

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 1. STEPS PLAN OVERVIEW - Teacher STEPS Plan Design**

Page Last Modified: 09/26/2025

TEACHER STEPS PLAN DESIGN

Welcome to the NYS Standards-based Educator Evaluation and Support System (STEPS) plan Form for **TEACHERS**. The purpose of the STEPS is to support all teachers' professional growth as a part of a comprehensive, systematic approach to advancing excellence in teaching and learning aligned to the NYS Teaching Standards and the Culturally Responsive-Sustaining Education Framework. To learn more about STEPS plan requirements or read guidance on how to design a plan, please see the STEPS resource page.

If you have any questions on completing this form, please call the support staff assigned to you by the Office of Educator Quality and Professional Development or email educatoreval@nysed.gov.

The STEPS plan gives LEAs the flexibility to tailor the evaluation process for different groups of teachers based on their characteristics, including: tenure status, grade level, subject/content area, and program area.

Based on this, STEPS plans may be designed in the following ways:

- Teachers may be divided into groups that use different evaluation measures.
- Teachers may be divided into groups that use the same evaluation measures, but the measures are implemented differently.
- Teachers may be divided into groups that use the same evaluation measures, but the measures assess different standards across the evaluation groups.
- All teachers may be evaluated in the same manner.

Does the same evaluation process, as described above, apply to all teachers?

Please note, as described above, the use of different assessment(s) with student outcome data, student portfolios, or an LEA-developed measure being the only difference between groups of teachers across all measures does not constitute the need to denote a separate group for the evaluation process.

☒ No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers.

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

☒ Assure that any measure selected to evaluate a teacher shall provide direct evidence of such teacher's practice that appropriately and accurately assesses the degree to which the educator meets each applicable NYS Teaching Standard.

TEACHER OBSERVATION

☒ Assure that the LEA's observation process occurs with a sufficient number and duration to ensure that the evaluator can collect meaningful evidence of teaching to evaluate the applicable standard(s).

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TEACHER GROUP 1

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Please indicate the type(s) of teachers the information in the tables below will be applicable to; this will be **TEACHER GROUP 1**.

- To indicate groups based on a type and tenure status, please make applicable selections in both columns.
- If teacher groupings are based on type only and not tenure status, please make the applicable selections in the first column and choose "All teachers listed in the previous column, regardless of tenure status" in the second column.
- If teacher groupings are based on tenure status only, please select "All teachers based on tenure status" in the first column and either "Probationary" or "Tenured" in the second column.

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 1		☒ All teachers listed in the previous column, regardless of tenure status

TEACHER GROUP 1: MEASURES

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of **TEACHER GROUP 1** across all New York State Teaching Standards.

- ☒ Goal setting and attainment
- ☒ Other LEA-developed measure

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for **TEACHER GROUP 1**.

The STEPS plan must utilize at least two different measures and must include observations for all teachers. Please ensure at least one standard is selected for "Teacher observation" in the table below.

Please note: The same measure may be used to address more than one standard, provided that each teacher's evaluation consists of two or more measures.

	I	II	III	IV	V	VI	VII
Teacher observation	☒ I	☒ II	☒ III	☒ IV	☒ V		
Professional portfolios							
Surveys and feedback							
Goal setting and attainment						☒ VI	☒ VII
Teacher project							
Student outcome data							
Student portfolios							
Other LEA-developed measure							☒ VII

Are teachers permitted to choose from a set of measures for an individual standard(s)?

- ☒ No, all teachers use the same designated measures for each standard.

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TEACHER GROUP 1: RATIONALE

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 1.

- Probationary teachers must be evaluated on all standards annually.
- Tenured teachers must be evaluated on all standards across an annual or multi-year evaluation cycle.

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard I. Observations will allow the evaluator to assess how teachers implement created lessons and modify/differentiate/adjust instruction based upon diverse student developmental and learning needs. Observations will also assess the teacher's use of technological tools and various communication strategies to encourage and enhance student engagement. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "R) Purposeful Planning for Five-Star Student Service" criteria #'s 2, 5, 6, 7]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard I and support ongoing professional growth.
Standard II: Knowledge of Content and Instructional Planning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard II. Observations will allow the evaluator to assess how teachers use current developments in pedagogy, design/plan learning experiences, articulate learning objectives that align with the NYS Learning Standards, and organize and effectively use time to achieve rigorous learning goals. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "R) Purposeful Planning for Five-Star Student Service" criteria #'s 1, 3, 4, 8; and section "M) Five-Star Student Service During the Lesson" criteria #'s 2, 6]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard II and support ongoing professional growth.

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard III: Instructional Practice	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard III. Observations will allow the evaluator to assess a teacher's use of research-based instructional strategies, students' levels of active engagement, classroom routines/procedures, questioning techniques, articulation of clear, high learning expectations, higher order thinking, and effective time management. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "E1) Five Star Student Service at the Beginning of the Lesson" criteria #'s 1-5; section "M) Five Star Student Service During the Lesson" criteria #'s 1, 3-5, 7-13; and section "S) Five-Star Student Service at the End of the Lesson" criteria #'s 1, 2]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard III and support ongoing professional growth.
Standard IV: Learning Environment	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard IV. Observations will allow the evaluator to assess caring and respectful teacher-student interactions; welcoming, safe, and positive learning environments; teacher motivation for student achievement; equitable access to all learning materials and resources; and a growth mindset culture. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "E2) Classroom Learning Environment and Five-Star Student Service Care, Expectations, and Mindset criteria #'s 1-14]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard IV and support ongoing professional growth.
Standard V: Assessment for Student Learning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard V. Observations will allow the evaluator to assess a teacher's use of various formative assessments to inform teaching and

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	learning; use of timely feedback to engage students in self-reflection and improvement; and articulation of assessment criteria to students with provided parameters for success. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "N) Five-Star Student Service Assignments and Assessments criteria #'s 1-5]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard V and support ongoing professional growth.
Standard VI: Professional Responsibilities and Collaboration	Goal Setting and Attainment We selected Goal Setting and Attainment as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard VI. Goal Setting and Attainment Reflection will allow the evaluator to assess teacher record systems; student/family/community engagement and communication; colleague collaboration and team participation; promotion and support of District Vision, Mission, and Core Values', participation in school events; leading by example; and advocating to meet the needs of all students. Goal Setting and Attainment Reflection is a measure that allows for the teacher and the supervisor to analyze, progress monitor, and reflect on growth of the individual's level of professional collaboration and the carrying out of their professional responsibilities. The Goal-Setting Form requires teachers to set a minimum of two SMART Goals; one smart goal must be linked to the <i>District's Professional Learning Plan Goals</i> and one smart goal must be linked to our District's <i>Highly Effective Instructional Practices Guide</i>. The Goal-Setting Form also has a required section for the teacher to state how each goal relates to the District Mission Statement. The <i>Goal Attainment Reflection Form</i> requires the teacher to state which RCS Core Values their goal attainment work encompassed throughout the year. Additionally, the <i>Goal Attainment Reflection Form</i> has a dedicated reflection section specifically for assessing Standard VI-Professional Responsibilities and Collaboration for further assessment of this standard using the aforementioned rubric during the goal setting/attainment reflection evaluation. Teacher Goal Setting and Attainment Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Annual Teacher Goal Setting and Attainment Reflection Evaluation Rubric</i> ["Standard VI: Professional Responsibilities and Collaboration" criteria

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	#s 1-8]. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VI and support ongoing professional growth.
Standard VII: Professional Growth	Goal Setting and Attainment and Principal Assigned Peer Viewing and Learning Reflection We selected two measures, Goal Setting and Attainment and Principal Assigned Peer Viewing and Learning Reflection as the measures to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard VII. <u>Goal Setting and Attainment Reflection</u> will allow the evaluator to assess a teacher's genuine desire to learn and grow to better serve students through their set SMART goals and attainment reflection; use of professional development opportunities for continuous improvement; and their willingness to seek out, receive, and reflect upon constructive feedback. Goal Setting and Attainment Reflection is a measure that allows for the teacher and the supervisor to analyze, progress monitor, and reflect on growth of the individual's level of professional collaboration and the carrying out of their professional responsibilities. The Goal-Setting Form requires teachers to set a minimum of two SMART Goals; one smart goal must be linked to the District's Professional Learning Plan Goals and one smart goal must be linked to our District's Highly Effective Instructional Practices Guide. The Goal-Setting Form also has a required section for the teacher to state how each goal relates to the District Mission Statement. The Goal Attainment Reflection Form requires the teacher to state which RCS Core Values their goal attainment work encompassed throughout the year. Teacher Goal Setting and Attainment Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid Annual Teacher Goal Setting and Attainment Reflection Evaluation Rubric ["Standard VII: Professional Growth" criteria #'s 1-6]. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. <u>Principal Assigned Peer Viewing and Learning Reflection</u> will allow the evaluator to assess a teacher's genuine desire to learn and grow in their professional practice to better serve students through their reflection of the principal-assigned highly effective peer that they view (observe) in practice. This measure encourages authentic professional growth through the practice of viewing and learning from a highly effective teacher with a subsequent reflection piece to capture the

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	professional learning and key takeaways from the experience. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the viewing and learning of a peer assigned by the principal will influence and inspire their future professional practice. This reflection is then evaluated as described below: Principal Assigned Peer Viewing and Learning Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth.

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PART 2. TEACHER GROUP 1 - 2D-1. Goal Setting and Attainment

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GOAL SETTING AND ATTAINMENT: TEACHER GROUP 1

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Goal setting and attainment is a process for identifying goals in educational practice and measuring progress toward those goals.

Please complete the information below to describe the process related to the use of goal setting for TEACHER GROUP 1.

