



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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§3012-d Replacement of Principal Practice Rubric Supplemental Form (Material Change)

August 28, 2025

Raymond Raefski, Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Raefski:

Congratulations. I am pleased to inform you that the Replacement of Principal Practice Rubric Supplemental Form you submitted meets the criteria outlined in Subpart 30-3 of the Commissioner's Regulations and has been approved as a material change to your currently approved Education Law §3012-d Educator Evaluation Plan. As a reminder, we are relying on the certifications and assurances that are part of your approved Educator Evaluation plan and those found in the Supplemental Form for Alternate SLOs (where applicable). If any additional changes need to be made to your approved plan, your district/BOCES must submit a new plan to us for approval. Please see the attached notes for further information.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,


Betty A. Rosa
Commissioner

Attachment

c: Harold Coles

PLEASE NOTE:

At its October 2017 meeting, the Board of Regents adopted the Professional Standards for Educational Leaders ([PSELs - NYS Version](#)) to replace the Interstate School Leaders Licensure Consortium standards (ISLLC Standards) and further require that Educator Evaluation plans approved under Education Law §3012-d use a principal practice rubric aligned to the PSELs - NYS Version. In response to the COVID-19 pandemic, the Board of Regents [voted](#) to extend the timeline for this transition to the 2025-26 school year.

Until such time as a district/BOCES receives approval of a new Educator Evaluation (STEPS) plan consistent with the requirements of Education Law 3012-e, teachers and principals must continue to be provided with their Educator Evaluation scores and ratings calculated based on the measures in your currently approved Education Law §3012-d Educator Evaluation plan without any modifications, substitutions, or replacements.

Only documents that are incorporated by reference in your Educator Evaluation plan have been reviewed and are considered as part of your district's/BOCES' approved Educator Evaluation plan; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan but not incorporated by reference have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your Educator Evaluation plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your Educator Evaluation plan and/or require corrective action.

Educator Evaluation - Replacement of Principal Practice RubricReplacement of Principal Practice Rubric Supplemental Form - Information and Instructions

Page Last Modified: 08/21/2025

Instructions

The purpose of this form is to select the principal practice rubric that will be used to complete the School Visit category of an LEA's Education Law §3012-d Educator Evaluation Plan for principals whose evaluations must be based, in part, on a principal practice rubric aligned with the Professional Standards for Educational Leaders (PSELs) (New York Version). To make any other changes to a currently approved evaluation plan, please submit a material change using the "Educator Evaluation - Ed Law §3012-d, amended in 2019" form.

All principal practice rubrics approved by the New York State Education Department (SED) based on alignment with ISLLC 2008 Leadership Standards will be removed from the approved list at the conclusion of the 2024-2025 school year. Beginning in the 2025-2026 school year, only principal practice rubrics approved based on alignment with the PSELs (NYS Version) can be used to complete the School Visit category of an Educator Evaluation Plan under Education Law §3012-d.

Through this form, the LEA must indicate which approved principal practice rubric will be used to evaluate applicable educators under an Education Law §3012-d plan beginning in the 2025-2026 school year.

Use the following page to select the approved principal practice rubric that will be used beginning in the 2025-2026 school year for all applicable educators.

Note The rubric selected on this form will become a part of the LEA's Education Law §3012-d evaluation plan once approved by the Commissioner. The selection will apply beginning in the 2025-2026 school year and will remain applicable until a material change is made to the currently approved Education Law §3012-d evaluation plan or the LEA moves to a STEPS plan developed under Education Law §3012-e.

Educator Evaluation - Replacement of Principal Practice RubricPrincipal Practice Rubric - Rubric Selection

Page Last Modified: 07/25/2025

Principal Practice Rubric

This form can be used to replace the Principal Practice Rubric selected in Task 9 of an Educator Evaluation Plan under Education Law §3012d.

Select a principal practice rubric from the menu of State-approved rubrics to assess principal practice based on the Professional Standards for Educational Leaders (New York Version).

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Marzano School Leader Evaluation Model (2024)	(No Response)

Please read the assurances below and check each box.

- ☒ Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- ☒ Assure that the same rubric(s) is (are) used for all school visits for a principal across the school visit types in a given school year.

Educator Evaluation - Replacement of Principal Practice Rubric

Statement of Assurances - Upload Statement of Assurances

Page Last Modified: 08/25/2025

Upload Statement of Assurances

Please download the "Replacement of Principal Practice Rubric Assurances" from the list of documents on the left, obtain the required signatures, create a PDF file, and upload the signed and dated form.

DOC.PDF

Replacement of Principal Practice Rubric Supplemental Form: Statement of Assurances

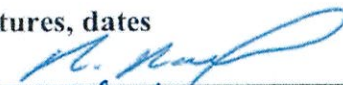
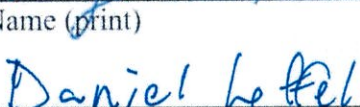
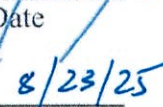
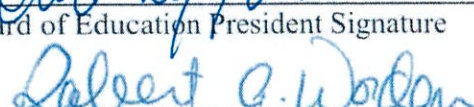
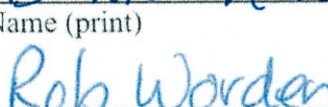
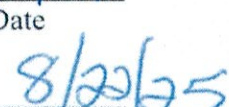
Please complete the assurances and signatures below and upload this Statement of Assurances via the Replacement of Principal Practice Rubric supplemental form in the SED Monitoring and Vendor Performance System through the NYSED Business Portal.

Assurances

Please check the boxes below

- ☒ Assure that all information provided in the Replacement of Principal Practice Rubric supplemental form is true and accurate as of the date the form is submitted.
- ☒ Assure that, once this form is approved by the Department, it shall be considered part of the LEA's currently approved Education Law §3012-d Educator Evaluation plan beginning in the 2025-2026 school year.
- ☒ Assure that only the Principal Practice Rubric(s) selected on the Replacement of Principal Practice Rubric Supplemental Form will be used to calculate the School Visit category rating for the applicable principals beginning in the 2025-2026 school year.
- ☒ Assure that the modifications to the LEA's Educator Evaluation plan made through the Replacement of Principal Practice Rubric supplemental form represent a permanent change to the LEA's Educator Evaluation plan, and that future modifications to such plan must be made by submitting a material change to the Department for review and approval.
- ☒ Assure that, where applicable, collective negotiations have been completed on all provisions of this application that are subject to collective bargaining.

Signatures, dates

		
Superintendent Signature	Name (print)	Date
		
Board of Education President Signature	Name (print)	Date
		
Administrative Union President Signature	Name (print)	Date



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January 26, 2023

Educator Evaluation Plan - Variance

Raymond Raefski, Acting Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Raefski:

Congratulations. I am pleased to inform you that your educator evaluation plan ('plan') variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. Your variance is approved for the (insert school years e.g. 2022-23, etc.) school year(s). As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,



Betty A. Rosa
Commissioner

Attachment

c: Harold Coles

NOTE:

Only documents that are incorporated by reference in your plan variance application have been reviewed and are considered as part of your approved plan variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your plan variance application but are not incorporated by reference have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your plan or variance and/or require corrective action.

