

**Wyoming Central School**

**Guide to the  
Educator Evaluation Plan**

**2022-2023**

## **Table of Contents**

<b>Introduction to the Plan</b>	<b>Page 3</b>
<b>Explanation of Student Performance</b>	<b>Page 4</b>
<b>Explanation of Teacher Observations</b>	<b>Page 5</b>
<b>Overall Performance Rating</b>	<b>Page 7</b>
<b>Teacher Improvement Plan</b>	<b>Page 9</b>
<b>Appeals Process</b>	<b>Page 10</b>

## **Introduction to the 2022-2023 Educator Evaluation Plan**

The goal of this document is to present an outline of the Educator Evaluation Plan (EEP) which is consistent with the new education laws of the State of New York (3012-d) and the Commissioner of Education's regulations. This plan is set forth by the Wyoming Central School District in order to comply with the mandates of the law. The EEP committee met to develop the EEP to present to the district and the Wyoming Teachers' Association. The committee worked collaboratively to develop an outline of the EEP based on the multiple measures of the new requirements under the law.

### **Members of the Educator Evaluation Plan Committee**

Mrs. Emily Herman, Superintendent of Schools  
Mr. Pete Terbuska, WTA - President

This EEP procedure will result in teachers of the Wyoming Central School District receiving an annual rating of Highly Effective, Effective, Developing or Ineffective. Ratings will be determined by the following measures:

- **Student Performance:** This portion of the plan is based upon student growth measured by Student Learning Objectives (SLO) and New York State Regents Exams.
- **Teacher Observation:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be rated using the Revised Danielson Framework for Teachers.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the EEP for teachers and administrators in the Wyoming Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State Education Department for approval and that document will become available on the school website once it has been approved.

## Explanation of Student Performance Component

This portion of the EEP has been dictated by the state and is centered on student growth measured by New York State assessments or student learning objectives (SLO).

To meet the requirements of the current moratorium by SED on the use of testing, the following DISTRICT-wide SLO for all teachers will be based on ALL of the following components:

- a. Percentage of K-8 students who meet their growth objective in the Reading i-Ready Diagnostic Assessment. Students can meet their growth objective in two different ways:
  1. Students who grow as much as indicated by the adjusted growth measures for New York based on grade and placement on the fall i-Ready Diagnostic are said to have met their growth target.
  2. Students who do not meet their adjusted growth target, but score above the Mid On Grade Level cut score for their grade during the school year, are also considered to have met their growth target.
- b. Percentage of students who meet the target of passing on the NY State Living Environment and New York State Algebra I Regents exam.

Once all assessments have been completed and scored, your HEDI rating will be determined using the chart below.

Percentage of Students Meeting Target	Score	HEDI Rating
97-100%	20	H
93-96%	19	H
90-92%	18	H
85-89%	17	E
80-84%	16	E
75-79%	15	E
67-74%	14	D
60-66%	13	D
55-59%	12	I
49-54%	11	I
44-48%	10	I
39-43%	9	I
34-38%	8	I
29-33%	7	I
25-28%	6	I
21-24%	5	I
17-20%	4	I
13-16%	3	I
9-12%	2	I
5-8%	1	I
0-4%	0	I

## Explanation of Teacher Observations

### Observations:

All teacher observations will be made up of the following components:

- One Formal Observation
- One Informal Observation

The weighting of observations will be as follows:

- 90% based on formal observation completed by the primary evaluator.
- 10% based on informal observation completed by the independent evaluator.

### Explanation of Observations:

As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by a district certified evaluator via unannounced informal observation or announced formal observation. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-4.

- **Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your evaluator discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Within five school days after the observation the post-observation meeting must be conducted.
- **Informal Observation:** All teachers will have an unannounced informal observation. Written feedback will be provided to the teacher within 5 school days. Either the teacher or the evaluator can initiate a meeting regarding the observation.

### Who will Observe Teachers:

New York State requires that teachers are observed by multiple certified evaluators.

- **Domain 4:** Education Law 3012-d requires that evidence of Domain 4 be collected in a different manner. Domain 4 evidence will be documented within classroom observations, pre-observation meetings/conversations and post-observations meetings/conversations. (End of year portfolio development and review is no longer permitted as part of the EEP process.) The following are state guidelines regarding Domain 4:

- Observations must be based only on observable rubric subcomponents and all observable teaching standards must be addressed across the total number of annual observations. However, not every element or indicator needs to be observed or included in each observation.
- Teaching standards that are part of the rubric but are not observable during the classroom observation may be observed during any optional pre-observation or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score.
- Under Education Law 3012-d, artifacts are a prohibited element of teacher evaluations. However, an artifact may be documented as part of an observation cycle (e.g., a lesson plan viewed during the course of the observation cycle may constitute evidence of professional planning).

