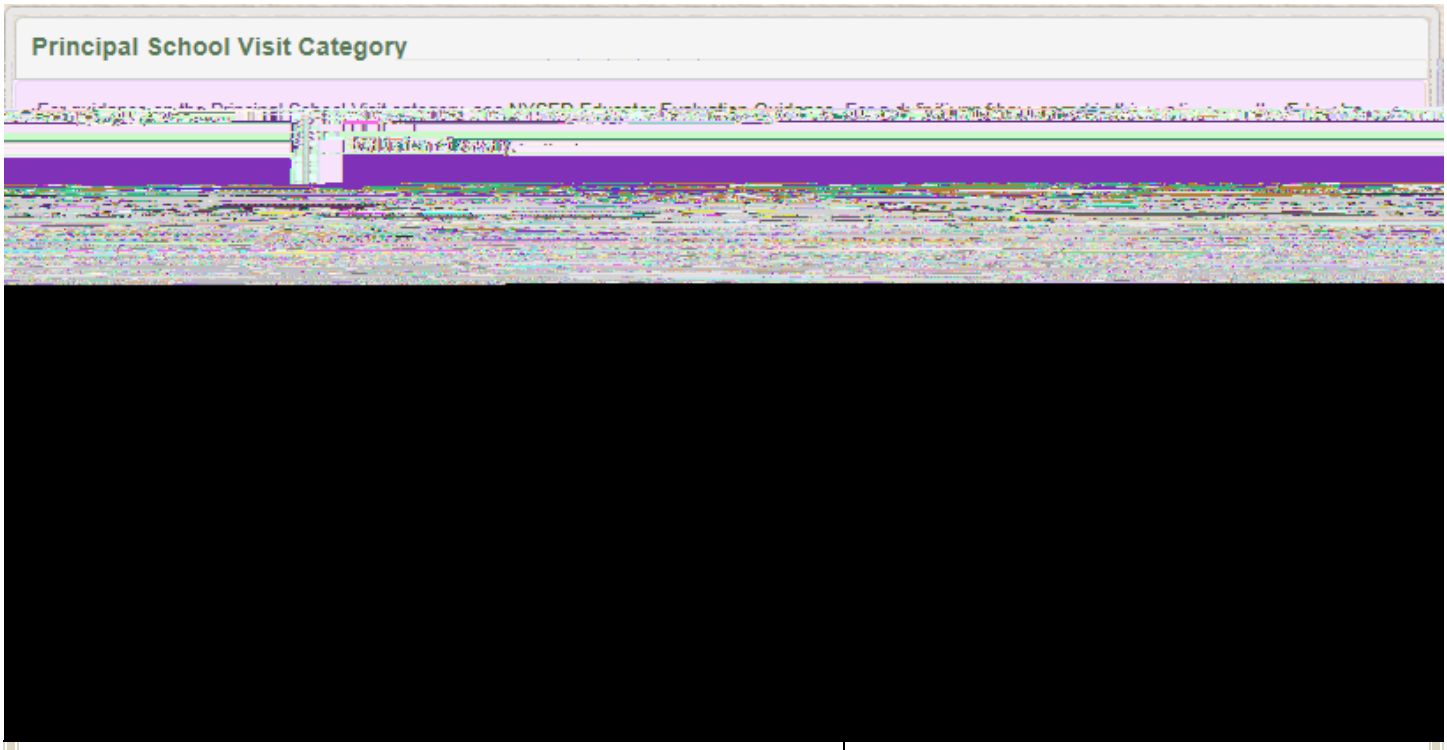
Add Row

Add Row

* asterisk denotes a required question

5

Task 9. TEACHERS: School Visits



Rubric Name *	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
D Œ • Z o o [• W Œ] v] ‰ o À o µ š] } v Z µ Œ] D Œ • Z o o [• W Œ] v] ‰ o À o µ š] } v Z µ Œ] Updates) Marzano School Leadership Evaluation Model (2013) D Œ Ì v } [• ^ Z } } o u] v] • š Œ š } Œ À o µ š] } v McREL Principal Evaluation System Multidimensional Principal Performance Rubric The New York LoTi Principal Practice Rubric The Reeves Leadership Performance Matrix Thoughtful Classroom Principal Evaluation Framework Vanderbuilt Assessment of Leadership in Education (VAL-ED) LEA Rubric Variance	