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA's evaluation system and differentiation among educators within each subcomponent and category of the evaluation system.

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 1. General Information - General Information**

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Educator Evaluation Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved Evaluation plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's Evaluation plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d Evaluation plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact EvalVariance@nysed.gov.

Variance Assurances

Please read the assurances below and check each box.

- ☒ Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- ☒ Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- ☒ Assure that this variance will be posted on the LEA's website, in addition to its current full Educator Evaluation plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☒ Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website^ following approval.

Variance Applicability**Teacher Variance**

Please check each task included in the variance request for teachers.

- ☒ Task 2. TEACHERS: Required Student Performance

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 1. General Information - General Information

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Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please read the options below and check the appropriate box.

☒ A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved Educator Evaluation plan.

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Applicability**

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Required Student Performance Variance**A variance may be requested for the following areas of the required student performance subcomponent:**

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Applicable Areas**Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.**

- ☒ Measures of student growth
- ☒ Evidence of student learning
- ☒ Conversion to a 20-point score*
- ☒ HEDI ranges*

*Only select "Conversion to a 20-point score" or "HEDI ranges" if your variance request involves different values than those included in the table below.

below.

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

Applicable Teachers**Please list all teachers to whom this required student performance variance request applies.**

- If applicable, use the options in the 'Groups of Teachers' column, OR select teachers individually in the columns to the right.

	Groups of Teachers	Common Branch	ELA	Math	Science	Social Studies
Group 1	☒ All teachers(all grade levels, subjects and courses)					
Group 2						
Group 3						

Non-core/Elective Teachers

Please *only* check the box below if *none of the options for non-core/elective teachers in the table above are applicable* (e.g., teachers of art, music, and physical education use different measures and assessments).

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Measures of Student Growth**

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Measures of Student Growth

Please describe the measure that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components) and identify the group(s) from the applicability page that correspond(s) to the measure.

To include evidence of student learning in this required student performance variance request that is different than the assessments selected in the approved Educator Evaluation plan, please choose 'Evidence of student learning' on the applicability page and complete the information on the subsequent page.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same measure, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups	Description of Measure				
☒ Group 1	The Hawthorne Cedar Knolls UFSD will evaluate their teachers on the student performance subcomponent through our specifically designed rubric. The measure will be teacher specific. Teacher In-Put Model Annual Professional Performance Review (APPR) <table border="1"> <thead> <tr> <th>Requirements</th><th>Decisions Made</th></tr> </thead> <tbody> <tr> <td>Description of the areas of teacher practice that will be evaluated</td><td>Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment</td></tr> </tbody> </table>	Requirements	Decisions Made	Description of the areas of teacher practice that will be evaluated	Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment
Requirements	Decisions Made				
Description of the areas of teacher practice that will be evaluated	Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment				

Educator Evaluation - Innovative Variance, Ed Law §3012-dTask 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers Row Groups	Description of Measure	
	Description of how the selected areas of teacher practice promote student growth	<u>Please see below</u>

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers Row Groups	Description of Measure	
	Description of the evidence of student growth and teacher practice that will be collected	Based on identified elements on the rubric (iObservation) the evidence that will be gathered may include but is not limited to: • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content • The teacher identifies the needs of special education students by providing accommodations and modifications • Individual Education Plan – teacher tracks growth and progress on goals

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure	
Row Groups		
		• The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them Additional Evidence: Lesson Plans, Scales/Rubrics, IEP Progress Reports and Administrative Walk-Throughs

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure	
Row Groups		
	Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	Evidence on each of the eight identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned
	The Hawthorne Cedar Knolls UFSD is focused on research informed best practices and individualized instruction is essential to assuring student	

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure														
Row Groups															
	growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work. Ensuring that models for instruction are fluid as they will continue to evolve over the coming months and years. Evidence will be collected on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the Multi-dimensional Rubric and will also focus on our Instructional Program and School Culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning during these continuously changing times. Domain 1 - Classroom Strategies and Behaviors, 2 - Planning and Preparing and 4 – Collegiality and Professionalism A teacher promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. <table><tr><td></td><td>Ineffective</td><td>Developing</td><td>Effective</td><td>Highly Effective</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>						Ineffective	Developing	Effective	Highly Effective		1	2	3	4
	Ineffective	Developing	Effective	Highly Effective											
	1	2	3	4											

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups					
	Culture Collegiality and Professionalism <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	Acknowledges the need for communication and collaboration Receptive to basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals Creates a learning environment that relies on teacher-controlled classroom activities, rote learning,	Considers proposals and opportunities for collaborative structures and projects Engages in practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design Creates a learning environment in which students are passive recipients in learning	Participates in various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated	Promotes and engages in collaborative activities such as building initiative and teams, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice Promotes and supports a culture of collaboration, trust, learning, and engaging in opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups		student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	opportunities that are only peripherally connected to their experiences or cultures	curriculum, or other individual or organizational projects) Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	Collaborates with stakeholders (e.g., administrators, students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

Educator Evaluation - Innovative Variance, Ed Law §3012-dTask 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers Row Groups	Description of Measure				
		Ineffective	Developing	Effective	Highly Effective
	1	2	3	4	

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups					
	Instructional Program – Classroom Strategies and Behaviors <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	Promotes and exposes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts Formally assess students on learning goal with minimal or no feedback	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning Formally assess students on the learning goal and provides feedback	Creates a comprehensive, rigorous, and coherent curricular program that addresses all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks Formally assess students on the learning goals and provides	Designs learning goals that engage students in a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question Tracks student progress on one or more learning goals using a

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups					
				feedback to students on a rubric/ scale connected to the learning goals	formative approach to assessment, provides students with recognition of their current status and their knowledge gain relative to the learning goal and engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize the important content

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Applicable Teachers	Description of Measure				
Row Groups		Maintains a hands off approach to instruction	Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”	Supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	Delivers high quality instruction on an ongoing basis and engages students with opportunities to collaboration by implementing research based and/or inquiry related to best practices in teaching and learning

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups					
		Initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Allows actions that disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them
		Ineffective	Developing	Effective	Highly
		1	2	3	Effective 4

