

**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

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Page Last Modified: 11/18/2020

**Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

*100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.***Required Student Performance Measures****Student performance for principals may be measured by either a student learning objectives (SLO) or 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.****STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

*SLO measures may be either individually attributed or collectively attributed.**Individually attributed measures*

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

*Collectively attributed measures*

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

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

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

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

- **State assessment(s);** or  
Assessment(s) that are selected from the list of State-approved:
- **third party assessments;** or
- **locally-developed assessments** (district-, BOCES- or regionally-developed).

**INPUT MODEL***Selection of the Input Model will require:*

**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

---

Page Last Modified: 11/18/2020

- 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.

**Assurances****Please check all of the boxes below.**

- 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.
- For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- Assure that processes are in place for the superintendent to monitor SLOs and 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 APPR plan.

**Required Student Performance for Principals****Please choose the option that best describes the required student performance subcomponent for principals in your LEA.**

- The same measure(s) and assessment(s) will be used for all principals
- Different measure(s) and assessment(s) will be used for different grade configurations/programs

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

Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]

Page Last Modified: 08/21/2021

**Applicable Principals [1]**

If different measure(s) and assessment(s), as applicable, will be used for different grade configurations/programs, each must be described on a separate page. Complete this section for the first combination of measure(s) and assessment(s), as applicable, then use the checkbox at the bottom to add the next combination.

**Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s), as applicable, included in the following sections.**

Grade From	Grade To
K	6

**Principal Measures [1]**

Please indicate how student performance will be measured for the principals listed above, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

**Student performance based on a Student Learning Objective (SLO)**

*An individually attributed SLO measure*

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal’s building/program in the current school year.

*A collectively attributed SLO measure*

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in the current school year.

**Student Performance based on an Input Model**

*An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.*

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.

**All Principals: Measure Type**

Student Learning Objective (SLO)

**Student Learning Objective**

**Please choose the type of SLO applicable to the principals listed above.**

Principal and building/program-specific results

**Principal Assessments [1]**

Please select the assessment type(s) and specific assessment(s) that will be used with the selected measure. Assessments should only be selected if applicable to the

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

Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]

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Page Last Modified: 08/21/2021

measure indicated.

**Principals: Assessment Type(s)**

State or Regents assessment(s)

**Principals: State or Regents Assessment(s)**

- Grade 3 ELA
- Grade 4 ELA
- Grade 5 ELA
- Grade 6 ELA
- Grade 3 Math
- Grade 4 Math
- Grade 5 Math
- Grade 6 Math
- Elementary Science (when available)

**Additional Principals**

**Please be sure all principals in your LEA are included in Task 7.**

Check this box to list additional principal(s) who will be evaluated using a different measure and assessment(s) included in this section.

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

**Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [2]**

Page Last Modified: 11/02/2021

**Applicable Principals [2]**

If different measure(s) and assessment(s), as applicable, will be used for different grade configurations/programs, each must be described on a separate page. Complete this section for the second combination of measure(s) and assessment(s), as applicable, then use the checkbox at the bottom to add the next combination.

**Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s), as applicable, included in this section.**

Grade From	Grade To
7	12

**Principal Measures [2]**

Please indicate how student performance will be measured for the principals listed above, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

**Student performance based on a Student Learning Objective (SLO)**

*An individually attributed SLO measure*

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal’s building/program in the current school year.

*A collectively attributed SLO measure*

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in the current school year.

**Student Performance based on an Input Model**

*An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.*

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.

**Principals: Measure Type**

Student Learning Objective (SLO)

**Student Learning Objective**

**Please choose the type of SLO applicable to the principals listed above.**

Principal and building/program-specific results

**Principal Assessment(s) [2]**

Please select the assessment type(s) and specific assessment(s) that will be used with the selected measure. Assessments should only be selected if applicable to the

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

Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [2]

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Page Last Modified: 11/02/2021

measure indicated.

**Principals: Assessment Type(s)**

State or Regents assessment(s)

**Principals: State or Regents Assessment(s)**

All Regents given in LEA

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

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

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Page Last Modified: 11/18/2020

**Optional Student Performance Subcomponent**

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR 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 achievement 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 - Education Law §3012-d, amended in 2019**

**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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Page Last Modified: 11/04/2021

**Principal School Visit Category**

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Principals’ professional performance 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 assess performance based on ISLLC 2008 Standards.**

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)

**Rubric Assurances**

**Please check all of the boxes below.**

- Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is 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 used for all school visits for a principal across the school visit types in a given school year.

**Process for Weighting Rubric Domains/Subcomponents**

For guidance on the Principal School Visit category, see NYSED APPR Guidance.