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- ☒ Student performance data
- ☒ Observations
- ☒ Professional learning topics

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

This template should include a form to enter the following information:

- measurable goals,
- benchmarks,
- timelines,
- evaluation process, and
- standards.

FINAL GOAL SETTING AND ATTAINMENT FORM.pdf

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR TEACHERS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
	☒ Teacher (self-determined)	☒ Teacher (self-monitoring) ☒ Supervisor	☒ Supervisor	1x/academic year (end of year review)

Goal Attainment Scoring

The information entered below is specific to scoring goal attainment only. How a goal attainment score will contribute to the final rating for each applicable standard will be addressed in Part 4.

HOW IS GOAL ATTAINMENT SCORED?

Please use the text box to describe the scoring process and add any applicable documents below.

Evaluator will use the teacher's completed Goal Setting and Attainment Reflection Form to complete the Goal Setting and Attainment

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Reflection Evaluation Rubric. The *Goal Setting and Attainment Reflection Evaluation Rubric* is attached below and will be used to score the Goal Attainment measure for Standard VI and Standard VII on a scale of 1-4.

The *Annual Goal Setting and Attainment Reflection Evaluation Rubric* contains a total of 8 criteria for Standard VI, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 32. The teacher's earned points on these criteria out of the 32 possible points will then be converted to a Standard VI Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VI rounded to the nearest hundredth.

The *Annual Goal Setting and Attainment Reflection Evaluation Rubric* contains a total of 6 criteria for Standard VII, that will each be rated Level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's points earned on this rubric out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VII to the nearest hundredth.

Goal Attainment Scoring Example:

Goal Setting and Attainment	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard VI	8	28	32	0.8750	3.50
NYS Teaching Standard VII	6	13	24	0.5417	2.17

If applicable, upload scoring-related documentation.

FINAL Remsen Goal Setting and Attainment Evaluation Rubric.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2H-1. Teacher Observation**

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TEACHER OBSERVATION: TEACHER GROUP 1

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Observations are a formal or informal measure of a teacher's practice in a classroom or other school-based environment. The Commissioner's Regulations require that observations occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of teacher practice.

Please complete the information below to describe the process related to teacher observations for TEACHER GROUP 1.

Observation Instrument**WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?**

Other (please provide the name of the instrument and upload it below)

If "Other" was selected above, please enter the name and upload the instrument below.

The instrument will be reviewed to ensure it addresses all of the NYS Teaching Standards and is aligned with the four (4) scoring categories below.

- **Level 1 = Significantly below expectations aligned to teaching standards**
- **Level 2 = Partially meets expectations aligned to teaching standards**
- **Level 3 = Meets expectations aligned to teaching standards**
- **Level 4 = Exceeds expectations aligned to teaching standards**

A hybrid rubric using Danielson's Framework for Teaching (2022 Edition) combined with customized rubric elements from Remsen's Student Service Guide - Highly Effective Instructional Practices.

FINAL - Remsen Teacher Evaluation Rubric Fall 2025 Edition.pdf

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • <u>Formal observations</u> may include classroom observations and pre- and post-observation activities. • <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
	☒ Supervisor	3	☒ Formal, announced ☒ Formal, unannounced	☒ In person

Observation Scoring

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The information entered below is specific to scoring teacher observations only. How a teacher observation score will contribute to the final rating for each applicable standard will be addressed in Part 4.

HOW ARE TEACHER OBSERVATIONS SCORED?

Please use the text box to describe the scoring process and add any applicable documents below.

Teachers in this group will be observed three times annually and each observation will be weighted equally. For announced observations, teachers will be required to complete the attached *Pre-Observation Lesson Plan and Information Form*. For announced and unannounced observations, teachers will be required to complete the attached *Post Observation Form*. All Teacher Observations will be scored using the attached Remsen Hybrid *Teacher Observation Evaluation Rubric*. Our *Teacher Observation Evaluation Rubric* evaluates NYS Teaching Standards One through Five using associated Danielson Framework for Teaching (2022 Edition) rubric components and additional customized rubric elements based on our Remsen *Student Service Guide - Highly Effective Instructional Practices* (that may be found at the end of our rubric attached below).

The *Teacher Observation Evaluation Rubric* contains a total of 4 criteria for Standard I, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 16. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard I Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard I rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 6 criteria for Standard II, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard II Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard II rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 19 criteria for Standard III, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 76. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard III Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard III rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 14 criteria for Standard IV, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 56. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard IV Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard IV rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 5 criteria for Standard V, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 20. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard V Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard V rounded to the nearest hundredth.

Teacher Observation Scoring Example

Group 1 - Observation Rubric	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard I	4	14	16	0.8750	3.50
NYS Teaching Standard II	6	20	24	0.8333	3.33
NYS Teaching Standard III	19	65	76	0.8553	3.42
NYS Teaching Standard IV	14	50	56	0.8929	3.57
NYS Teaching Standard V	5	20	20	1.0000	4.00

Schedule for Observations

	Evaluator	Annual Timeline	Other Information
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Observations	Building Principal	1st by Dec 1 2nd by March 1 3rd by May 1	• One announced and two unannounced observations each year. • Observations may be completed in any order. • Observations listed here represent the minimum number of observations to meet the requirements of the Remsen STEPS Plan. Principals may always observe a teacher more frequently than what is required for the approved STEPS plan.
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If applicable, upload scoring-related documentation.

FINAL Pre Observation Lesson Plan and Information Form.pdf

FINAL Post Observation Form.pdf

FINAL - Remsen Teacher Evaluation Rubric Fall 2025 Edition.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

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LEA-DEVELOPED MEASURE: TEACHER GROUP 1

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

LEAs may develop their own measure(s) to evaluate a teacher's performance aligned to the New York State Teaching Standards.

Please complete the information below to describe the process related to the use of an LEA-developed measure.

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Principal-Assigned Peer Viewing and Learning Reflection	Principal assigns teacher to view/observe a highly effective/master teacher in or out of the district and complete subsequent reflection piece two times annually. Teacher submits reflection piece on the <i>Soaring to Success Reflection Piece Form</i> template as evidence within five days of viewing/observing the highly effective teacher. Principal evaluates the completed <i>Soaring to Success Reflection Piece Form</i> using the <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> attached below to evaluate NYS Teaching Standard VII.

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	Two Principal-Assigned Peer Viewing and Learning Reflections will be assigned each year at times designated by the principal.

Scoring

The information entered below is specific to scoring the LEA-developed measure only. How the score from the LEA-developed measure will contribute to the final rating for each applicable standard will be addressed in Part 4.

PLEASE COMPLETE THE TABLE BELOW TO DESCRIBE THE SCORING PROCESS FOR THE LEA-DEVELOPED MEASURE

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All teachers	Remsen's Hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] will be used to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. Both documents are attached below.	Each Principal-Assigned Peer Viewing and Learning Reflection will be weighted equally. Evaluator will use the teacher's completed <i>Soaring to Success Reflection Piece Form</i> to complete the <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i>. The <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> is attached and will be used to score the Principal-Assigned Peer Viewing and Learning Reflection Measure for Standard VII on a scale of 1-4. The <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> contains a total of 6 criteria for Standard VII, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VII rounded to the nearest hundredth. Principal-Assigned Peer	FINAL - Remsen Multiple Measure Evaluation Rubric.pdf FINAL MENU SELECTION FORM.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.												
		Viewing and Learning Reflection Scoring Example: <table border="1"> <thead> <tr> <th>Pri nci pal- Ass ign ed Pee r Vie win g and Lea rnin g Refl ecti on</th> <th># of Crit eria</th> <th>Ear ned Sco re</th> <th>Tot al Pos sibl e Poi nts (Cri teri a x 4)</th> <th>Dec ima l</th> <th>Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)</th> </tr> </thead> <tbody> <tr> <td>NY S Tea chi ng Sta nda rd VII</td> <td>6</td> <td>20</td> <td>24</td> <td>0.8 333</td> <td>3.3 3</td> </tr> </tbody> </table>	Pri nci pal- Ass ign ed Pee r Vie win g and Lea rnin g Refl ecti on	# of Crit eria	Ear ned Sco re	Tot al Pos sibl e Poi nts (Cri teri a x 4)	Dec ima l	Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)	NY S Tea chi ng Sta nda rd VII	6	20	24	0.8 333	3.3 3	
Pri nci pal- Ass ign ed Pee r Vie win g and Lea rnin g Refl ecti on	# of Crit eria	Ear ned Sco re	Tot al Pos sibl e Poi nts (Cri teri a x 4)	Dec ima l	Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)										
NY S Tea chi ng Sta nda rd VII	6	20	24	0.8 333	3.3 3										

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Please indicate the type(s) of teachers the information in the tables below will be applicable to; this will be **TEACHER GROUP 2**.

- To indicate groups based on a type and tenure status, please make applicable selections in both columns.
- If teacher groupings are based on type only and not tenure status, please make the applicable selections in the first column and choose "All teachers listed in the previous column, regardless of tenure status" in the second column.
- If teacher groupings are based on tenure status only, please select "All teachers based on tenure status" in the first column and either "Probationary" or "Tenured" in the second column.

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 2		☒ All teachers listed in the previous column, regardless of tenure status

TEACHER GROUP 2: MEASURES

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of **TEACHER GROUP 2** across all New York State Teaching Standards.

- ☒ Surveys and feedback
- ☒ Goal setting and attainment
- ☒ Teacher project
- ☒ Other LEA-developed measure

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for **TEACHER GROUP 2**.

The STEPS plan must utilize at least two different measures and must include observations for all teachers. Please ensure at least one standard is selected for "Teacher observation" in the table below.

Please note: The same measure may be used to address more than one standard, provided that each teacher's evaluation consists of two or more measures.