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Applicable Teachers	Description of Measure				
Row Groups					
	Planning and Preparing Lessons – Adheres to district criteria, clearly defines goals, plans and incorporates methods for tracking student progress and measuring success	The teacher does not follow the district's requirement for lesson plans and does not have a clear learning goal The teacher's lesson plans are not complete The teacher rarely incorporates the use of technology into his or her in-person lesson	The teacher follows the district's requirement for lesson plans but does not clearly identified a learning goal The teacher's lesson plans are not well organized The teacher occasionally incorporates the use of technology into his or her in-person lesson	The teacher follows the district's requirement for lesson plans and has a learning goal and identifies them in the plan The teacher's lesson plans are organized and follow units of study The teacher often incorporates the use of technology into his or her	The teacher plans for clear goals and identifies them in the plan. He or she clearly identifies the Unit-Title, incorporates a standards based Learning goal that is linked to the NYS Next Generation Standards: [Math], [ELA], [S.S.], [Science] [Literacy in Social Studies, Science, and Technical Subjects] The teacher uses effective scaffolding of

Educator Evaluation - Innovative Variance, Ed Law §3012-d

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Applicable Teachers	Description of Measure				
Row Groups					
		The teacher cannot describe methods for tracking student progress and measuring success in person and remote learning	The teacher can vaguely describes methods for tracking student progress and measuring success in person and remote learning	lesson regardless of in-person or remote learning The teacher describes methods for tracking student progress and measuring success in person but it does not incorporate into remote learning	information within lessons by preparing and planning the organization of content in such a way that each new piece of information builds on the previous piece The teacher's use of technology helps support instruction and student learning in person and remotely. The teacher identifies the use of available technological resources that can enhance his or her students' understanding of content

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Applicable Teachers	Description of Measure				
Row Groups					
					in a lesson or unit. The teacher describes methods for tracking student progress and measuring success in person and during remote learning
		Ineffective	Developing	Effective	Highly Effective
	1	2	3	4	

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Applicable Teachers	Description of Measure				
Row Groups					
	Planning, Preparing and Assessing - Needs of Special Education Students	Individual Educational Plans for special education students include accommodations and modifications	Individual Educational Plans for special education students include accommodations and modifications that are implemented for individual special education students according to the Individualized Education Program (IEP)	Individual Educational Plans for special education students are reviewed, identified and implemented the accommodations and modifications that must be made for individual special education students according to the Individualized Education Program (IEP)	Individual Educational Plans for special education students are reviewed, accommodations and modifications that must be provided for individual special education students according to the Individualized Education Program (IEP) for a unit of study in connection to the lesson's learning goal and rubric/scale.
		Individual Educational Plans for special education students include accommodations and modifications but are not appropriately implemented or assessed	Teacher reviews Individual Educational Plans for special education students and incorporates accommodations	Teacher incorporates accommodations and modifications that must be made for	Teacher incorporates, assesses and can describe

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Applicable Teachers	Description of Measure				
Row Groups					
		Student progress is not tracked or assessed appropriately for special education students according to their IEP	ons and modifications that must be made for individual special education students according to their IEP	individual special education students according to their IEP	the specific accommodations and modifications that must be made for individual special education students according to their IEP for a unit of instruction in connection to the lesson's learning goal and rubric/scale.
			Tracks student progress on individual goals for individual special education students according to their IEP	Tracks student progress on individual goals and effectiveness of accommodations and modification for individual special education students according to their IEP	Tracks student progress on individual goals for individual special education students according to their IEP in connection to the unit of instruction in connection to the lesson's

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Applicable Teachers	Description of Measure				
Row Groups					learning goal and rubric/scale.
		Ineffective	Developing	Effective	Highly
		1	2	3	Effective
					4

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Applicable Teachers	Description of Measure				
Row Groups					
	Promoting District and School Development	The teacher is unaware of the districts and school's rules and procedures.	The teacher is aware of the districts and school's rules and procedures and struggles to adhere to them.	The teacher is aware of the district's and school's rules and procedures and adheres to them most of the time.	The teacher is aware of the district's and school's rules and procedures and adheres to them.
			The teacher does not follow all policies, regulations and procedures or maintain accurate records or fulfill responsibilities in a timely manner including meeting deadlines.	The teacher follows policies, regulations and procedures as well as maintains accurate records and fulfills responsibilities in a timely manner and meets deadlines most of the time.	The teacher follows policies, regulations and procedures as well as maintains accurate records and fulfills responsibilities in a timely manner and meets deadlines.

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Applicable Teachers Row Groups	Description of Measure				

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Applicable Teachers Row Groups	Description of Measure

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Applicable Teachers Row Groups	Description of Measure

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Applicable Teachers Row Groups	Description of Measure
	Evidence of Student Learning District Designed Rubric: Focus will be on elements in <i>Domain 1, 2 and</i>

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Applicable Teachers Row Groups	Description of Measure
	<i>4 of the Art and Science of Teaching Framework (Marzano).</i> The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment Based on identified elements on the rubric the evidence that will be gathered may include but is not limited to: • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content • The teacher identifies the needs of special education students by providing accommodations and modifications • Individual Education Plan - teacher tracks growth and progress on goals including individual goals for individual special education students according to their IEP in connection to the unit of instruction in connection to the lesson's learning goal and rubric/scale <u>Domain 2 (Planning and Preparing)</u> •

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Applicable Teachers Row Groups	Description of Measure
	Unit Title/ Standards Based Learning Goal: By the end of the week, students should be able to.... - In order to complete the activity, you'll need to know: Level 1: Should be a concrete task that students are capable of completing independently, Level 2: Should be a task that accesses more than recall (Students should be doing things like identifying key elements and describing their importance), Level 3: Should be a task that exhibits the higher order comprehension skills. Level 4 students should be analyzing and creating Individual Educational Plans for special education students are reviewed and identify accommodations and modifications that must be provided for individual special education students according to the Individualized Education Program (IEP) for a unit of study in connection to the lesson's learning goal and rubric/scale. The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate educators. The Hawthorne Cedar Knolls UFSD will evaluate their teachers through their scores on a district designed rubric. The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/ or student learning (scales/rubrics) and an accountability systems for student learning during these continuously changing times.

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Applicable Teachers Row Groups	Description of Measure
	After each of the four meetings with the educator, the Principal and/or Assistant Principal will evaluate and input the evidence and an effectiveness/evaluation score (1-4) into the iObservation (Marzano) system for each of the five element on the rubric including student measurements of growth and/ or learning. 1. Ineffective 2. Developing 3. Effective 4. Highly Effective Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9

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Applicable Teachers Row Groups	Description of Measure
	<i>*In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned</i> The Hawthorne Cedar Knolls UFSD will ensure that the evaluations are rigorous and enable strong and equitable inferences about the educators by reviewing lesson plans, learning goals, scales/rubrics and evidence of student measures of growth and/or student learning. <i>Data will be collected during the school year through a review of lesson plans (learning goals) and scales/rubrics, walk-throughs, meetings and a review of evidence. The evidence will be entered into the iObservation (Marzano) system for all areas on the teacher rubric including tracking student progress.</i> The data will then be used to guide each teacher and support students' measurement of growth and/or student learning and the educator's overall practice and outcomes throughout the school year.

Measures Assurance

Please read the assurance below and check the box.

- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Evidence of Student Learning

Please identify any evidence of student learning to be used and identify the group(s) from the applicability page that correspond(s) to the evidence listed. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same evidence, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Traditional Assessments

To enter 'other evidence' that is not included in the options below, scroll to the next table.

Applicable Teachers Row Groups	State or Regents Assessment(s) <i>Please check all that apply.</i>	Locally-Developed Course-Specific Assessment(s) <i>Please check all that apply.</i>	LEA(s) assessment(s) not created by the LEA completing this variance application <i>Please list all that apply.</i>	Third Party Assessment(s) <i>Please check all that apply.</i>	Name of third party assessment(s) not listed in previous column <i>Please list all that apply.</i>
☒ Group 1			(No Response)		(No Response)

Other Evidence

Applicable Teachers Row Groups	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
☒ Group 1 ☐ Group 2 ☐ Group 3 ☐ Non-core/elective teachers group ☐ All applicable teachers listed	District Designed Rubric: Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment Based on identified elements on the rubric the evidence that will be gathered may include but is not limited to: • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	• The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content e.g. Communicating Learning Goals and Feedback - Providing Clear Learning Goals and Scales (Rubrics) <i>The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.</i> Teacher Evidence: • <i>Teacher has a learning goal posted so that all students can see it</i> • <i>The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment</i> • <i>Teacher makes reference to the learning goal throughout the lesson</i> • <i>Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it</i> • <i>Teacher makes reference to the scale or rubric throughout the lesson</i> Student Evidence:

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	• <i>When asked, students can explain the learning goal for the lesson</i> • <i>When asked, students can explain how their current activities relate to the learning goal</i> • <i>When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric</i> <i>Reflection Questions for Providing Clear Learning Goals and Scales (Rubrics)</i> <i>What are you learning about your students as you adapt and create new strategies?</i> • <i>How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?</i> • <i>In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?</i> • <i>How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?</i> •

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Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	<i>How can you begin to incorporate some aspects of this strategy into your instruction?</i> Tracking Student Progress <i>The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.</i> Teacher Evidence: • <i>Teacher helps student track their individual progress on the learning goal</i> • <i>Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal</i> • <i>Teacher charts the progress of the entire class on the learning goal</i> Student Evidence: • <i>When asked, students can describe their status relative to the learning goal using the scale or rubric</i> • <i>Students systematically update their status on the learning goal</i> • <i>The teacher identifies the needs of special education students by</i>

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Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	providing accommodations and modifications • Individual Education Plan - teacher tracks growth and progress on goals • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them • Additional Evidence: Lesson Plans, Scales/Rubrics, IEP Progress Reports and Administrative Walk-Throughs During these unprecedented times, the Hawthorne Cedar Knolls UFSD is committed to maintaining a rigorous evaluation process that focuses on best practices for instruction and overall school culture. We have target the following areas in these areas: <u>Domain 1 (Classroom Strategies and Behaviors)</u>

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	• The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content • Teacher incorporates and assesses and can describe the specific accommodations and modifications that must be made for individual special education students according to their IEP for a unit of instruction in connection to the lesson's learning goal and rubric/scale • Tracks student progress on individual goals for individual special education students according to their IEP in connection to the unit of instruction in connection to the lesson's learning goal and rubric/scale <u>Domain 2 (Planning and Preparing)</u> • Unit Title/ Standards Based Learning Goal: By the end of the week, you should be able to.... • Links to the NYS Next Generation Standards: [Math], [ELA], [S.S.], [Science] [Literacy in Social Studies, Science, and Technical Subjects] •

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Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	Directions: This is the Google Document for this week's lessons, answer or complete all highlighted parts of each lesson • By the end of the lesson, you should aim to know: • Materials: • Do Now: (10 minutes) Lesson: This is where you will outline your explicit instruction, teaching techniques, group work, and learning experiences. (minutes) • What will the students need to do in order to be able to develop the skills that enable them to do the activity? (minutes) • Activity: Choose the Level that is challenging for you and answer the questions in complete sentences (minutes) • In order to complete the activity, you'll need to know: Level 1: Should be a concrete task that students are capable of completing independently, Level 2: Should be a task that accesses more than recall (Students should be doing things like identifying key elements and describing their importance), Level 3: Should be a task that exhibits the higher order comprehension skills. Level 4 students should be analyzing and creating • Use of Available Technology • Individual Educational Plans for special education students are reviewed and identify accommodations and modifications that must be

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	provided for individual special education students according to the Individualized Education Program (IEP) for a unit of study in connection to the lesson's learning goal and rubric/scale. Domain 2: Planning and Preparing - The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success. <i>The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.</i> Planning Evidence: • The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson • The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction Teacher Evidence: • When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson •

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction <i>Use of Available Technology - The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</i> Planning Evidence: The plan identifies available technology that will be used: • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis

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Applicable Teachers	Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.
Row Groups	• Discussion Boards Teacher Evidence: • When asked, the teacher can describe the technology that will be used • When asked, the teacher can articulate how the technology will be used to enhance student learning <u>Domain 4 (Collegiality and Professionalism)</u> • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them

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Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Conversion**

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Conversion to a 20-point Score**Conversion Table**

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher.

Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

Conversion Description

In the table below, please explain how a 0-20 score is derived for a teacher and identify the group(s) from the applicability page that correspond(s) to the described process.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same conversion process, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

This table is not required if the conversion chart above is complete.

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Task 2. TEACHERS: Required Student Performance - Conversion

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
☒ Group 1	The Hawthorne Cedar Knolls UFSD will collected evidence on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/ or student learning (scales/rubrics) and an accountability systems for student learning during these continuously changing times. The <u>five elements</u> below will receive a score of 1-4 (In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned): • Standard 1: Visionary Leadership - Dispositions: The	2022-2023 TIPM Part II.docx 2022-2023 APPR TIPM.doc

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Task 2. TEACHERS: Required Student Performance - Conversion

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
	administrator believes in, values, and is committed • Standard 2: School Culture and Instruction Program – Culture: Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders • Standard 2: School Culture and Instruction Program - Instructional Program: Design and delivery of high quality curriculum that produces clear evidence of learning • Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program - Capacity Building: Developing potential and tapping existing internal expertise to promote learning and improve practice • Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program – Sustainability: A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as	

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Task 2. TEACHERS: Required Student Performance - Conversion

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
	the legacy of the future The Principal and/ or Assistant Principal will be responsible for reviewing evidence for elements on the rubric through the following procedures: • Review of lesson plans and learning goals • Review of scales/rubrics • Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric • Hold a minimum of four meetings with educator to review evidence on designed on rubric	

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
	After each of the four meetings with the educator, the Principal and/or Assistant Principal will evaluate and input the evidence and an effectiveness/evaluation score (1-4) into the iObservation (Marzano) system for each of the five element on the rubric including student measurements of growth and/or learning. 1. Ineffective 2. Developing 3. Effective 4. Highly Effective Evidence on each of the five identified observable elements will be given a rating based on the rubric scale	

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Applicable Teachers Row Groups	Description of Conversion Process	Conversion Process Upload <i>Please use the previous column to describe the conversion process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
	of 1.0-4.0 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 <i>*In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned</i>	

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - HEDI Ranges**

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HEDI Ranges

The required student performance score (0-20) will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed. In the table below, please indicate the locally-determined scoring ranges for each of the rating categories and identify the group(s) from the applicability page that correspond(s) to these ranges.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If all groups of applicable teachers use the same HEDI ranges, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups	Ineffective: low value <i>Please enter '0'</i>	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value <i>Please enter '20'</i>
☒ Group 1	0	9	10	12	13	16	17	20

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Variance Details

Please read the questions below, answer each prompt in a concise manner, and identify the group(s) from the applicability page that correspond(s) to the information provided.