**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

Page Last Modified: 11/04/2021

**Please describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.**

**Your description should provide the complete process, including the following:**

- **The process for designating observable components (please note: all principals of the same building configuration/program must be evaluated based on the same set of observable components);**
- **The level at which components of the chosen rubric are rated (i.e., domain, subdomain, indicator, etc.);**
- **How the final score and rating for each observable component of the practice rubric is determined for each observer; and**
- **How the final score for the required (i.e., lead evaluator/evaluator; independent evaluator) and/or optional (peer principal, as applicable) subcomponent of the School Visit category is determined based on the final score and rating for each observable component.**

**Example: All subcomponents of Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 1, 2 and 3 are weighted as 30% each, and Domain 4 is weighted as 10%. For each school visit, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged 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 district will ensure that all subcomponents designated as observable will be observed at least once across the school visit cycle.**

**OBSERVABLE COMPONENTS**

The district designates indicators of the rubric as observable and ensures that they align with the ISLLC standards. The same rubric and evaluating system will be used for both the Elementary Principal and the Jr/Sr High School Principal.

**RUBRIC USE**

The rubric will be used to evaluate the principals through formal and informal school visits. The Superintendent or his/her designee will be the individual observing these components as the supervisor (85%) and an independent and impartial evaluator will conduct a school visit (15%), and there will be no peer school visit. These visits can occur during the school day, faculty meetings, grade level meetings, data meetings, team meetings, trainings lead, or other events related to the operation of the building.

**FINAL SCORES**

During the school visit the evaluator will provide scores holistically by component. Scores from each component will be weighted equally and averaged to obtain a total score for each school visit. The scores in each of the 2 school visits by the supervisor will be weighted equally and averaged to get a final rating for that category. No peer observation scores will be used as part of this evaluation process.

**Scoring Assurances**

**Please check each of the boxes below.**

- Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

**Principal School Visit Scoring Bands**

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

Page Last Modified: 11/04/2021

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

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

**HEDI Ranges**

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

**Task 9. PRINCIPALS: School Visits - Required School Visits**

Page Last Modified: 11/18/2020

**Principal School Visit Subcomponent Weighting**

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

- 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%.**

*\* If the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

**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
85%	15%	0% [N/A]	(No Response)

**School Visit Assurances**

**Please check all of the boxes below.**

- 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.

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

**At least one school visit must be conducted by supervisor or other trained administrator and at least one of the required school visits must be unannounced (across both required subcomponents).**

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
- Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

**Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators in the table below.**

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

Task 9. PRINCIPALS: School Visits - Required School Visits

Page Last Modified: 11/18/2020

<b>PRINCIPALS</b> <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	<b>SUBGROUP</b> <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	<b>UNANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>	<b>ANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>
Subgroup of Principals	Tenured	1	1
Subgroup of Principals	Non Tenured	1	1

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

**At least one school visit must be conducted by impartial independent trained evaluator(s) and at least one of the required school visits must be unannounced (across both required subcomponents).**

- 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/directors, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.
- LEAs may locally determine whether to use more than one school visit by impartial independent trained evaluator(s).
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

*\* If the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

**Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s) in the table below.**

<b>PRINCIPALS</b> <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	<b>SUBGROUP</b> <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	<b>UNANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>	<b>ANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>
All Principals (enter 'N/A' in the next column)	N/A	1	0

**Independent Evaluator Assurances**

**Please check all of the boxes below.**

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that independent evaluator(s) will be trained and selected by the LEA.

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

Task 9. PRINCIPALS: School Visits - Required School Visits

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Page Last Modified: 11/18/2020

**Please also check each of the following boxes.**

- Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

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

Task 9. PRINCIPALS: School Visits - Optional School Visits

Page Last Modified: 11/18/2020

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

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

- 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 visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by trained peer principal(s) in the table below.

If the optional subcomponent will not be used, please indicate "N/A" for the minimum number for both unannounced and announced school visits for "All Principals."

<b>PRINCIPALS</b> <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	<b>SUBGROUP</b> <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	<b>UNANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>	<b>ANNOUNCED</b> <b>Minimum</b> <b>Number of</b> <b>School Visits</b>
All Principals (enter 'N/A' in the next column)	N/A	N/A	N/A

**Peer Principal School Visit Assurances**

Please check all of the boxes below.

- Assure that peer principal(s), 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 - Education Law §3012-d, amended in 2019**

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

Page Last Modified: 08/02/2019

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR 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.

**Principal School Visit Category**

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
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	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 check all of the boxes below.

- 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.