Add Row

Please check each of the boxes below. *

☐ 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

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

Rubric Rating Process

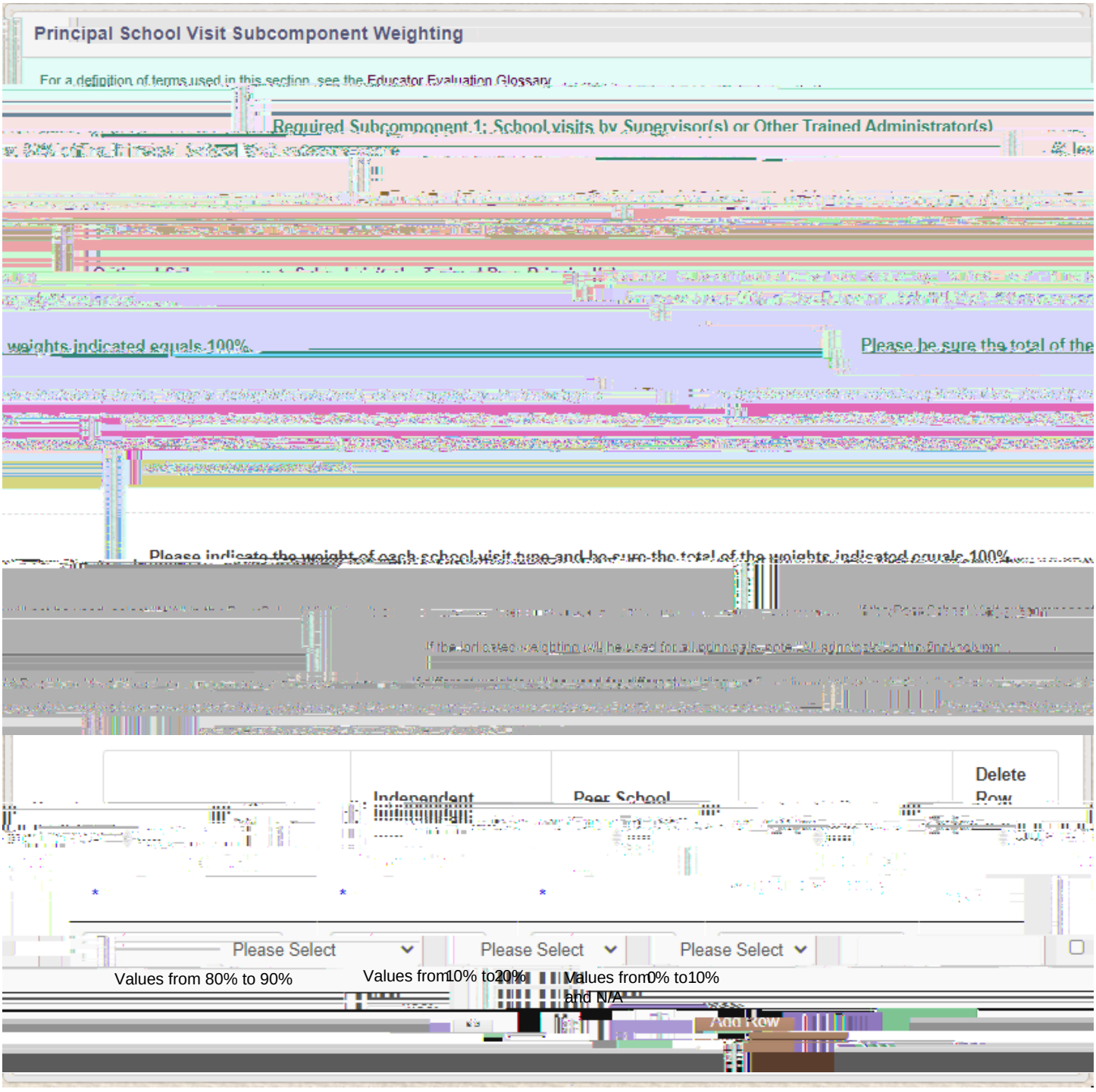
Other: In the box below, please provide additional details on the level at which the observable components of the selected rubric are rated. *

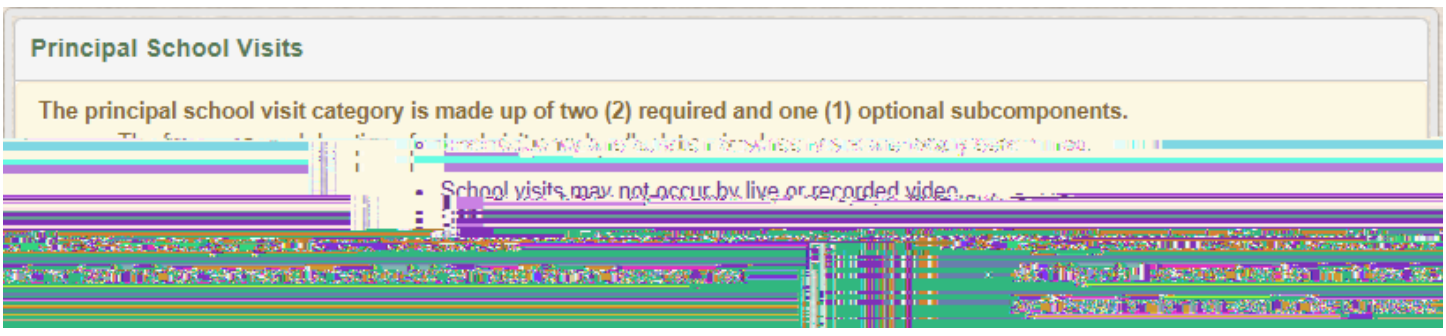
Other: If more than one rubric is selected and different processes exist, please choose one. Describe the process(es) for combining ratings from multiple rubrics.