- If there is only one group of applicable teachers for this required student performance variance, select 'Group 1'.
- If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Rationale

Please provide a rationale for this variance request.

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.
☒ Group 1	The Hawthorne Cedar Knolls UFSD is a 'Special Act' school district that serves students with disabilities. The district is focused on research informed best practices in leading individualized instruction which is essential to assuring student growth can take place in the variety of models. Engaging students and families and creating a learning community that focuses on their classroom instructional program and a positive school culture is the real work during these times. The Hawthorne Cedar Knolls UFSD is made up of both residential and day students. Our students are referred and placed at Hawthorne Cedar Knolls UFSD because they have not been successful at home, in the community or in traditional and alternative school settings. Our residential students are placed by the Department of Social Services (DSS) or the Office of Mental Health (OMH) and our day students by their local Committees on Special Education (CSE). All our students come to us for social-emotional, academic and behavioral interventions and supports. The Hawthorne Cedar Knolls UFSD continues to focus on the health, safety and social emotional needs of our students. We have spent a lot of time adapting and evaluating our instructional program to provide in-person and virtual learning opportunities for our students and families. The need to implement different instructional approaches and models for teaching and learning is paramount. We also believe that this is equally important to implement a different way to measure student performance at the Hawthorne Cedar Knolls UFSD.

Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
☒ Group 1	The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate educators. The Hawthorne Cedar Knolls UFSD will evaluate their teachers through their students' scores on specifically

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
	designed rubrics/scales. The Hawthorne Cedar Knolls UFSD will calculate and score our student performance through the use of scales/rubrics that are designed and connected to a learning goal for each unit of study. The teacher will provide a clearly stated learning goal accompanied by scale/rubric that describes levels of performance relative to the learning goal. The scales will be designed around each specific unit of study with an overall student performance rating from 1-4 for that unit. The teacher will facilitate the tracking of student progress on learning goals using a formative approach to assessment (scale/rubric). The Principal and/ or Assistant Principal will be responsible for reviewing measurement of student growth and/or evidence of learning through the following procedures: • Review of lesson plans and learning goals • Review of scales/rubrics • Conduct a minimum of four walk-throughs focused on evidence of student learning • Hold a minimum of four meetings with educator to evaluate measurement of student growth and/ or evidence of learning: Review of students' scored scales/rubrics After each of the four meetings with the educator, the Principal and/or Assistant Principal will evaluate and input the evidence and an effectiveness/evaluation score into the iObservation (Marzano) system for student growth and/or evidence of learning as well as each element on the rubric.. Based on identified elements on the rubric (iObservation) the evidence that will be gathered may include but is not limited to: • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content • The teacher identifies the needs of special education students by providing accommodations and modifications • Individual Education Plan – teacher tracks growth and progress on goals • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them Evidence: Lesson Plans, Scales/Rubrics, IEP Progress Reports and Administrative Walk-Throughs

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
	Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned Examples of complete calculation based on a set of exemplar scores: TEACHER 1 <u>RUBRIC TARGETED AREA SCORE</u> Culture 4 Instructional Program 3 Planning & Preparing Lessons 2 Planning, Preparing & Assessing 2 Promoting District & School Dev. 3 TOTAL SCORE 14 (E) TEACHER 2 <u>RUBRIC TARGETED AREA SCORE</u> Culture 3 Instructional Program 3 Planning & Preparing Lessons 3 Planning, Preparing & Assessing 3 Promoting District & School Dev. 2 TOTAL SCORE 14 (E) TEACHER 3 <u>RUBRIC TARGETED AREA SCORE</u> Culture 4 Instructional Program 4 Planning & Preparing Lessons 4 Planning, Preparing & Assessing 4 Promoting District & School Dev. 4 TOTAL SCORE 20 (E) TEACHER 4 <u>RUBRIC TARGETED AREA SCORE</u>

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.
	Culture 2 Instructional Program 2 Planning & Preparing Lessons 3 Planning, Preparing & Assessing 3 Promoting District & School Dev. 2 TOTAL SCORE 12 (D)

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

Applicable Teachers Row Groups	This description should explain how rigor is achieved and maintained, including relevant processes and methodologies. This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.
☒ Group 1	The Hawthorne Cedar Knolls UFSD will ensure that the evaluations are rigorous and enable strong and equitable inferences about the educators by reviewing lesson plans, learning goals, scales/rubrics and evidence of student measures of growth and/or student learning. Data will be collected during the school year through a review of lesson plans (learning goals) and scales/rubrics, walk-throughs, meetings and a review of evidence. The evidence will be entered into the iObservation (Marzano) system for all areas on the teacher rubric including tracking student progress. The data will then be used to guide each teacher and support students' measurement of growth and/or student learning and the educator's overall practice and outcomes throughout the school year.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
☒ Group 1	The Hawthorne Cedar Knolls UFSD will use evidence collected through the evaluation system, including effectiveness ratings, to provide personalized professional development for educators. The following methods

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
	will be used: The Principal and/ or Assistant Principal will be responsible for reviewing evidence, assigning an effectiveness rating and providing feedback, recommendations, supports and professional development opportunities for educators following each of their four (minimum) coaching meetings. The Hawthorne Cedar Knolls UFSD will provide a minimum of four professional learning opportunities to educators. Those professional learning opportunities will be provided through in-house workshops, regional BOCES, iObservation (Marzano) services and other providers. The Hawthorne Cedar Knolls UFSD will provide professional learning opportunities that are both school wide and educator specific (recommended) workshops/trainings. The Principal and/ or Assistant Principal will be responsible for planning professional development opportunities for their educators as well as recommending and assigning individualized opportunities as needed, based on coaching meetings and effectiveness ratings of their educator. The Hawthorne Cedar Knolls UFSD will use PD surveys to collect data to measure efficacy of professional development for educators.