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

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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Page Last Modified: 11/18/2020

**Additional Requirements**

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

**Principal Improvement Plan Assurances**

**Please check each of the boxes below.**

- 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 his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

**Principal Improvement Plan Forms**

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

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

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

Principal\_Improvement\_Plan.docx



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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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Page Last Modified: 10/15/2021

**Appeal Assurance**

**Please check the box below.**

- Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

**Appeals**

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

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

**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 11. PRINCIPALS: Additional Requirements - Appeals**

Page Last Modified: 10/15/2021

**Describe the procedure for ensuring that appeals of annual performance evaluations will be resolved in a timely and expeditious manner.**

Appeals are limited to those identified by Education Law §3012-d, as follows:

Challenges in an Appeal:

Appeals are limited to those identified by Education Law, as follows:

1. The substance of an annual professional performance review, which shall include the following:
    - a. In the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category, based on an anomaly, as determined locally (Subpart 30-3.12 (a) (1) of the Rules of the Board of Regents);
    2. The school district's or board of cooperative education services' adherence to the standards and methodologies required for such reviews;
    3. The adherence to the Commissioner's regulations, as applicable to such reviews;
    4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
    5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- Ratings That May Be Appealed

Appeals of annual professional performance reviews may be initiated by any principal for ineffective and developing ratings or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall rating, except as described below.

Prohibition Against More Than One Appeal

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Time Frame For Filing Appeal

All appeals shall be filed in writing and delivered in person to the Superintendent's Office.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The Superintendent upon written request may grant an extension of the time in which to appeal.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame For District Response

Within fifteen (15) business days of filing of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. The principal up to the date of the hearing may submit additional material supporting the challenges.

Decision Process for Appeal

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. A panel will be selected for the appeal. The panel will consist of the chosen hearing officer, one district administrator, and one building level principal of the appellant's choice.
- b. The panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected.
- c. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the panel agrees to a second day.
- d. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- e. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- f. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- g. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of maternal, witnesses and/or affidavits in lieu of testimony.

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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Page Last Modified: 10/15/2021

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

Exclusivity of The Appeal Procedure

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance rating or improvement plan.

Other

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The cost of a hearing officer shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his or her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.
6. The appeals process will be timely and expeditious.

**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 11. PRINCIPALS: Additional Requirements - Training**

Page Last Modified: 11/02/2021

**Training Assurance****Please check the box below.**

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

**Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators**

The process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent evaluators and peer principals;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the approximate duration (how many hours, days) of such training.

**Describe the process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators.****Item 1: TRAINING OF EVALUATORS**

Pine Valley uses Lead evaluators such as district level administrators. We also use an independent observer to perform unannounced observations. We do not use peer observers as part of our APPR process. All district evaluators will be trained and retrained annually through their participation in the APPR evaluator training series offered through the BOCES Integrated Education Services (IES) Team. Trainings will be done virtually, at a BOCES location, or by having a trainer onsite at Pine Valley Central School.

**Item 2: CERTIFICATION**

All district evaluators will participate in annual sessions that will be led by certified trainers who are deeply familiar with the Danielson Framework and the MPPR Rubric. The District will ensure that lead evaluators and independent observers are properly trained and certificated. The District will ensure that lead evaluators and independent observers are re-trained and re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The BOCES established requirements for the workshops that lead to certification or refresher will be adhered to.

**ITEM 3: INTER-RATER RELIABILITY**

The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The inter-rater reliability training will be at minimum 3 hours of training conducted by the BOCES IES team. Following the annual inter-rater reliability training the district evaluators will meet monthly to review the observations based on the Danielson rubric and the MPPR rubric, do work to ensure that we aren't having bias impact our observations and engage in activities that will continue to maintain inter-rater reliability. We will watch online lessons, score them independently and then discuss the scores to reach consensus ensuring that we are viewing the lessons and scoring them in similar manners.

**ITEM 4: CONTENT OF TRAINING**

The initial training process for lead evaluators of approximately 15 hours will address all nine elements required by Section 30-3.10 of the Rules of the Board of Regents. Independent evaluators will also participate in training of approximately 15 hours that addresses the three elements required pursuant to Subpart 30-3 of the Rules of the Board of Regents. All training will be conducted by the BOCES IES Team or another entity that has expertise on the State's APPR laws and regulations. The training will be scheduled as part of professional development days and administrative meetings. The Pine Valley Central School District district-level administrators who complete APPR evaluations will attend the annual training offered by the BOCES IES Team during the each school year centering on APPR evaluation, bias, the Danielson framework, MPPR Rubric, and inter-rater rater reliability.

**Educator Evaluation - Education Law §3012-d, amended in 2019****Task 11. PRINCIPALS: Additional Requirements - Assurances**

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Page Last Modified: 11/18/2020

**Principal Evaluation Assurances****Please check all of the boxes below.**

- 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 Annual Professional Performance Review, 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.
- Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, 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.

**Assessment Assurances****Please check all of the boxes below.**

- 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 check all of the boxes below.**

- 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 scores for all principals will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

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

Task 12. Joint Certification of APPR Plan - Upload Certification Form

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Page Last Modified: 11/05/2021

**Upload APPR 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 APPR Plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the page.**

AAPRCert21.pdf  
APPRCERTBOE21.pdf  
APPRCERT10\_21.pdf  
PV\_Appr21\_11\_5.pdf

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

Additional Documents - Additional Documents

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Page Last Modified: 08/02/2019