The new law contains a list of elements prohibited from being used in teacher evaluation. These include:

- Evidence of student development and performance derived from lesson plans and student portfolios that is not part of an approved rubric
- Parent and student surveys
- Professional goal setting
- Any district or regional assessment not approved by SED
- Any growth or achievement target that does not meet minimum standards

**How Observations will be rated:**

Each observation will receive an average rating of each Danielson component that is observed/discussed during observation. From each observation your scores (each ranging from 1 to 4) will be averaged together based on the percentages described in each observation method.

	<b>Observation HEDI Ranges</b>
<b>Highly Effective (H)</b>	<b>3.5 - 4</b>
<b>Effective (E)</b>	<b>2.5 - 3.49</b>
<b>Developing (D)</b>	<b>1.5 - 2.49</b>
<b>Ineffective (I)</b>	<b>0 - 1.49</b>

## Overall Performance Rating

A teacher's overall performance rating will be determined using the following matrix that combines the Student Performance HEDI rating and Teacher Observation HEDI rating:

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

A teacher's overall performance rating will become available when all state testing data has been returned to the school district by the Department of Education.

## **Teacher Improvement Plan (TIP)**

If a teacher receives an annual rating of “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed. According to the regulations, a district must develop and implement a teacher improvement plan for teachers receiving a rating of developing or ineffective from an EEP conducted under section 3012-d by October 1<sup>st</sup>, in the school year following the school year the teacher received the rating. The improvement plan “shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgment” and must include at a minimum:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
- An initial meeting to discuss the areas in need of improvement
- A follow up meeting(s) to monitor the progress of the teacher
- The manner in which achievement will be assessed
- The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
- The additional assistance and support that the teacher will receive will be clearly stated in the TIP.

Please see the attached TIP form that will be completed should a TIP need to be implemented.



# Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 TIP is based on the overall performance rating from the \_\_\_\_\_ school year. Grade/Subject: \_\_\_\_\_  
 School year TIP will be implemented: \_\_\_\_\_ Date(s) of Follow-up Meeting(s): \_\_\_\_\_  
 Date of initial TIP conference: \_\_\_\_\_

GOAL (S) FOR IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION

**Teacher Comments:**

**Administrator Comments:**

**-To be signed when Teacher Improvement Plan is initiated:**

Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Union Representative Signature: \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive a rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

The substance of the EEP and rating given, including, but not limited to:

- in the instance of the teacher/principal rated ineffective on the student performance category but rated highly effective on the observation/school visit category based upon an anomaly, as determined locally.
- the district's adherence to the standards and methodologies required for such reviews.
- adherence to the commissioner's regulations.
- the district's compliance with its procedures for conducting the EEP.
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-d.
- and/or any appeal allowed to the State of New York Education Department as set forth in the regulations issued by the New York State Board of Regents.



Wyoming Teachers Association President



Superintendent



Board of Education President

## **Wyoming Central School District Principal Improvement Plan (PIP)**

If the a principal receives an annual rating of “developing” or “ineffective” through the Annual Professional Performance Review, a Principal Improvement Plan (PIP) shall be developed. According to the regulations, a district must develop and implement a principal improvement plan for principals receiving a rating of developing or ineffective from an EEP conducted under section 3012-d by October 1<sup>st</sup>, in the school year following the school year the principal received the rating. The improvement plan “shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgment” and must include at a minimum:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement, with the following individuals present at all meetings: principal, supervisor and evaluator
- An initial meeting to discuss the areas in need of improvement
- A follow up meeting(s) to monitor the progress of the principal
- The manner in which achievement will be assessed
- The plan will clearly describe the professional learning activities that the principal must complete. These activities should be connected directly to the areas needing improvement.
- The additional assistance and support that the principal will receive will be clearly stated in the TIP.

Please see the attached TIP form that will be completed should a TIP need to be implemented.

**Wyoming Central School District**  
**Principal Improvement Plan (PIP) Form**  
 (To be completed jointly by the Principal and the Evaluator)

Name: \_\_\_\_\_ School: \_\_\_\_\_

PIP is based on the overall performance rating from the \_\_\_\_\_ school year.

School year PIP will be implemented: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

\_\_\_\_\_

PIP End Date/Final Review: \_\_\_\_\_

GOAL (S) FOR IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION

Principal Comments:

Evaluator Comments:

**-To be signed when Principal Improvement Plan is initiated:**

Principal Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date \_\_\_\_\_