Effectiveness of Implementation**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.**

Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
☒ Group 1	The Hawthorne Cedar Knolls UFSD will assess the effectiveness of the implementation of the variance by collecting short term and long term data. The short-term data will be reviewed after each of the four (minimum) meetings with the educators. This will include a review of the evidence, effectiveness rating and professional learning recommendations. The long term data will be reviewed at the end of each calendar year by the district administrative team. The review of long term data will analyze the teachers' effectiveness rating in correlation to the students' measurement of growth and/or student learning. The team will look at the effectiveness of the variance for both the school (group of educators) and individual educators. The Hawthorne Cedar Knolls UFSD will evaluate the effectiveness of implementation based on an analysis of evidence collected and reviewed including the educators' ratings after each of the four (minimum) meetings, coaching feedback, professional learning opportunities, progression and overall effectiveness ratings of educators. The Hawthorne Cedar Knolls UFSD will use the data collected to guide future implementation. The Hawthorne Cedar Knolls UFSD will schedule a yearly <i>Administrative Review and Feedback</i> meeting to review data,

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurance**

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Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
	evaluate results and implement any supports, interventions and adjustments that are needed.

Use of the Optional Student Performance Subcomponent*If applicable, information related to the Optional subcomponent will be entered into Task 3.*

Applicable Teachers Row Groups	Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.
☒ Group 1	☒ The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurance**Please read the assurance below and check the box as applicable to all teachers included in this required student performance variance request.**

- ☒ Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

Educator Evaluation - Innovative Variance, Ed Law §3012-d**Task 12. Joint Certification of Evaluation Variance - Applicability and Certification**

Page Last Modified: 01/24/2023

Applicability of Variance**Variance Duration**

An Evaluation Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

☒ 2022-23☒ 2023-24☒ 2024-25**Upload Educator Evaluation Variance Certification Form**

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

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

DOC.PDF

APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

- ☒ Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- ☒ Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- ☒ Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- ☒ Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

1/11/23

R. Raefski

Superintendent Name (print):

Raymond Raefski

Teachers Union President Signature:

Date:

1/4/23

Shawn Marshall

Teachers Union President Name (print):

Shawn Marshall

Administrative Union President Signature:

Date:

1/11/23

Robert Worden

Administrative Union President Name (print):

Robert Worden

Board of Education President Signature:

Date:

1/23/23

Daniel Leffell

Board of Education President Name (print):

DANIEL LEFFELL



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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President of the University of the State of New York
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December 22, 2022

Revised

Raymond Raefski, Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Raefski:

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

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Harold Coles

NOTE:

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

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 1. General Information - Disclaimers and Assurances**

Page Last Modified: 09/13/2022

Disclaimers

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

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

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented Educator Evaluation plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of an LEA's plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 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 and principals reviewed under this Educator Evaluation plan. Statements and/or materials in such additional attachments have not been approved and/or 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 Educator Evaluation plan approved 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 Educator Evaluation plan are not true or accurate, it reserves the right to reject or disapprove this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

Educator Evaluation Assurances

Please read the assurances below and check each box.

- ☒ Assure that the content of this form represents the LEA's entire Educator Evaluation plan and that the Educator Evaluation plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that a detailed version of the LEA's entire Educator Evaluation plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that this Educator Evaluation 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's approval by the Commissioner, whichever shall occur later.
- ☒ Assure that it is understood that this LEA's Educator Evaluation plan will be posted in its entirety on the NYSED website following approval.

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

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

Page Last Modified: 12/16/2022

Required Student Performance Subcomponent

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

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

Each teacher shall have a locally determined Student Learning Objective (SLO) consistent with the goal-setting process determined by the Commissioner.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Student Learning Objectives**

Page Last Modified: 12/16/2022

Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

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

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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

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

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

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

ASSESSMENTS

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

-
- State assessment(s); or

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Student Learning Objectives**

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Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments** (district-, BOCES-, or regionally-developed).

HEDI Scoring Bands

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

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

- ☒ Assure that each teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☒ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☒ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☒ Assure that processes are in place for the superintendent to monitor SLOs.
- ☒ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.
- ☒ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

Measures and Assessments

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

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

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

Note on common branch/departmentalized options

Grades 4-8

- If all core content area instruction (ELA/math/science/social studies) is delivered by a single teacher, please select each applicable common branch grade level below.
- If core content area instruction is departmentalized (i.e., separate ELA, math, science, and social studies teachers), please select the applicable grade level/content area combination(s).
- If both common branch and departmentalized instruction occurs in a particular grade level, please select both options for the applicable grade level(s).

Grades K-3 that use both a common branch and departmentalized model

- Check each applicable common branch grade level below.
- On the non-core/elective teachers page, select the "Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s).

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

Applicable Teachers <i>Select all that apply</i>	Measure <i>Prior to making a selection, please read the description of each measure provided above.</i>	State or Regents Assessment(s) <i>Select all that apply</i>	Locally-developed Course-Specific Assessment(s) <i>Select all that apply</i>	Third Party Assessment(s) <i>Select all that apply</i>
☒ All non-core/elective teachers(to list non-core/elective teachers separately, please use the table in the following section) ☒ Grade 9 ELA ☒ Grade 10 ELA ☒ Grade 12 ELA ☒ Geometry ☒ Algebra II ☒ Living Environment ☒ Earth Science ☒ Chemistry ☒ Global History I	☒ Collectively attributed results (program, school or district-wide measure)	☒ Living Environment Regents		
☒ Grade 11 ELA	☒ Individually attributed	☒ ELA Regents		

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Student Learning Objectives**

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Applicable Teachers <i>Select all that apply</i>	Measure <i>Prior to making a selection, please read the description of each measure provided above.</i>	State or Regents Assessment(s) <i>Select all that apply</i>	Locally-developed Course-Specific Assessment(s) <i>Select all that apply</i>	Third Party Assessment(s) <i>Select all that apply</i>
	results			
☒ Algebra I	☒ Individually attributed results	☒ Algebra I Regents		
☒ Global History II	☒ Individually attributed results	☒ Global History Regents		
☒ US History	☒ Individually attributed results	☒ US History Regents		
☒ Common Branch Kindergarten ☒ Common Branch Grade 1 ☒ Common Branch Grade 2 ☒ Common Branch Grade 3 ☒ Common Branch Grade 4 ☒ Common Branch Grade 5 ☒ Common Branch Grade 6 ☒ Grade 7 ELA ☒ Grade 7 Math ☒ Grade 7 Science ☒ Grade 7 Social Studies ☒ Grade 8 ELA ☒ Grade 8 Math ☒ Grade 8 Science ☒ Grade 8 Social Studies	☒ Collectively attributed results (program, school or district-wide measure)			☒ i-Ready Diagnostic

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

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

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Non-core/Elective Teachers

Please *only* check the box below *if none of the options for non-core/elective teachers in the table above are applicable* (e.g., teachers of art, music, and physical education use different measures and assessments).

