



Commissioner of Education
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March 20, 2023

Revised

Kim Fontana, Superintendent
Pawling Central School District
515 Route 22
Pawling, New York 12564

Dear Superintendent Fontana:

Congratulations. I am pleased to inform you that your educator evaluation plan (“plan”) meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner’s Regulations and has been approved. As a reminder, we are relying on the information you provided on your educator evaluation form, including the certifications and assurances that are part of your approved plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visit category, and/or if the teachers’ or principals’ overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visit category.

NOTE:

Only documents that are incorporated by reference in your educator evaluation plan have been reviewed and are considered as part of your plan; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan but are not incorporated by reference in your plan have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your plan and/or to

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

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

For guidance related to Educator Evaluation plans, see NYSED Educator Evaluation Guidance. For a definition of terms related to Educator Evaluation, see the Educator Evaluation Glossary.

The Department will review the contents of each local educational agency's (LEA) Educator Evaluation plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in an LEA's plan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented Educator Evaluation plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to

The Department does not require any additional attachments to this online form. Any additional attachments to this online form are at the discretion of the LEA.



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

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

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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.

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**

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Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Individually attributed results: scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support the LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> Collectively attributed results: scores and ratings will be based on the growth of all students in a school or program or students across buildings/programs in an LEA who take the applicable assessments in the current school year.

> Collectively attributed group or team results: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses or students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

> Collectively attributed linked results: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

ASSESSMENTS

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

- State assessment(s); or
-

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

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

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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

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

Task 2. TEACHERS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent

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Optional Student Performance Subcomponent





Educator Evaluation - Ed Law §3012-d, amended in 2019Task 4. TEACHERS: Observations - Rubric and Scoring

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

-
- Domain level (holistic rating of domain)

How are the observable components of the selected rubric(s) weighted?

-
- Observable components are combined in some other manner (please provide more information below)e.g., domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each.

In the box below, please describe how the observable components of the rubric are combined.

Domains 2 and 3 are weighted as 30% each, and Domains 1 and 4 are weighted as 20% each.

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.

-
- Multiple observations of the same type are weighted equally

Please read the assurances below and check each box.

-
- Assure

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

Task 4. TEACHERS: Observations - Teacher Observations

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Teacher Observations**

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

- The frequency and duration of observations are locally determined.
 - Observations may occur in person, by live virtual observation, or by recorded video, as determined locally.
 - LEAs may locally determine whether to use more than one observation by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct observations in addition to those required by this section for non-evaluative purposes.
-

Required Subcomponents

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

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

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

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

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

- **If selected, at least one observation must be conducted by a trained peer observer.**
- Peer teachers are trained and selected by the LEA. Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.

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

- 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**
-

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

Task 4. TEACHERS: Observations - Teacher Observations

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

Task 5. TEACHERS: Overall Scoring - Category and Overall Ratings

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Category and Overall Ratings

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

Category Scoring Ranges

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please read the assurances below and check each box.

- 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 teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.



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

Task 6. TEACHERS: Additional Requirements - Assurances

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Teacher Evaluation Assurances

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

- 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



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

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

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Required Student Performance Subcomponent

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

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

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

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

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INPUT MODEL

Selection of the Input Model will require:

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

Measure Type(s)

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

- Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

- Assure

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

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

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HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SLO Assurances

Please read the assurances below and check each box.

- Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.

Measures and Assessments

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

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

Building Configuration(s) for Applicable Principals	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable School or BOCES-Program
Select all that apply		Select all that apply	Select all that apply	Select all that apply	Please leave blank unless instructed by the Department to complete this column.
<input checked="" type="checkbox"/> All Principals	<input checked="" type="checkbox"/> Collectively attributed results			<input checked="" type="checkbox"/> MAP Growth (content-specific)	(No Response)

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Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 8. PRINCIPALS: Optional Student Performance - Use of the Optional Subcomponent**

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Optional Student Performance Subcomponent

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:

- 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;
- Option (F) Four, five, or six-year high school graduation rates;
- Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

NO, the optional subcomponent WILL NOT be used in the Student Performance category for any principal.