	I	II	III	IV	V	VI	VII
Teacher observation	☒ I	☒ II	☒ III	☒ IV	☒ V		
Professional portfolios							
Surveys & feedback							☒ VII
Goal setting & attainment						☒ VI	☒ VII
Teacher project							☒ VII
Student outcome data							
Student portfolios							
Other LEA-developed							

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	I	II	III	IV	V	VI	VII
measure							☒ VII

Are teachers permitted to choose from a set of measures for an individual standard(s)?

☒ Yes, teachers are permitted to choose from a set of measures for an individual standard(s). Please describe the measure selection procedure in the box below.

Please use the box below to describe the measure selection procedure for teachers.

In addition to observations for standards I-V and goal-setting/attainment for standards VI & VII, teachers are required to choose one additional measure from the menu options described below.

TEACHER GROUP 2: RATIONALE

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 2.

- Probationary teachers must be evaluated on all standards annually.
- Tenured teachers must be evaluated on all standards across an annual or multi-year evaluation cycle.

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard I. Observations will allow the evaluator to assess how teachers implement created lessons and modify/differentiate/adjust instruction based upon diverse student developmental and learning needs. Observations will also assess the teacher's use of technological tools and various communication strategies to encourage and enhance student engagement. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "R" Purposeful Planning for Five-Star Student Service" criteria #'s 2, 5, 6, 7]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard I and support ongoing professional growth.
Standard II: Knowledge of Content and Instructional Planning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	for professional growth within New York State Teaching Standard II. Observations will allow the evaluator to assess how teachers use current developments in pedagogy, design/plan learning experiences, articulate learning objectives that align with the NYS Learning Standards, and organize and effectively use time to achieve rigorous learning goals. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "R) Purposeful Planning for Five-Star Student Service" criteria #'s 1, 3, 4, 8; and section "M) Five-Star Student Service During the Lesson" criteria #'s 2, 6]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard II and support ongoing professional growth.
Standard III: Instructional Practice	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard III. Observations will allow the evaluator to assess a teacher's use of research-based instructional strategies, students' levels of active engagement, classroom routines/procedures, questioning techniques, articulation of clear, high learning expectations, higher order thinking, and effective time management. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "E1) Five Star Student Service at the Beginning of the Lesson" criteria #'s 1-5; section "M) Five Star Student Service During the Lesson" criteria #'s 1, 3-5, 7-13; and section "S) Five-Star Student Service at the End of the Lesson" criteria #'s 1, 2]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard III and support ongoing professional growth.
Standard IV: Learning Environment	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard IV. Observations will allow the evaluator to assess caring and respectful teacher-student interactions; welcoming, safe, and positive learning environments; teacher motivation for student achievement; equitable access to all learning materials and resources; and a growth mindset culture. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "E2) Classroom

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	Learning Environment and Five-Star Student Service Care, Expectations, and Mindset criteria #'s 1-14]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard IV and support ongoing professional growth.
Standard V: Assessment for Student Learning	Teacher Observations We selected teacher observations as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard V. Observations will allow the evaluator to assess a teacher's use of various formative assessments to inform teaching and learning; use of timely feedback to engage students in self-reflection and improvement; and articulation of assessment criteria to students with provided parameters for success. Teacher Observations will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Teacher Observation Evaluation Rubric</i> [section "N) Five-Star Student Service Assignments and Assessments criteria #'s 1-5]. This specific, timely feedback will assess a teacher's observed practices within NYS Teaching Standard V and support ongoing professional growth.
Standard VI: Professional Responsibilities and Collaboration	Goal Setting and Attainment (Required Annually) We selected Goal Setting and Attainment as the measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard VI. Goal Setting and Attainment Reflection will allow the evaluator to assess teacher record systems; student/family/community engagement and communication; colleague collaboration and team participation; promotion and support of District Vision, Mission, and Core Values', participation in school events; leading by example; and advocating to meet the needs of all students. Goal Setting and Attainment Reflection is a measure that allows for the teacher and the supervisor to analyze, progress monitor, and reflect on growth of the individual's level of professional collaboration and the carrying out of their professional responsibilities. The Goal-Setting Form requires teachers to set a minimum of two SMART Goals; one smart goal must be linked to the <i>District's Professional Learning Plan Goals</i> and one smart goal must be linked to our District's <i>Highly Effective Instructional Practices Guide</i>. The Goal-Setting Form also has a required section for the teacher to state how each goal relates to the District Mission Statement. The <i>Goal Attainment Reflection Form</i> requires the teacher to state which RCS Core Values their goal attainment work

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	encompassed throughout the year. Additionally, the <i>Goal Attainment Reflection Form</i> has a dedicated reflection section specifically for assessing Standard VI-Professional Responsibilities and Collaboration for further assessment of this standard using the aforementioned rubric during the goal setting/attainment reflection evaluation. Teacher Goal Setting and Attainment Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Annual Teacher Goal Setting and Attainment Reflection Evaluation Rubric</i> ["Standard VI: Professional Responsibilities and Collaboration" criteria #'s 1-8]. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VI and support ongoing professional growth.
Standard VII: Professional Growth	Goal Setting and Attainment (Required Annually) and Additional Measure Selection Possibilities We selected Goal Setting and Attainment as the required measure to identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard VII. Additionally, teachers will be required to select one additional measure from the <i>Soaring to Success Menu Selection Form</i>. If a teacher chooses an additional teacher observation, then the observation evaluation would be used to evaluate NYS Teaching Standards 1-5 per the observation information listed above and their choice would not apply here to Standard VII. If the teacher chooses one of the remaining menu selection options listed below after the required Goal Setting and Attainment, that selected and principal-approved measure would be used to further identify teachers' strengths and opportunities for professional growth within New York State Teaching Standard VII. Goal Setting and Attainment Reflection will allow the evaluator to assess a teacher's genuine desire to learn and grow to better serve students through their set SMART goals and attainment reflection; use of professional development opportunities for continuous improvement; and their willingness to seek out, receive, and reflect upon constructive feedback. Goal Setting and Attainment Reflection is a measure that allows for the teacher and the supervisor to analyze, progress monitor, and reflect on growth of the individual's level of professional collaboration and the carrying out of their professional responsibilities. The Goal-Setting Form requires teachers to set a minimum of two SMART Goals; one smart goal must be linked to the District's Professional Learning Plan Goals and one smart goal must be linked to our District's Highly Effective Instructional Practices Guide. The Goal-Setting Form also has a required section for the

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	teacher to state how each goal relates to the District Mission Statement. The Goal Attainment Reflection Form requires the teacher to state which RCS Core Values their goal attainment work encompassed throughout the year. Teacher Goal Setting and Attainment Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid Annual Teacher Goal Setting and Attainment Reflection Evaluation Rubric ["Standard VII: Professional Growth" criteria #'s 1-6]. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Additional Measure Menu Selection Items to Serve as an Additional Assessment of Standard 7 : The following measures listed below represent a menu of highly effective professional growth opportunities for Group 2 Teachers to select one from over the course of each evaluation cycle. We decided that even though providing options for this additional measure would make our plan much more complex, our teachers deserve the opportunity to have a wide range of additional professional growth assessment opportunities. We built our STEPS Plan to create an evaluation system that will encourage teachers and their evaluators to <i>Inspire, Reflect, Learn, and Grow</i>. The purpose statement for our STEPS plan highlights our desire to "<i>provide tangible examples of the various pathways all educators can traverse on their professional journey.</i>" Each menu choice requires principal(supervisor) approval and is linked to a required reflection piece in addition to any required presentations/reports. Each reflection piece, along with the completed approved menu choice item will be evaluated using the hybrid rubric we designed specifically for evaluation of the completion and reflection of these menu selections as they pertain to Standard VII: Professional Growth. Please note: Teachers have the opportunity to select an additional formal announced observation (Choice 1) or an additional formal unannounced observation (Choice 2) in place of the measures listed below. If they choose an additional observation, then the menu items below would not apply and an additional observation would be conducted assessing standards I-V instead. Menu Choice 3 - Principal-Assigned Peer Viewing and Learning Reflection: Principal Assigned Peer Viewing and Learning Reflection will allow the evaluator to assess a teacher's genuine desire to learn and grow in their professional practice to better serve students through their reflection of the principal-assigned highly effective peer that they view (observe) in practice. This measure

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	encourages authentic professional growth through the practice of viewing and learning from a highly effective teacher with a subsequent reflection piece to capture the professional learning and key takeaways from the experience. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the viewing and learning of a peer assigned by the principal will influence and inspire their future professional practice. This reflection is then evaluated as described below: Principal Assigned Peer Viewing and Learning Reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. <u>Menu Choice 4 - Prepare and Facilitate minimum of a 40 minute Relevant, Principal Approved Professional Development Session with Reflection:</u> Principal-approved teacher-designed, developed and facilitated professional development session will allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth, provide and receive feedback, and reflect on their professional practice to better serve students through the professional development session and reflection that they lead for other teachers. This measure encourages authentic professional growth through the practice of creating and facilitating a professional development session for other educators along with reflection to capture the professional learning and key takeaways from the experience. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the professional development session creation, facilitation and feedback will influence and inspire their future professional practice. This reflection is then evaluated as described below: Design and facilitation of a professional development session with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. <u>Menu Choice 5 - Principal-Approved Research Project and Presentation with Reflection:</u> Principal-approved Research Project and Presentation will allow the evaluator to assess a teacher's