of the same school visit type will be weighted. *

Visit Category Score and Rating

Principal School Visits





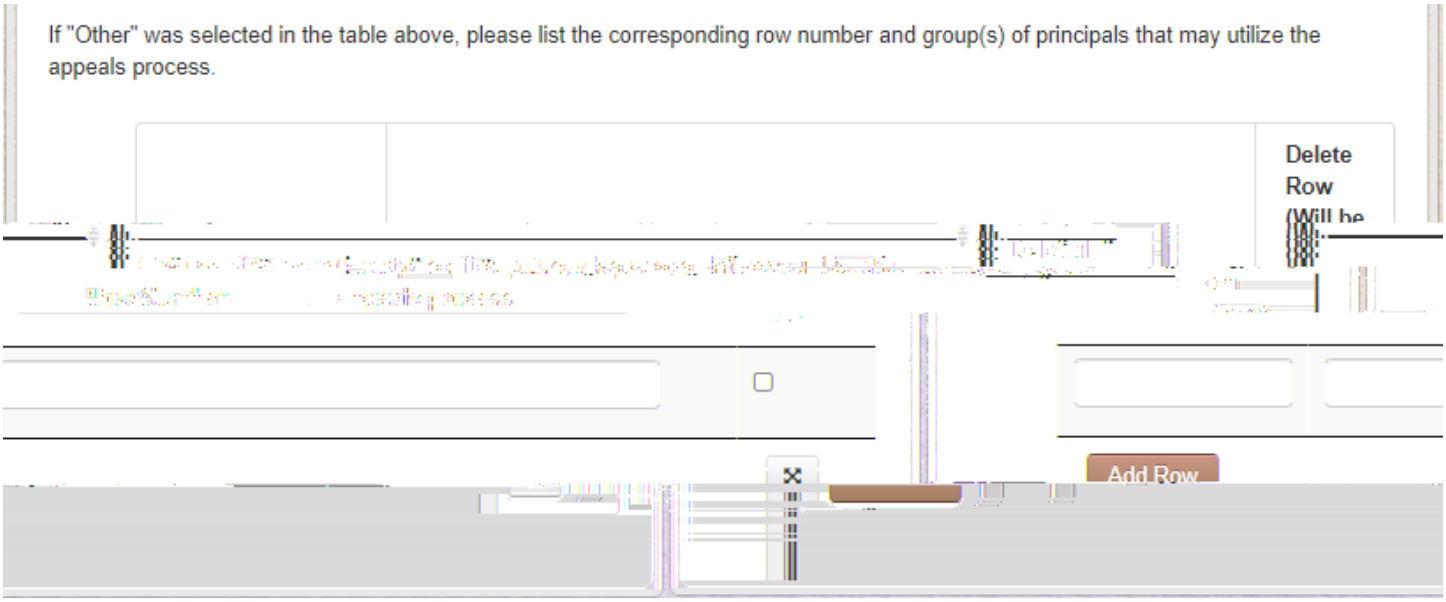
Type of School Visit *	Minimum Number of School Visits *
Announced Supervisor School Visits (Required Subcomponent 1)	
Unannounced Supervisor School Visits (Required Subcomponent 1)	
Announced Independent Evaluator School Visits (Required Subcomponent 2)	
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	
Announced Peer School Visits (Optional)	
Unannounced Peer School Visits (Optional)	

Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	
Announced Peer School Visits (Optional)	
Unannounced Peer School Visits (Optional)	

Type of School Visit *	Minimum Number of School Visits *
Announced Supervisor School Visits (Required Subcomponent 1)	
Unannounced Supervisor School Visits (Required Subcomponent 1)	
Announced Independent Evaluator School Visits (Required Subcomponent 2)	
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	

Unannounced Peer DC q258.65 679.66 311.81 18 reV

Principal School Visits


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.
Delete Row
Add Row

Other: In the box below, please indicate the party responsible for the certification and re-certification of lead evaluators. *

Other: Other than those specified above, what elements are in place to ensure inter-rater reliability? *

Task 12. Joint Certification of Evaluation Plan

Add Row

(3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of

Group of Teachers *	Targets * Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.
	Differentiated (each student has their own growth target) Tiered (students within certain baseline data tiers have correlated targets Targeted (sub-group[s] of students are the focus of the SLO goal) Whole class growth (all students have the same growth target that reflects minimum rigor) Other (provide additional information in the next column)	

Add Row

[redacted]

Other: Please describe the process for ensuring the rigor of SLO targets in a manner not listed above. *

(5) In your EA, is there an opportunity to review student data and revise growth targets if needed? *

Please describe the process for revising growth targets.