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Principal School Visit Category

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

For the school visit category, principals' shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the school visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice rubric.

Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to use for principal practice based in GTJ EMC /P <</



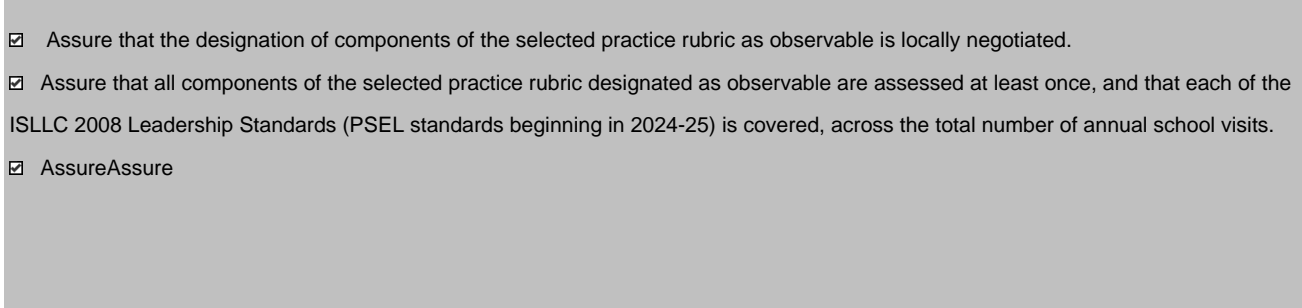
Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Please read the assurances below and check each box.

- Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.
- AssureAssure



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

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

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

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply <i>If only one group of principals is applicable, please list "All principals"</i>
80%	20%	0% [N/A]	All principals

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Principal School Visits**

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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.
-

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
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Task 9. PRINCIPALS: School Visits - Principal School Visits

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administrator (supervisor).

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

Please use the table below to enter the minimum number of school visits for each type listed.

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	1
Unannounced Supervisor School Visits (Required Subcomponent 1)	N/A
Announced Independent Evaluator School Visits (Required Subcomponent 2)	N/A
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
Announced Peer School Visits (Optional)	N/A
Unannounced Peer School Visits (Optional)	N/A

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

No, there are 2 groups of principals who receive a different number of school visits of each type (e.g., tenured principals and probationary principals; identify the first subgroup below).

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

Tenured principals



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

Task 9. PRINCIPALS: School Visits - Subgroup 2

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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.

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

Task 10. PRINCIPALS: Overall Scoring - Category and Overall Ratings

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Category and Overall Ratings

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

Category Scoring Ranges

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

Student Performance Category			Principal School Visit Category		
HEDI ratings must be assigned based on the point distribution below.			HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.		
	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0.00	1.49 to 1.74