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	genuine desire to engage in opportunities for professional growth to better serve students through the Research Project and Presentation with Reflection. This measure encourages authentic professional growth through research and presentation of findings. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the research project will influence and inspire their future professional practice. This reflection is then evaluated as described below: Completing a Research Project and subsequent presentation with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Menu Choice 6 - Earn National Board Certification with Reflection: Principal-approved and teacher-earned National Board Certification will allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth to better serve students through the National Board Certification process with Reflection. This measure encourages authentic professional growth through the work required to earn National Board Certification. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how earning National Board Certification will influence and inspire their future professional practice. This reflection is then evaluated as described below: Completing National Board Certification with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Menu Choice 7 - Successful Completion of Relevant College Course with Reflection Piece: Principal-approved Completion of a Relevant College Course with Reflection will allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth to better serve students through the successful completion of a College Course with Reflection. This measure encourages authentic professional growth through the work required to complete an additional, relevant college course. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	on how completing the aforementioned college course will influence and inspire their future professional practice. This reflection is then evaluated as described below: Successfully completing a relevant college course with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Menu Choice 8 - Earn an Additional Relevant/Professional Certification with Reflection Piece: Principal-approved Completion of a Relevant/Professional Certification with reflection will allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth to better serve students through the successful completion of earning a certification with Reflection. This measure encourages authentic professional growth through the work required to earn an additional certification. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how earning an additional relevant certification will influence and inspire their future professional practice. This reflection is then evaluated as described below: Successfully earning an additional relevant certification with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Menu Choice 9 - Student Surveys with Feedback Analysis, Reflection Piece, and Action Plan: Principal-approved, teacher-created Student Surveys with Feedback Analysis, Reflection, and an Action Plan will allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth to better serve students through the successful process of student surveys, analysis, reflection, and action. This measure encourages authentic professional growth through the analysis, reflection, and development of an action plan based on student survey feedback. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the feedback analysis and action planning from student surveys will influence and inspire their future professional practice.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	This reflection is then evaluated as described below: Administering student surveys, analyzing the feedback, and developing an action plan with reflection will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth. Menu Choice 10 - Other Relevant Educational Professional Learning Experience Approved by the Building Principal: We included this menu choice only for the occasions when a unique but highly relevant and beneficial learning and professional growth opportunity for a teacher may be presented that does not fall under menu choices 3-9, but that the principal considers applicable for this additional measure evaluating this portion of Standard VII. The Other Relevant Educational Professional Learning Experience must be Principal-approved and would allow the evaluator to assess a teacher's genuine desire to engage in opportunities for professional growth to better serve students and encourage continuous improvement. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the Educational Professional Learning Experience will influence and inspire their future professional practice. This reflection is then evaluated as described below: A relevant educational professional learning experience with reflection piece will provide valid, reliable, and actionable data through the evaluator's consistent use of our hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. This specific, timely feedback will assess a teacher's practices within NYS Teaching Standard VII and support ongoing professional growth.

Are there additional group(s) of teachers that have not been addressed on this and previous pages?
☒ No, all teachers have been addressed in the information that has been entered.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2C-2. Surveys and Feedback**

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SURVEYS AND FEEDBACK: TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Surveys are perception-based evaluation tools used to obtain stakeholder experiences with various aspects of a teacher's practice.

Please complete the information below to describe the process related to the use of surveys for TEACHER GROUP 2.

Survey Creation

"Add Row" should be used if a different process applies to different types of surveys.

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
☒ Student surveys		One time within the evaluation cycle if the Group 2 teacher selects this multiple measure from the list of Multiple Measure Options they are able to choose from.	☒ Supervisor

Survey Content

"Add Row" should be used if a different process applies to different types of surveys.

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE TEACHERS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
☒ Student surveys	☒ Instructional methods ☒ Content knowledge ☒ Engagement methods ☒ Classroom environment ☒ Rigor ☒ Clarity ☒ Communication skills ☒ Professionalism ☒ Rapport ☒ Availability	

Survey Scoring

The information entered below is specific to scoring surveys only. How a survey score will contribute to the final rating for each applicable standard will be addressed in Part 4.

HOW ARE SURVEYS SCORED?

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Please use the text box to describe the scoring process and add any applicable documents below. If multiple types of surveys are used (student, parent/guardian, peer, staff, other), please be sure to address all types.

Teachers in this group will be required to choose one measure from the aforementioned menu selection choices. "Student Surveys" represent one of the menu selection items that a Group 2 teacher may select. The teacher will be required to create the student survey to then be approved by the Principal. Once the principal-approved student survey has been administered, the teacher will complete and submit a reflection piece on the *Soaring to Success Reflection Piece Form* template. The *Reflection Piece Form* (attached below) will include feedback analysis, reflection, and a subsequent action plan.

Principal evaluates the completed *Soaring to Success Reflection Piece Form* using the *Soaring to Success Menu Multiple Measures Evaluation Rubric* to evaluate NYS Teaching Standard VII. Remsen's Hybrid *Soaring to Success Menu Multiple Measures Evaluation Rubric* ["Standard VII: Professional Growth" criteria #'s 1-6] will be used to evaluate the required *Soaring to Success Reflection Piece Form*. Both documents are attached below. The *Soaring to Success Menu Multiple Measures Evaluation Rubric* is on a scale of 1-4. The *Soaring to Success Menu Multiple Measures Evaluation Rubric* contains a total of 6 criteria for Standard VII, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VII rounded to the nearest hundredth.

Student Surveys with Feedback Analysis, Reflection Piece, and Action Plan Scoring Example:

Group 2 - Possible Menu Selection (Choices 9 - Student Surveys)	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard VII	6	23	24	0.9583	3.83

If applicable, upload scoring-related documentation.

FINAL - Remsen Multiple Measure Evaluation Rubric.pdf
FINAL MENU SELECTION FORM.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only

PART 2. TEACHER GROUP 2 - 2D-2. Goal Setting and Attainment

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GOAL SETTING AND ATTAINMENT: TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Goal setting and attainment is a process for identifying goals in educational practice and measuring progress toward those goals.

Please complete the information below to describe the process related to the use of goal setting for TEACHER GROUP 2.

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- ☒ Student performance data
- ☒ Observations
- ☒ Professional learning topics

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

This template should include a form to enter the following information:

- measurable goals,
- benchmarks,
- timelines,
- evaluation process, and
- standards.

FINAL GOAL SETTING AND ATTAINMENT FORM.pdf

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR TEACHERS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
	☒ Teacher (self-determined)	☒ Teacher (self-monitoring) ☒ Supervisor	☒ Supervisor	1x/academic year for a total of three years in the evaluation cycle.

Goal Attainment Scoring

The information entered below is specific to scoring goal attainment only. How a goal attainment score will contribute to the final rating for each applicable standard will be addressed in Part 4.

HOW IS GOAL ATTAINMENT SCORED?

Please use the text box to describe the scoring process and add any applicable documents below.

Evaluator will use the teacher's completed Goal Setting and Attainment Reflection Form to complete the Goal Setting and Attainment

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Reflection Evaluation Rubric. The *Goal Setting and Attainment Reflection Evaluation Rubric* is attached below and will be used to score the Goal Attainment measure for Standard VI and Standard VII on a scale of 1-4.

The *Annual Goal Setting and Attainment Reflection Evaluation Rubric* contains a total of 8 criteria for Standard VI, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 32. The teacher's earned points on these criteria out of the 32 possible points will then be converted to a Standard VI Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VI rounded to the nearest hundredth.

The *Annual Goal Setting and Attainment Reflection Evaluation Rubric* contains a total of 6 criteria for Standard VII, that will each be rated Level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's points earned on this rubric out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VII to the nearest hundredth.

Goal Attainment Scoring Example:

Goal Setting and Attainment	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard VI	8	28	32	0.8750	3.50
NYS Teaching Standard VII	6	13	24	0.5417	2.17

If applicable, upload scoring-related documentation.

FINAL Remsen Goal Setting and Attainment Evaluation Rubric.pdf

PART 2. TEACHER GROUP 2 - 2E-2. Teacher Project

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TEACHER PROJECT: TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

A teacher project may be implemented as a measure to demonstrate alignment of professional practices in teaching and learning.

One example could be a research project which includes formative and summative data collection as well as a requirement to share the project and results with colleagues.

Please complete the information below to describe the process related to the use of teacher projects for TEACHER GROUP 2.

Project Description

WHAT IS THE NATURE OF THE TEACHER PROJECT?

Please select all that apply.

☒ Original research

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

- How the project was selected
- The type of activities the teacher will engage in as part of completing the project
- The type of content that will be scored

Teachers in this group will be required to choose one measure from the aforementioned menu selection choices. "Research Project" represents one of the menu selection items that a Group 2 teacher may select. The teacher will be required to propose research topic/project to principal for approval. Teacher will then commence research. Upon completion, teacher will present research findings in presentation form to the principal and the staff and then complete and submit a reflection piece on the *Soaring to Success Reflection Piece Form*. The *Reflection Piece Form* (attached below) will include how the research project will influence and inspire the teacher's future professional practice. The completed reflection piece will be scored by the principal per the scoring information listed in the next section.

Additional details about the teacher project may be uploaded below.

FINAL MENU SELECTION and REFLECTION PIECE FORM.pdf

Project Evaluation

	WHO WILL EVALUATE TEACHER PROJECTS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROJECTS BE EVALUATED?
	☒ Supervisor	One time within the evaluation cycle if the Group 2 teacher selects this multiple measure from the list of Multiple Measure Options they are able to choose from.

Project Scoring

The information entered below is specific to scoring teacher projects only. How a teacher project score will contribute

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2E-2. Teacher Project**

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*to the final rating for each applicable standard will be addressed in Part 4.***HOW ARE TEACHER PROJECTS SCORED?*****Please use the text box to describe the scoring process and add any applicable documents below.***

Principal evaluates the completed *Soaring to Success Reflection Piece Form* from the teacher using the *Soaring to Success Menu Multiple Measures Evaluation Rubric* to evaluate NYS Teaching Standard VII. Remsen's Hybrid *Soaring to Success Menu Multiple Measures Evaluation Rubric* ["Standard VII: Professional Growth" criteria #'s 1-6] will be used to evaluate the required *Soaring to Success Reflection Piece Form*. Both documents are attached below. The *Soaring to Success Menu Multiple Measures Evaluation Rubric* is on a scale of 1-4. The *Soaring to Success Menu Multiple Measures Evaluation Rubric* contains a total of 6 criteria for Standard VII, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard VII rounded to the nearest hundredth.