Other: Please use the box below to describe the process for teachers to revise growth targets not listed and/or to expand upon any of the selected options. *

Teacher SLO Progress Monitoring

Other: Please describe how SLO progress is monitored through a process not listed above. *

Other: Please describe how SLOs are used to inform and support instruction through a process not listed above.

As applicable: Please select all that apply to the self-reflection process used by teachers to consider student growth and instructional practice to plan for subsequent school years. *

Other: Please use the box below to describe the self-reflection process used by teachers to consider student growth and instructional practice to plan for subsequent school years not listed and/or to expand upon any of the selected options. *

As applicable (other types of data): Please describe the type(s) of data provided to teachers that are not listed above. *

Other: Please describe how teachers reflect on student growth and instructional practices and plan for subsequent school years in a manner not listed above. *

Other: Please describe the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations not listed above. *

Teacher Observations

Group of Principals *	Targets set by the Principal Only * Select all that apply	Targets set by the Principal in Conjunction with Relevant Educators * Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.
	Differentiated (each student has their own growth target) Tiered (students within certain baseline data tiers have correlated targets Targeted (sub-group[s] of students are the focus of the SLO goal)		

Add Row

Supplemental Information: Principal Evaluation ±Input Model

Prinicpal Evaluation Details t Input Model

The details provided on this page are for informational purposes only and will not be published with the approved Educator Evaluation plan on NYSED's website.

Draffjno Responses

Input Model Development

[redacted]

Optional, as applicable: Please describe the nature of the collaborative process between principals and administrators (e.g., frequency/types of meetings, etc.).

Other: Please describe the role that principals and administrators play in the input model development process through a relationship not identified above. *

Yes

Principal Input Model Progress Monitoring

[redacted]

(I3) In your LEA, how is input model progress monitored? *

Regular check-in meetings between principal and administrator
Regular collaborative sessions with colleagues (e.g., grade/subje
Mid-way point check-in

Other: Please describe how input model progress is monitored through a process not listed above. *

Supplemental Information: Principal Evaluation

Student Growth Measure Evaluation, Reflection, and Impact

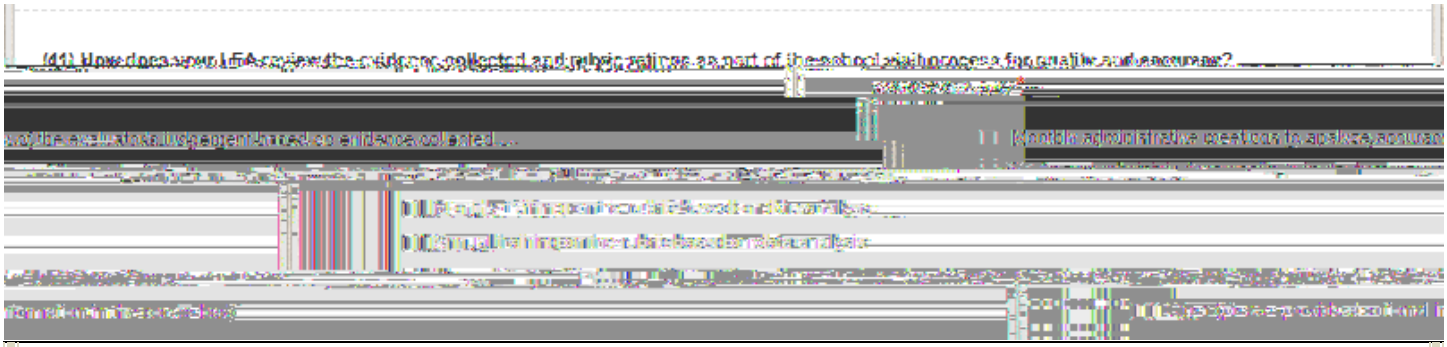
As applicable: 0 1 128.78 407.71 Tm0 g0 G[(: 0 1 128.78 407.71 Tm0 g0 G[(: 0 19 Tf1 0 0 1 128.78 407.2 G3l)-4( )6(l)-4(nfo)12(rm)-4(a)1

Other: Please describe the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits not listed above. *

Principal School Visits

Optional, as applicable: Please provide examples of the data used to determine professional learning opportunities.
Other: Please describe how professional learning opportunities are decided through a process not listed above. *

Other: Please describe the frequency of meetings to plan professional learning opportunities on a schedule not listed above



Other: Please describe how evidence and rubric ratings are reviewed for quality and accuracy through a process not listed above. *