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

Task 2. TEACHERS: Required Student Performance - Weighting

Page Last Modified: 09/14/2022

Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent**

Page Last Modified: 09/14/2022

Optional Student Performance Subcomponent

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

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

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

Page Last Modified: 10/04/2022

Teacher Observation Category

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

Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess teacher practice based on the NYS Teaching Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Marzano's Causal Teacher Evaluation Model	(No Response)

Please read the assurances below and check each box.

- ☒ Assure that the same rubric(s) is (are) used for all classroom teachers in a grade/subject across the LEA, provided that LEAs may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in the table above.
- ☒ Assure that the same rubric(s) is (are) used for all observations of a classroom teacher across the observation types in a given school year.

Rubric Rating Process

For more information on the Teacher Observation category see NYSED Educator Evaluation Guidance. For a definition of terms used in this section, see the Educator Evaluation Glossary.

The following is one example of how an LEA might score teacher observations using the selected practice rubric: *Domains 1-4 of the Danielson rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each observation, evidence is collected for all observed subcomponents in a domain. A holistic domain score is then determined for each teacher. These domain scores are weighted as indicated above to reach a final score for each observation. Scores for each observation are weighted equally and averaged to reach a final score for each observation type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the observation cycle.*

Use the following section to describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Please read the assurances below and check each box.

- ☒ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- ☒ Assure that all components of the selected practice rubric designated as observable are assessed at least once and that each of the NYS Teaching Standards is covered across the total number of annual observations.
- ☒ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- ☒ Assure that the process for assigning scores and/or ratings for each teacher observation is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

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At what level are the observable components of the selected rubric(s) rated?☒ Subcomponent level (each observable subcomponent receives a rating)**How are the observable components of the selected rubric(s) weighted?**☒ Each component is weighted equally and averaged**Scoring the Observation Category****If an evaluator conducts multiple observations of the same type, how are those observations weighted?****Examples of observations of the same type include but are not limited to:**

- Two observations by the principal with one early in the school year weighted at 40% and one late in the school year weighted at 60%.
- Two observations by the principal, with one holistic score for each component of the rubric based on the preponderance of evidence over both observations.

Please note: Weighting across observation type (i.e. Principal vs. Independent Evaluator) are described in the following section.☒ Multiple observations of the same type are weighted equally**Please read the assurances below and check each box.**

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

Teacher Observation Scoring Bands

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

	Overall Observation Category	
	Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00*	1.49 to 1.74

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

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Teacher Observation Subcomponent Weighting

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

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

- At least 80% of the Teacher Observation category score

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

- At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent: Observations by Trained Peer Observer(s)

- No more than 10% of the Teacher Observation category score when selected

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

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

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

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

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

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Teacher Observation

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

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

Required Subcomponents

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

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

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

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

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

Observation Assurances

Please read the assurances below and check each box.

- ☒ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required observations will be unannounced.

Number and Method of Observation

- At least one of the required observations must be unannounced (across both required subcomponents).
 - Required Subcomponent 1: At least one observation must be conducted by the building principal or other
-

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Task 4. TEACHERS: Observations - Teacher Observations

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trained administrator (supervisor).

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

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

	Minimum Number of Observations	Method of Observation <i>Select all that apply</i>
Announced Supervisor Observation (Required Subcomponent 1)	1	☒ In person
Unannounced Supervisor Observation (Required Subcomponent 1)	N/A	☒ Not applicable
Announced Independent Evaluator Observation (Required Subcomponent 2)	N/A	☒ Not applicable
Unannounced Independent Evaluator Observation (Required Subcomponent 2)	1	☒ In person
Announced Peer Observation (Optional)	N/A	☒ Not applicable
Unannounced Peer Observation (Optional)	N/A	☒ Not applicable

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

- ☒ Yes, all teachers receive the same number of observations of each type by the same method(s).

Independent Evaluator Assurances

Please read the assurances below and check each box.

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

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

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Please also read the additional assurances below and check each box.

- ☒ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d Educator Evaluation plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

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

- ☒ Assure that peer observers, as applicable, will be trained and selected by the LEA.
- ☒ Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 5. TEACHERS: Overall Scoring - Category and Overall Ratings**

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Category and Overall Ratings

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

Category Scoring Ranges

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances**Please read the assurances below and check each box.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☒ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans**

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Additional Requirements

For more information on the additional requirements for teachers, see NYSED Educator Evaluation Guidance.

Teacher Improvement Plan Assurances

Please read the assurances below and check each box.

- ☒ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that TIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Teacher Improvement Plan Forms

All TIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, must include:

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

As a required attachment to this Educator Evaluation plan, upload the TIP forms that are used in the LEA.

2022-2023 TIP Form.docx

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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

- ☒ Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.
- ☒ Assure that an appeal shall not be filed until a teacher's receipt of their overall rating.

Appeals

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

(1) the substance of the annual professional performance review [evaluation]; which shall include the following:

(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Please review your negotiated appeal process and use the table below to describe the appeal process available to teachers.

Which groups of teachers may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns.</i> <i>To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. <i>Select all that apply.</i>	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
☒ All teachers who received a rating of Developing ☒ All teachers who received a rating of Ineffective	☒ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally ☒ The LEA's adherence to the standards and methodologies	☒ 1-3 months

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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Which groups of teachers may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns.</i> <i>To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the teachers selected are permitted to appeal their overall evaluation rating. <i>Select all that apply.</i>	What is the maximum length of time for the teachers selected to receive a final decision from the filing of the appeal?
	required for such reviews, pursuant to Education Law Section 3012-d ☒ The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents ☒ The LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents	

If "Other" was selected in the table above, please list the corresponding row number and group(s) of teachers that may utilize the appeals process.

Row Number	Groups of teachers not specified in the table above that may utilize the appeals process.
(No Response)	(No Response)

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Training**

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Training Assurance**Please read the assurance below and check the box.**

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

1. The New York State Teaching Standards, and their related elements and performance indicators
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its teachers
4. Application and use of the State-approved teacher rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
5. Application and use of any assessment tools that the LEA utilizes to evaluate its classroom teachers
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its teachers
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
9. Specific considerations in evaluating teachers of English language learners and students with disabilities

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Observers and Certification of Lead Evaluators

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

Please answer the questions below to describe the training process for all evaluators.

Evaluator Training**Please identify the entity responsible for training and retraining evaluators.*****Check all that apply.***

- ☒ BOCES (BOCES trains component district)
- ☒ Rubric developer

Please read the assurance below and check the box.

☒ Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).