Research Project and Presentation with Reflection Scoring Example:

Group 2 - Possible Menu Selection (Choice 5 - Research Project)	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard VII	6	23	24	0.9583	3.83

If applicable, upload scoring-related documentation.

FINAL MENU SELECTION and REFLECTION PIECE FORM.pdf

FINAL - Remsen Multiple Measure Evaluation Rubric.pdf

PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

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TEACHER OBSERVATION: TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Observations are a formal or informal measure of a teacher’s practice in a classroom or other school-based environment. The Commissioner’s Regulations require that observations occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of teacher practice.

Please complete the information below to describe the process related to teacher observations for TEACHER GROUP 2.

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

Other (please provide the name of the instrument and upload it below)

If "Other" was selected above, please enter the name and upload the instrument below.
The instrument will be reviewed to ensure it addresses all of the NYS Teaching Standards and is aligned with the four (4) scoring categories below.

- Level 1 = Significantly below expectations aligned to teaching standards
- Level 2 = Partially meets expectations aligned to teaching standards
- Level 3 = Meets expectations aligned to teaching standards
- Level 4 = Exceeds expectations aligned to teaching standards

A hybrid rubric using Danielson's Framework for Teaching (2022 Edition) combined with customized rubric elements from Remsen's Student Service Guide - Highly Effective Instructional Practices.

FINAL - Remsen Teacher Evaluation Rubric Fall 2025 Edition.pdf

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? Please select all that apply.	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • Formal observations may include classroom observations and pre- and post-observation activities. • Informal observations may include walk-through observations. Please select all that apply.	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? Please select all that apply.
	☒ Supervisor	Minimum of 2 observations. Teacher may choose to have a third	☒ Formal, unannounced	☒ In person

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation**

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	WHO WILL CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • <u>Formal observations</u> may include classroom observations and pre- and post-observation activities. • <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
		observation conducted over the evaluation cycle.		

Observation Scoring

The information entered below is specific to scoring teacher observations only. How a teacher observation score will contribute to the final rating for each applicable standard will be addressed in Part 4.

HOW ARE TEACHER OBSERVATIONS SCORED?

Please use the text box to describe the scoring process and add any applicable documents below.

Teachers in this group will be observed (formal, unannounced observation) a minimum of two times over the course of a three-year evaluation cycle and each observation will be weighted equally. Teachers will be required to complete and submit the attached *Post Observation Form* after each observation. All Teacher Observations will be scored using the attached Remsen Hybrid *Teacher Observation Evaluation Rubric*. Our *Teacher Observation Evaluation Rubric* evaluates NYS Teaching Standards One through Five using associated Danielson Framework for Teaching (2022 Edition) rubric components and additional customized rubric elements based on our *Remsen Student Service Guide - Highly Effective Instructional Practices* (that may be found at the end of our rubric attached below). The *Teacher Observation Evaluation Rubric* contains a total of 4 criteria for Standard I, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 16. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard I Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard I rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 6 criteria for Standard II, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard II Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard II rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 19 criteria for Standard III, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 76. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard III Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard III rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 14 criteria for Standard IV, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 56. The teacher's earned points on these criteria out of the possible points will then be converted to a Standard IV Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard IV rounded to the nearest hundredth.

The *Teacher Observation Evaluation Rubric* contains a total of 5 criteria for Standard V, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 20. The teacher's earned points on these criteria out of the possible points will then be converted

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to a Standard V Score out of 4 to provide a Level 1, 2, 3, or 4 score for Standard V rounded to the nearest hundredth.

Teacher Observation Scoring Example

Group 2 - Observation Rubric	# of Criteria	Earned Score	Total Possible Points (Criteria x 4)	Decimal	Standard Score Out of 4 (to nearest hundredth)
NYS Teaching Standard I	4	14	16	0.8750	3.50
NYS Teaching Standard II	6	20	24	0.8333	3.33
NYS Teaching Standard III	19	65	76	0.8553	3.42
NYS Teaching Standard IV	14	50	56	0.8929	3.57
NYS Teaching Standard V	5	20	20	1.0000	4.00

Schedule for Observations

Observations	Building Principal	Two Unannounced Observations completed by June 1 in any year over three year cycle.	• Two unannounced observations within a 3-year cycle. • Observations may be completed at any time within the three-year cycle. • Principal may conduct more than one observation in any given year of the 3-year cycle. Observations listed here represent the minimum number of observations to meet the requirements of the Remsen STEPS Plan. Principals may always observe a teacher more frequently than what is required for the approved STEPS plan.
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*****Important Note*****

Two Formal, Unannounced Observations are required each evaluation cycle for this group of teachers. Teachers may choose an additional formal unannounced or announced observation for their required menu selection item (Choice 1 or Choice 2) for the given evaluation cycle. If Choice 1 or Choice 2 are selected, then the third observation will be evaluated and scored in the same manner as indicated above and weighted equally with the other two required observations.

If applicable, upload scoring-related documentation.

FINAL Post Observation Form.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only

PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

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FINAL - Remsen Teacher Evaluation Rubric Fall 2025 Edition.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure**

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LEA-DEVELOPED MEASURE: TEACHER GROUP 2

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

LEAs may develop their own measure(s) to evaluate a teacher's performance aligned to the New York State Teaching Standards.

Please complete the information below to describe the process related to the use of an LEA-developed measure.

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Option Choice #3 = Principal-Assigned Peer Viewing and Learning Reflection	Group 2 Teacher chooses this additional Multiple Measure. Principal approves and assigns the teacher to "peer view, learn, and reflect" by observing a highly effective teacher in or out of the district. Teacher participates in the "Peer View, Learn, and Reflect", observing the principal-assigned Highly Effective Teacher. Teacher submits reflection piece on the reflection form template as evidence within five days of the "peer viewing". Principal evaluates reflection piece using the rubric attached below to evaluate NYS Teaching Standard VII. This measure encourages authentic professional growth through the practice of viewing and learning from a highly effective teacher with a subsequent reflection piece to capture the professional learning and key takeaways from the experience. The <i>Soaring to Success Reflection Piece Form</i> requires teachers to reflect on how the viewing and learning of a peer assigned by the principal will influence and inspire their future professional practice. This reflection is then evaluated as described below.
All Teachers	Option Choice #4 = Prepare and Facilitate Professional Development Session with Reflection	Group 2 Teacher Chooses this additional Multiple Measure. Principal approves proposal and teacher then prepares and facilitates minimum of a 40 minute relevant professional

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure**

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
		development session. Teacher submits reflection piece on the reflection form template as evidence within five days of their professional development session. Principal evaluates reflection piece using the rubric attached below to evaluate NYS Teaching Standard VII.
All Teachers	Option Choice #6 = National Board Certification with Reflection Piece	Group 2 Teacher Chooses this additional Multiple Measure. Principal approves and teacher works and successfully earns National Board Certification. Teacher submits reflection piece on the reflection form template as evidence within five days of completing National Board Certification. Principal evaluates reflection piece using the rubric attached below to evaluate NYS Teaching Standard VII.
All Teachers	Option Choice #7 = Successful Completion of Relevant College Course with Reflection Piece	Group 2 Teacher Chooses this additional Multiple Measure. Principal approves and teacher successfully completes college course. Teacher submits reflection piece on the reflection form template as evidence within five days of completing college course. Principal evaluates reflection piece using the rubric attached below to evaluate NYS Teaching Standard VII.
All Teachers	Option Choice #8 = Earn Additional Relevant/Professional Certification with Reflection Piece	Group 2 Teacher Chooses this additional Multiple Measure. Principal approves and teacher successfully completes additional certification. Teacher submits reflection piece on the reflection form template as evidence within five days of earning additional certification. Principal evaluates reflection piece using the rubric

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure**

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
		attached below to evaluate NYS Teaching Standard VII.
All Teachers	Option #10 = Other Relevant Educational Professional Learning Experience with Reflection Piece	Group 2 Teacher Chooses this additional Multiple Measure. Principal approves and teacher successfully completes other relevant educational professional learning experience. Teacher submits reflection piece on the reflection form template as evidence within five days of completing professional learning experience. Principal evaluates reflection piece using the rubric attached below to evaluate NYS Teaching Standard VII.

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	Selected Menu Choice Measure will be evaluated once per evaluation cycle.

Scoring

The information entered below is specific to scoring the LEA-developed measure only. How the score from the LEA-developed measure will contribute to the final rating for each applicable standard will be addressed in Part 4.