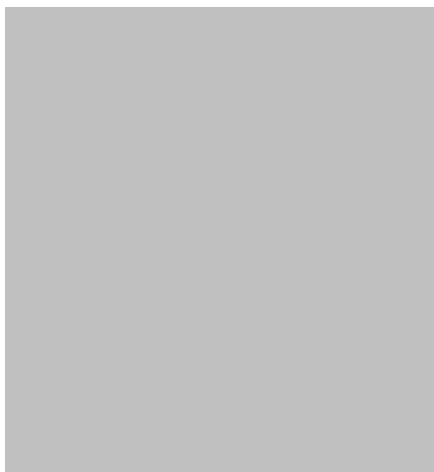
Scoring Matrix for the Overall Rating

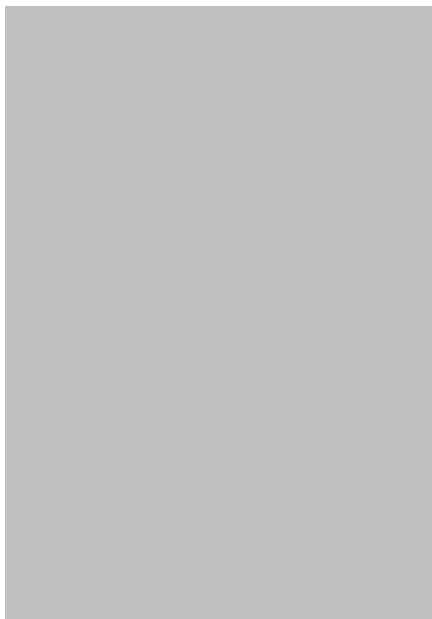
The overall rating for an educator shall be determined according to a methodology described in the matrix below.

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









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

Task 11. PRINCIPALS: Additional Requirements - Training

Page Last Modified: 01/19/2023

Training Assurance



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

Task 11. PRINCIPALS: Additional Requirements - Training

Page Last Modified: 01/19/2023

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

1-3 days

Retraining

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

2-6 hours

Certification of Lead Evaluators

How often are lead evaluators certified?

Annually

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

BOCES

Inter-rater Reliability

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

[Redacted area]

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

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

Page Last Modified: 02/14/2023

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



PAWLING CENTRAL SCHOOL DISTRICT

Name:	School:	Current School Year:
Date of related Evaluation:		Date of TIP conference:

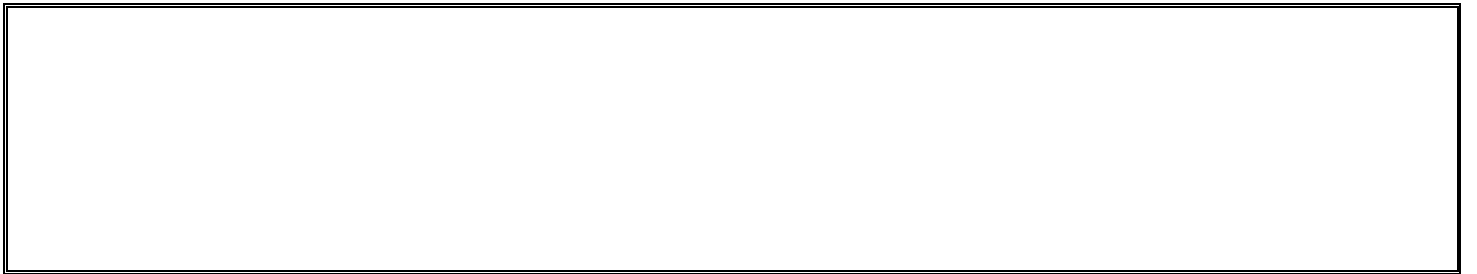
**Domain and
component
Needing
Improvement**

**Action
Plan/Objective
(Steps to be
taken)**

Time/Clip

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LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Educator Evaluation plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14-B of the Education Law, and that the plan complies with the requirements of Education Law § 3012-b as amended by the laws of 2014 and 2015 and the rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14-B of the Education Law necessary to require that all classroom teachers and building principals will be evaluated during the Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this Educator Evaluation plan is the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA, and there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan; and that no material change will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with the provisions of the Education Law.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any state aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law § 3012-d(1).

The LEA and its collective bargaining agent(s), where applicable, also make the following statements and certifications with respect to their Educator Evaluation plan:

- Assure that the overall Educator Evaluation rating will be used as a significant factor in employment decisions, but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire Educator Evaluation will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year;
- Assure that the LEA shall compute and provide to the teacher/principal a performance rating and a performance category, if available, and for the Teacher Observation Category or Principal and District Supervisor/Teacher or principal APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher or principal's performance is measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the Commissioner no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and online prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the student and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for educator certification addresses each of the requirements in the regulations, and, in addition, specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or their designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14-B of the Education Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and non-evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all applicable NYC Teaching Standards/Domains of the collected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observations of the Leadership Standards/Domains of the collected practice rubric are assessed at least once a year across the total number of annual observations.