PLEASE COMPLETE THE TABLE BELOW TO DESCRIBE THE SCORING PROCESS FOR THE LEA-DEVELOPED MEASURE

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PART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All Teachers	Remsen's Hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] will be used to evaluate the required <i>Soaring to Success Reflection Piece Form</i> for Standard 7. Both documents are attached below.	Principal evaluates the completed <i>Soaring to Success Reflection Piece Form</i> from the teacher using the <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> to evaluate NYS Teaching Standard VII. Remsen's Hybrid <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> ["Standard VII: Professional Growth" criteria #'s 1-6] will be used to evaluate the required <i>Soaring to Success Reflection Piece Form</i>. Both documents are attached below. The <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> is on a scale of 1-4. The <i>Soaring to Success Menu Multiple Measures Evaluation Rubric</i> contains a total of 6 criteria for Standard VII, that will each be rated level 1, 2, 3, or 4 on the rubric for a total possible point score of 24. The teacher's earned points on these criteria out of the 24 possible points will then be converted to a Standard VII Score out of 4 to provide a Level 1, 2, 3, or 4 score for	FINAL - Remsen Multiple Measure Evaluation Rubric.pdf FINAL MENU SELECTION and REFLECTION PIECE FORM.pdf

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PART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure

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SUBGROUP(S) See the instructions above the table before completing this column.	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? Please describe the scoring instrument below and add any applicable documents in the final column.	HOW IS THE LEA-DEVELOPED MEASURE SCORED? Please describe the scoring process below and add any applicable documents in the next column.	If applicable, upload scoring-related documentation below.																		
		Standard VII rounded to the nearest hundredth. <table><thead><tr><th>Gro up</th><th># of Crit eria</th><th>Ear ned Sco re</th><th>Tot al Pos sibl e Poi nts (Cri teri a x 4)</th><th>Dec ima l</th><th>Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)</th></tr></thead><tbody><tr><td>2 - Pos sibl e Me nu Sel ecti on (Ch oic es 3, 4, 6, 7, 8, 10)</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NY S Tea chi ng Sta nda rd VII</td><td>6</td><td>23</td><td>24</td><td>0.9 583</td><td>3.8 3</td></tr></tbody></table>	Gro up	# of Crit eria	Ear ned Sco re	Tot al Pos sibl e Poi nts (Cri teri a x 4)	Dec ima l	Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)	2 - Pos sibl e Me nu Sel ecti on (Ch oic es 3, 4, 6, 7, 8, 10)						NY S Tea chi ng Sta nda rd VII	6	23	24	0.9 583	3.8 3	
Gro up	# of Crit eria	Ear ned Sco re	Tot al Pos sibl e Poi nts (Cri teri a x 4)	Dec ima l	Sta nda rd Sco re Out of 4 (to nea rest hun dre dth)																
2 - Pos sibl e Me nu Sel ecti on (Ch oic es 3, 4, 6, 7, 8, 10)																					
NY S Tea chi ng Sta nda rd VII	6	23	24	0.9 583	3.8 3																

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers OnlyPART 2. TEACHER GROUP 2 - 2I-2. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**2J. Culturally Responsive-Sustaining Education - Teacher Measures and CRSE**

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CULTURALLY RESPONSIVE-SUSTAINING EDUCATION**Culturally Responsive-Sustaining Education (CRSE) and the Culturally Responsive-Sustaining Framework (the CR-S Framework)**

The CR-S Framework was adopted by the NYS Board of Regents in 2018 to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. Subpart 30-4 of the Rules of the Board of Regents integrates the CR-S Framework as a part of the New York State Teaching Standards, to be addressed as part of a NYS STEPS Plan under Education Law §3012-e.

Please use the space below to describe how the measures selected in your STEPS Plan for teachers address each of the principles of the CR-S Framework. Your response should include:

- **Which measure(s) address each of the CR-S Framework Principles, including: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, Ongoing Professional Learning and Support**
- **How the evidence collected for each measure will integrate the relevant principles of the CR-S Framework with the NYS Teaching Standards. See *the standards and crosswalk here*: NYS Teaching Standards and CR-S Education Framework Crosswalk, and**
- **How the district will ensure that the evaluation process helps educators to design and implement student-centered learning environments consistent with the CR-S Framework.**

Teacher Observations

Teacher observations encompass all four CR-S Framework Principles. A Welcoming and Affirming Environment will be evident first hand with this measure; determining the presence of a safe learning space and observing the quality of relationships and the level of respect and dignity for all. High expectations and rigorous instruction will be assessed in real time and the level of inclusivity of the curriculum and assessments will be witnessed. The complete process of the teacher observation, including the post-observation conference and discussion of the evaluation rubric results will promote ongoing professional learning and support.

Evidence collected from teacher observations will integrate the relevant principles of the CR-S Framework with the applicable Teaching Standards through use of our Teacher Observation Evaluation Rubric that evaluates NYS Teaching Standards I-V. Our rubric contains a specific section for "Classroom Learning Environment and Five-Star Student Service Care, Expectations, and Mindset". Additionally, our observation evaluation rubric references many pieces of our *Student Service Guide-Highly Effective Instructional Practices* that includes several areas that address each of the CR-S Framework Principles. Evaluators will be able to observe if:

1. assessments are designed fairly,
2. multiple avenues for students to show what they have learned are offered,
3. classroom structure promotes a sense of belonging,
4. it is clear that teachers know and understand their students to inform instructional planning, and
5. teachers create welcoming learning environments for all students.

Goal Setting and Attainment Reflection

Goal setting and attainment reflection address the CR-S Framework Principle of *Ongoing Professional Learning and Support*. Goal setting and attainment reflection will encourage teachers to reflect upon their professional responsibilities, including their level of engagement with families and the community. This measure will also promote continuous learning and professional growth that includes working to better meet the needs of all students.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**2J. Culturally Responsive-Sustaining Education - Teacher Measures and CRSE**

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Evidence collected from Goal Setting and Attainment Reflection integrates NYS Teaching Standards VI and VII with the CR-S Education Framework Principles to engage with families and communities and to pursue continuous professional development opportunities to meet the needs of all learners.

Menu Choices 3-10

Our additional Menu Choices #'s 3-10 provide opportunities for teachers to expand their professional growth beyond that of observations and goal-setting. All menu choices involve professional growth and learning activities that encourage *Ongoing Professional Learning and Support* and may very well result in professional learning within the remaining three CR-S Principles as well.

Evidence collected from Menu Choices 3-10 integrates NYS Teaching Standard VII that aligns with the CR-S Principles. For example, the first element on the evaluation rubric describes a level 4 as a teacher that aspires to "... critically analyze the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it most."

Evaluation Process

Our evaluation process encourages teachers to design and implement student-centered learning environments through use of thoughtful, effective evaluation measures, rubrics, dialog and professional growth and learning opportunities. All Remsen teachers are challenged with evaluation measures that work to ensure that we meet the needs of each individual learner by developing quality relationships, maintaining high expectations for all learners, ensuring that all students feel safe and welcome, and by implementing teaching and learning strategies that meet the needs of diverse learning styles.

The second sentence of our STEPS plan "Purpose Statement" summarizes our aspiration to be student-centered; *This STEPS Plan was created to inspire all Remsen educators to reflect, learn, and grow to ensure that all students Soar to Success!* The third page of our STEPS Plan booklet also highlights our Vision, Mission and Core Value Statements that remind us all to "... remain dedicated to cultivating and supporting each student's individual abilities and interests as they confidently work to realize their full potential...." These statements have been purposefully integrated throughout the evaluation rubrics and teacher forms in our STEPS Plan to help ensure that student-centered learning environments are the focus of this important work.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth**

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PROFESSIONAL LEARNING AND GROWTH

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

A significant component of a STEPS plan is the requirement that LEAs maintain a comprehensive system of professional learning for all teachers that is supported by data, in order to improve their practice and support the success of all students.

LEAs must design a professional learning system that addresses the needs of teachers as identified from a variety of sources including: a formal needs analysis, data from the STEPS plan evaluation process, and other available student and educator information. The LEA will use data to monitor student progress, sustain professional growth, and inform, plan, and assess the effectiveness of their professional growth system. LEAs should consider leveraging existing systems and processes such as their professional learning plan.

Assurances

Please read the assurances below and check each box.

- ☒ **Assure that the LEA will maintain a comprehensive, systematic approach to high-quality professional learning for all educators to improve outcomes that address the diversity of all students.**
- ☒ **Assure that the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.**
- ☒ **Assure that the LEA will use data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.**
- ☒ **Assure that feedback to teachers from the STEPS plan will be timely and actionable.**
- ☒ **Assure that the system of professional learning and growth includes a process where teachers who receive an overall rating of Level 1 or 2 shall have a personalized teacher support plan developed by the LEA in coordination with the teacher and their supervisor.**

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

- ☒ **District leadership**
- ☒ **Building leadership**
- ☒ **Self-identified**
- ☒ **Professional learning plan committee**

At what level are professional learning goals organized?

Please select all that apply.

- ☒ **Building level**

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ **Needs assessment**
- ☒ **Student outcome data**

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- ☒ Research study results
- ☒ Research literature
- ☒ Student surveys/feedback

What qualitative and/or quantitative data or information sources does your LEA review to determine teacher and/or student needs?

Please select all that apply.

- ☒ Formative/summative assessment data
- ☒ Other data from the evaluation system
- ☒ Stakeholder satisfaction surveys

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Group meetings
- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional Learning through a BOCES
- ☒ Goal tracking forms/documents

Assessing Impact

How will the LEA determine whether teachers feel supported by the professional learning provided?

Please select all that apply.

- ☒ General survey
- ☒ Informal/formal conversations

How will the LEA determine if professional learning opportunities provided are effective in improving teacher practice and student outcomes?

Please select all that apply.

- ☒ Formal or informal observations of new learning being implemented
- ☒ Student learning outcomes
- ☒ Changes in performance ratings on teaching standards

How will information collection from the LEA's STEPS plan help the LEA achieve its goals?

Please select all that apply.

- ☒ LEA will conduct a review of data by key stakeholder(s) to refine short and/or long-term goals and professional learning opportunities
- ☒ LEA will use a professional learning logic model
- ☒ LEA will create and review measurable improvements

Support Plan

Please read the assurance below and check the box.

- ☒ Assure that Personalized Professional Support Plans for Teachers shall be designed by the superintendent or their designee in the

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth**

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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 areas in need of growth and support, how the LEA will support growth in the identified areas, measurable goals and timelines.

Please upload a copy of the Teacher Support Plan (TSP) form for those teachers that receive an overall rating of Level 1 or Level 2 on their evaluation.

FINAL TSP Forms.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3B. Evaluator Training**

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EVALUATOR TRAINING

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

- ☒ As a component district, training is conducted by, or in conjunction with, a BOCES

Please read the assurances below and check each box.

- ☒ Assure that the training course shall provide training on the following: the NYS Teaching Standards; observation techniques; maintaining inter-rater reliability; the application and use of locally selected methodology, instruments, assessment tools, measures and scoring system to evaluate teachers; and any other specific considerations for evaluating teachers based on their specific context.
- ☒ Assure that the duration of training and retraining is sufficient to train on all elements required by Section 30-4 of the Rules of the Board of Regents.

Inter-rater Reliability

Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object over a period of time. Within the context of educator evaluation, inter-rater reliability requires that all evaluators be trained in the observation process to reach independent consensus on observable behaviors and actions. This process ensures the accuracy, consistency, and precision of the implementation of the chosen evaluation instrument(s). It also requires administrators to analyze and track educator evaluation data and ensure that observations are being completed with fidelity. Select the option(s) below that best describe the process in place for maintaining inter-rater reliability over a period of time.

Please select all that apply.

- ☒ Inter-rater reliability is addressed during annual training
- ☒ Periodic calibration meetings and/or trainings

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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TEACHER EVALUATION SCORING: ASSURANCES

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Please read the assurances below and check each box.

- ☒ Assure that any measure selected to evaluate a teacher shall provide direct evidence of such teacher's practice that appropriately and accurately assesses the degree to which the educator meets each applicable NYS Teaching Standard.
- ☒ Assure that the selected measures for each NYS Teaching Standard will result in a level 1-4 rating for the applicable standard using a locally-determined process.
- ☒ Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each NYS Teaching Standard consistent with the LEA's expectations for teaching and learning in accordance with the Board of Regents Rules section 30-4.5
- ☐ Assure that ratings from all the NYS Teaching Standards will be combined to result in an overall rating of level 1-4 across the teacher's evaluation cycle.
- ☒ Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

Please complete the information below to describe the process for rating each NYS Teaching Standard.

Please note: For each standard, you will indicate teacher applicability. The "Add Row" button should be used to enter additional rows where different groups of teachers (as defined in Part 2) use different processes.

The LEA will determine the system that will result in a level 1-4 rating for each NYS Teaching Standard based on LEA-defined expectations for teaching and learning. The rating levels are:

- Performance significantly below an LEA's expectations aligned to teaching standards (level 1)
- Performance that partially meets an LEA's expectations aligned to teaching standards (level 2)
- Performance that meets an LEA's expectations aligned to teaching standards (level 3)
- Performance that exceeds an LEA's expectations aligned to teaching standards (level 4)

Probationary teachers are required to receive a Level 1-4 rating on each of the NYS Teaching Standards on an annual basis, and tenured teachers receive a Level 1-4 rating on all standards across an annual or multi-year evaluation cycle.

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PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table. (B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s). (D/E) The weights for multiple measures used to reach a final standard rating of 1-4. (F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.												
☐ All teachers ☒ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ Standard I ☒ Standard II ☒ Standard III ☒ Standard IV ☒ Standard V	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	The standard is evaluated using only one measure (observations), which results in a score of 1-4 rounded to the nearest hundredth once the three observations standard scores are averaged together (example below). For final standard scoring, the rounded score will be converted to a 1, 2, 3, or 4 using the chart below: <table border="1"> <thead> <tr> <th colspan="2">Teachers will receive an overall standard rating of 1-4 within the following guidelines:</th> <th>Scoring Ranges</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>Significantly Below Expectations Aligned to NYS Teaching Standards</td> <td>1 – 1.49</td> </tr> <tr> <td>Level 2</td> <td>Partially Meets Expectations Aligned to NYS Teaching Standards</td> <td>1.5 – 2.49</td> </tr> <tr> <td>Level 3</td> <td>Meets Expectations Aligned to NYS Teaching Standards</td> <td>2.5 – 3.49</td> </tr> </tbody> </table>	Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges	Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1 – 1.49	Level 2	Partially Meets Expectations Aligned to NYS Teaching Standards	1.5 – 2.49	Level 3	Meets Expectations Aligned to NYS Teaching Standards	2.5 – 3.49
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PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings

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			Final Standard Rating Example							
			Group 1 - Observations on Standard Scores Averaged	Observation #1	Observation #2	Observation #3	Final Standard Rating/Score			
			NYS Teaching Standard I	3.50	3.25	3.25	3			
NYS Teaching Standard II	3.33	3.67	3.50	4						
NYS Teaching Standard III	3.42	3.63	3.42	3						

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PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings

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			NYS Teaching Standard IV	3.57	3.50	3.93	4						
			NYS Teaching Standard V	4.00	3.40	3.60	4						
☐ All teachers ☒ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ Standard VI	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	The standard is evaluated using only one measure (Goal Setting and Attainment Reflection), which results in a score of 1-4, but the score is rounded to the nearest hundredth. For final standard scoring, the rounded score will be converted to a 1, 2, 3, or 4 using the chart below: <table border="1"> <tr> <td colspan="2">Teachers will receive an overall standard rating of 1-4 within the following guidelines:</td> <td>Scoring Ranges</td> </tr> <tr> <td>Level 1</td> <td>Significantly Below Expectations Aligned to NYS Teaching Standards</td> <td>1 – 1.49</td> </tr> </table>					Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges	Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1 – 1.49
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☐ All teachers ☒ Teacher group 1 ☐ Teacher group	☒ Standard VII	☒ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	The standard is evaluated using two measures: Goal Setting and Attainment Reflection and Principal-Approved Peer Viewing and Learning Reflections. Each Standard VII measure evaluation results in a score of 1-4, with the																				

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☐ All teachers ☐ Teacher group 1 ☒ Teacher group 2 ☐ Teacher group 3	☒ Standard I ☒ Standard II ☒ Standard III ☒ Standard IV ☒ Standard V	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	The standard is evaluated using only one measure (teacher observations for standards I-V), and each respective Standard measure results in a score of 1-4 rounded to the nearest hundredth once the observations standard scores are averaged together (example below). IMPORTANT NOTE: If teacher selects menu choice 1 or 2, they will have three observations in the evaluation cycle. However, if they select menu choice 3-10, they will only have two observations within the evaluation cycle. Both examples shared below. For final standard scoring, the rounded score will be converted to a 1, 2, 3, or 4 using the chart below:																								

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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Final Standard Rating Examples						

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<i>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</i> <i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i> <i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i> <i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i> <i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i>				
			Standards I-V Observation #1 Observation Standard Scores Averaged (Menu Choice 1 or 2)	Observation #1	Observation #2	Observation #3	Final Standard Rating/Score
			NYS Teaching Standard I	3.50	3.25	3.25	3
			NYS Teaching Standard II	3.33	3.67	3.50	4
			NYS Teaching Standard III	3.42	3.63	3.42	3
			NYS Teaching Standard IV	3.57	3.50	3.93	4

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			NYS Teaching Standard IV	3.57	3.50	-	4						
			NYS Teaching Standard V	4.00	3.40	-	4						
☐ All teachers ☐ Teacher group 1 ☒ Teacher group 2 ☐ Teacher group 3	☒ Standard VI	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	Standard VI The standard is evaluated using only one measure (Goal Setting and Attainment Reflection), which results in a score of 1-4, rounded to the nearest hundredth once the three years of goal setting are averaged together in the evaluation cycle. For final standard scoring, the rounded score will be converted to a 1, 2, 3, or 4 using the chart below: <table border="1"> <tr> <td colspan="2">Teachers will receive an overall standard rating of 1-4 within the following guidelines:</td> <td>Scoring Ranges</td> </tr> <tr> <td>Level 1</td> <td>Significantly Below Expectations Aligned to NYS Teaching Standards</td> <td>1-1.49</td> </tr> </table>					Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges	Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1-1.49
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			NYS Teaching Standard VI	3.63	3.88	3.13	4						
☐ All teachers ☐ Teacher group 1 ☒ Teacher group 2 ☐ Teacher group 3	☒ Standard VII	☒ (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below].	Standard VII The standard is evaluated using one or two measures dependent on the menu selection chosen by the teacher. The required Goal Setting and Attainment Reflection measure results in a Standard VII score of 1-4 rounded to the nearest hundredth once the three years of goal setting are averaged together in the evaluation cycle, with the score rounded to the nearest hundredth. If the teacher menu selection is an additional observation (choice 1 or 2), then this Goal Setting and Attainment Reflection measure represents the overall Standard VII rating/score once converted to a Level 1, 2, 3, or 4 using the chart below. <table border="1"> <tr> <td colspan="2">Teachers will receive an overall standard rating of 1-4 within the following guidelines:</td> <td>Scoring Ranges</td> </tr> <tr> <td>Level 1</td> <td>Significantly Below Expectations Aligned to NYS Teaching Standards</td> <td>1 – 1.49</td> </tr> </table>					Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges	Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1 – 1.49
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			<table border="1"> <tr> <td data-bbox="912 835 1008 1058">NYS Teaching Standard VII</td> <td data-bbox="1008 835 1102 1058">3.33</td> <td data-bbox="1102 835 1196 1058">3.33</td> <td data-bbox="1196 835 1291 1058">3.33</td> <td data-bbox="1291 835 1385 1058">-</td> <td data-bbox="1385 835 1481 1058">3</td> </tr> </table> OR If the teacher chooses a non-observation menu selection item (choices 3-10), then that item will represent a 2nd measure for Standard VII with a score rounded to the nearest hundredth to be weighted at 85% of the Standard VII rating and the remaining Goal Setting Average to be weighted at 15% of the Standard VII rating (example calculations below). The final Standard VII score rounded to the nearest hundredth will be converted to a 1, 2, 3, or 4 using the chart below: <table border="1"> <tr> <td colspan="2" data-bbox="912 1486 1291 1623">Teachers will receive an overall standard rating of 1-4 within the following guidelines:</td> <td data-bbox="1291 1486 1481 1623">Scoring Ranges</td> </tr> <tr> <td data-bbox="912 1623 1102 1885">Level 1</td> <td data-bbox="1102 1623 1291 1885">Significantly Below Expectations Aligned to NYS Teaching Standards</td> <td data-bbox="1291 1623 1481 1885">1 – 1.49</td> </tr> </table>						NYS Teaching Standard VII	3.33	3.33	3.33	-	3	Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges	Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1 – 1.49
NYS Teaching Standard VII	3.33	3.33	3.33	-	3															
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			NYS Teaching Standard VI	3.33	3.33	3.33	3.33	3
				15%			85%	

TEACHER EVALUATION SCORING: OVERALL RATING

To determine the overall rating, an LEA may use a system of scoring that results in a rating of 1-4, design a conversion chart, develop a matrix, or use another method.

The LEA will determine how to combine ratings from applicable standards in order to reach an overall rating of 1-4. Overall ratings must be based on the rating received for each standard, and not on a subset of standards.

The LEA will determine the standards for the 1-4 overall rating, based on locally determined expectations for teaching and learning. The rating levels are:

- Performance significantly below an LEA's expectations aligned to teaching standards (level 1)
- Performance that partially meets an LEA's expectations aligned to teaching standards (level 2)
- Performance that meets an LEA's expectations aligned to teaching standards (level 3)
- Performance that exceeds an LEA's expectations aligned to teaching standards (level 4)

Probationary teachers are required to receive an overall rating on an annual basis, and tenured teachers must receive an overall rating at least once across an annual or multi-year evaluation cycle.

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☐ All teachers ☒ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	Remsen STEPS Plan Overall Scoring Formula for NYSED Reporting – Group 1 80% Final Standards I-V Ratings averaged together and rounded to the nearest hundredth 5% Final Standard VI Rating rounded to the nearest hundredth 15% of Final Standard VII Rating rounded to the nearest hundredth Combined Overall Rating will be converted to a Level 1, 2, 3, or 4 using the chart below:			
Teachers will receive an overall standard rating of 1-4 within the following guidelines:		Scoring Ranges		
Level 1	Significantly Below Expectations Aligned to NYS Teaching Standards	1 – 1.49		
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Level 4	Exceeds Expectations Aligned to NYS Teaching Standards	3.5 – 4.0		
Overall Rating Example				
Final Standards I-V Ratings Averaged	x 80%			
[3+4+3+4+4]/5 = 3.60	2.88	OVERALL SCORE/RATING		
		3.48		Level 3 - Meets Expectations Aligned to NYS Teaching Standards
Final Standard VI Rating	x 5%			
3	0.15			
Final Standard VII Rating	x 15%			
3	0.45			
☐ All teachers ☐ Teacher group 1 ☒ Teacher group 2 ☐ Teacher group 3	Remsen STEPS Plan Overall Scoring Formula for NYSED Reporting – Group 2 With Menu Choice 1 or 2 90% Final Standards I-V Ratings averaged together and rounded to the nearest hundredth 10% Final Standard VI-VII Ratings averaged together and rounded to the nearest hundredth			

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Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only

PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings

Page Last Modified: 12/17/2025

Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>				
	Final Standard VI Rating		x 5%		Standards
	4		0.20		
	Final VII Rating		x 35%		
	3		1.05		

If applicable, upload a document related the assignment of an overall rating below.

- GROUP 1 - Standards Calculation Sheet.pdf
- GROUP 2 - Standards Calculation Sheet.pdf
- NYSED Updated Final Remsen STEPS Plan - Fall 2025 Edition.pdf

TEACHER EVALUATION SCORING: TENURED TEACHERS

Are tenured teachers evaluated on an annual or multi-year evaluation cycle?

- ☒ At least some tenured teachers are evaluated on a multi-year cycle (a teacher does not receive an annual rating for each standard or does not receive an overall rating every year).

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4B. Tenured Teacher Evaluation Schedule**

Page Last Modified: 10/14/2025

TENURED TEACHER EVALUATION SCHEDULE

Please note, tenured teachers must receive a Level 1-4 rating on all standards and an overall rating across an annual or multi-year evaluation cycle. Probationary teachers are not permitted to be evaluated on a multi-year evaluation cycle and must receive a Level 1-4 rating on all standards and an overall rating on an annual basis.

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Please complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for TENURED teachers.

If subsets of tenured teachers are rated on different schedules:

- ***After completing the table, describe the subset of tenured teachers the information applies to;***
- ***then continue to additional page(s), as needed, to enter the evaluation schedule(s) for each subset of tenured teachers.***

	How often will applicable tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Year 3 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	☒ Year 3 of evaluation cycle
Standard III: Instructional Practice	☒ Year 3 of evaluation cycle
Standard IV: Learning Environment	☒ Year 3 of evaluation cycle
Standard V: Assessment for Student Learning	☒ Year 3 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	
Standard VII: Professional Growth	
Overall Rating	☒ Year 3 of evaluation cycle

Does the information in the table above apply to ALL tenured teachers, or to a subset of tenured teachers?

☒ The information in the table above applies to a subset of tenured teachers.

Please indicate the subset of tenured teachers the information above applies to.

All tenured teachers not on a Teacher Support Plan (TSP). Tenured Teachers on a TSP will be required to follow the same evaluation cycle as probationary teachers.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4B-2. Tenured Teacher Evaluation Schedule**

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TENURED TEACHER EVALUATION SCHEDULE: SUBSET 2

Please note, tenured teachers must receive a Level 1-4 rating on all standards and an overall rating across an annual or multi-year evaluation cycle. Probationary teachers are not permitted to be evaluated on a multi-year evaluation cycle and must receive a Level 1-4 rating on all standards and an overall rating on an annual basis.

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

Please indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.

Tenured Teachers on a Teacher Support Plan (TSP)

After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.

	How often will the applicable subset of tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Annually
Standard II: Knowledge of Content and Instructional Planning	☒ Annually
Standard III: Instructional Practice	☒ Annually
Standard IV: Learning Environment	☒ Annually
Standard V: Assessment for Student Learning	☒ Annually
Standard VI: Professional Responsibilities and Collaboration	☒ Annually
Standard VII: Professional Growth	☒ Annually
Overall Rating	☒ Annually

Are there additional subset(s) of tenured teachers with a rating schedule different from that entered above and on the previous page?

☒ No, all tenured teachers have been addressed in the rating schedule entered in the table above and on the previous page.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 5. ASSURANCES AND CERTIFICATION - 5A. STEPS Assurances**

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NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM FOR TEACHERS

For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the STEPS resource page.

The Department will review the contents of each local educational agency's (LEA) Standards-based Educator Evaluation and Professional Support (STEPS) plan as submitted using this online form, including required attachments, to determine if the plan complies with Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents. The Department's finding of compliance does not represent 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-e and Subpart 30-4 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 STEPS plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to review for compliance and require modification of an LEA's plan that does not adhere to the requirements of Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the LEA are for informational purposes only for the teachers reviewed under this STEPS plan. Statements and/or materials in such additional attachments have not been endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the STEPS plan reviewed by the Department. The Department also reserves the right to request further information from the LEA, as necessary, as part of its review of this plan.

If the Department reasonably believes, through investigation, or otherwise, that statements made in this STEPS plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the veracity of such statements.

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

- ☒ Assure that this form represents the LEA's entire STEPS plan for teachers and that such plan is in compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.
- ☒ Assure that a detailed version of the LEA's entire STEPS plan for teachers is kept on file at the LEA and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.
- ☒ Assure that the teacher STEPS plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan has been determined to be compliant by the Commissioner, whichever shall occur later.
- ☒ Assure that the LEA is aware that the teacher STEPS plan will be posted in its entirety on the NYSED website* following a determination by the Commissioner that such plan is compliant with Education Law Section 3012-e.
- ☒ Assure that all educators receive appropriate training on the NYS STEPS system and the LEA's STEPS plan, as applicable to teachers, to encourage engagement and participation.

TEACHER APPEALS ASSURANCES

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 5. ASSURANCES AND CERTIFICATION - 5A. STEPS Assurances**

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Education Law §3012-e does not require that an LEA provide or describe a process available to reviewed educators to appeal a rating received under the NYS-STEPS system. However, in the event that an appeals process is collectively bargained, the LEA must assure that the terms of such appeal process are consistent with the regulations of the Commissioner.

Please read the assurances below and check each box.

- ☒ Assure that teachers have an opportunity to provide written comment on their STEPS plan ratings.
- ☒ Assure that, if applicable, any collectively bargained appeal procedures are consistent with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

DATA ASSURANCES**Please read the assurances below and check each box.**

- ☒ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure that final standard and overall ratings, as applicable, for each classroom teacher will be reported to SED for each NYS Teaching and Leadership Standard, as well as the overall rating, as per SED requirements.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 5. ASSURANCES AND CERTIFICATION - 5B. Applicability and Certification**

Page Last Modified: 12/17/2025

APPLICABILITY OF THE TEACHER STEPS PLAN

Please indicate below the first academic year to which this evaluation plan will be applicable.

☒ 2025-26**JOINT CERTIFICATION OF THE TEACHER STEPS PLAN**

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 the "CERTIFICATION OF TEACHER STEPS PLAN" page only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the STEPS plan using the "Teacher STEPS Certification Form" found in the 'Documents' menu on the left side of the page.

SIGNED Teacher STEPS Certification Form 12-17-25.pdf