Initial training**Do all evaluators receive the same initial training?**

- ☒ Yes, all evaluators receive the same initial training.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Training**

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Approximately how many hours of initial training will new evaluators receive?☒ 1-3 days**Retraining****Approximately how many hours of re-training (annual, periodic, or other frequency) will evaluators receive?**☒ 2-6 hours**Certification of Lead Evaluators****How often are lead evaluators certified?**☒ Annually**Please identify the party responsible for the certification and re-certification of lead evaluators.**☒ BOCES**Inter-rater Reliability**

Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object. Within the context of educator evaluation, inter-rater reliability requires all evaluators trained in the observation process to reach independent consensus on observable behaviors to ensure the accuracy, consistency, and precision of the implementation of the chosen evaluation rubric(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.***Please check all that apply.***☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher☒ Periodic calibration meetings and/or trainings

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Assurances**

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

- ☒ Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's evaluation, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

Data Assurances**Please 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, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure that scores for all teachers will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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

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

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Required Student Performance Subcomponent

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

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

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

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Required Student Performance Measures

The required student performance measure for a principal may be either a student learning objective (SLO) or an input model, where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

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

Collectively attributed measures

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

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

> *Collectively attributed results:* scores and ratings for the selected principals will be based on the growth of students in an LEA who take the applicable assessments in the current school year.

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

ASSESSMENTS

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

- **State assessment(s);** or

Assessment(s) that are selected from the list of State-approved:

- **third party assessments;** or
 - **locally-developed assessments** (district-, BOCES-, or regionally-developed).
-

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

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

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

Measure Type(s)**Please indicate below which type(s) of measures will be used to evaluate principals. Please check all that apply.**☒ Input Model**Assurances****Please read the assurances below and check each box.**

- ☒ Assure that processes are in place for the superintendent to monitor SLOs and/or input models.
- ☒ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved Educator Evaluation plan.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Input Model**

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Input Model Assurance**Please read the assurance below and check the box.**

- ☒ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.

Input Model Details

Use the table below to list all applicable principals with the corresponding input model details requested.

Choose "Add Row" to include an additional group of principals with a different description.

Building Configuration(s) for Applicable Principals <i>Select all that apply</i>	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
☒ All Principals	Domain 1 – Visionary Leadership A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Domain 2 – School Culture and Instructional Program An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. <i>*PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</i>	District Designed Rubric: The district designed rubric was developed as a collaborative effort by the Hawthorne-Cedar Knolls UFSD administrative team based on the Multidimensional Principal Performance Rubric with a focus on the ISSLLC Standard 1 "Visionary Leadership" (PSEL Standard 1 STANDARD 1. MISSION, VISION, AND CORE VALUES) and ISSLLC Standard 2 "School Culture and Instruction Program (PSEL Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS) The Hawthorne Cedar Knolls UFSD Principal In-put Model will focus on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work during these unprecedented time. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional

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Building Configuration(s) for Applicable Principals <i>Select all that apply</i>	Describe the areas of principal practice that will be evaluated using an input model.	Describe how the selected areas of principal practice promote student growth.
		Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning. *See attached district-developed rubric.

Use the table below to list all applicable principals with the additional corresponding input model details requested.

Choose "Add Row" to include an additional group of principals with a different description.

Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?
☒ Applicable principals group row 1	District Designed Rubric	The Hawthorne Cedar Knolls UFSD is focused on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices,

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Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?				
		maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning. *PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Principal In-Put Model Annual Professional Performance Review (APPR) <table border="1"> <thead> <tr> <th data-bbox="977 1094 1227 1146">Requirements</th> <th data-bbox="1227 1094 1474 1146">Decisions Made</th> </tr> </thead> <tbody> <tr> <td data-bbox="977 1146 1227 1997"> Description of the areas of principal practice that will be evaluated </td> <td data-bbox="1227 1146 1474 1997"> Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program" *PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS </td> </tr> </tbody> </table>	Requirements	Decisions Made	Description of the areas of principal practice that will be evaluated	Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program" *PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
Requirements	Decisions Made					
Description of the areas of principal practice that will be evaluated	Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program" *PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS					

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Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?	
		Description of how the selected areas of principal practice promote student growth	<u>Please see below</u>
		Description of the evidence of student growth and principal practice that will be collected	Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc.

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Applicable Principals	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?		
Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).		<table><tr><td>Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective</td><td>Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned</td></tr></table> The Superintendent or his/her designee will be responsible for reviewing evidence for elements on the rubric. Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as: • Weekly reports • Meeting notes • Communications • Professional Development (PD) materials • Observations/building, walk-throughs etc. Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric • Hold a minimum of four meetings (March - June)	Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned
Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned			

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Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe the evidence of student growth and principal practice that will be collected.	How will data that is collected from this measure be used to provide timely and constructive feedback to principals?
		with educator to review evidence on designed on rubric. After each of the four meetings (September-June) with the Principal the Superintendent or his/her designee will collect and evaluate evidence and assign an effectiveness/evaluation score (1-4) for each of the five element on the rubric including student measurements of growth and/ or learning. 1. Ineffective 2. Developing 3. Effective 4. Highly Effective

Use the table below to list all applicable principals with the additional corresponding input model details requested.

Choose "Add Row" to include an additional group of principals with a different description.

Applicable Principals <i>Indicate the number(s) of the row(s) from the above table applicable to the details provided (select all that apply).</i>	Describe how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective. <i>Additionally, please indicate whether the chart below is applicable to the input model described, or complete the chart on the following page, as applicable, to illustrate the conversion to a score from 0-20 points.</i>	Supporting Documents <i>Please include any documents incorporated by reference in the description of the input model.</i>
☒ Applicable principals group row 1	Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc.	2022-2023 APPR HCKS Principal Input Model.docx 2022-2023_HCKS_Principals_APPR_rubric 2.doc

Conversion and HEDI Ranges

Please answer the questions below related to the scoring of the input model.

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

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Task 7. PRINCIPALS: Required Student Performance - Input Model

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Conversion to a 20-point Score

☒ The input model uses a different scale than the one shown above to determine a score from 0-20 (please enter the conversion scale into the chart on the following [Conversion Chart](#) page).

HEDI Ranges

☒ The input model uses ranges other than those shown above to determine a principal's HEDI rating (please enter the HEDI ranges into the table on the following [HEDI Ranges](#) page).

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Conversion Chart

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

Be sure to include each point from 0 to 20.

	Minimum	Maximum
0	Ineffective	Ineffective
1	Ineffective	Ineffective
2	Ineffective	Ineffective
3	Ineffective	Ineffective
4	Ineffective	Ineffective
5	Ineffective	Ineffective
6	Ineffective	Ineffective
7	Ineffective	Ineffective
8	Ineffective	Ineffective
9	Ineffective	Ineffective
10	Developing	Developing
11	Developing	Developing
12	Developing	Developing
13	Effective	Effective
14	Effective	Effective
15	Effective	Effective
16	Effective	Effective
17	Highly Effective	Highly Effective
18	Highly Effective	Highly Effective
19	Highly Effective	Highly Effective
20	Highly Effective	Highly Effective

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Input Model: HEDI Ranges**

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HEDI Ranges

The required student performance score (0-20) will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed. In the table below, please indicate the locally-determined scoring ranges for each of the rating categories and identify the group(s) from the input model page that correspond(s) to these ranges.

Choose 'Add Row' to list additional groups that correspond to the row from the table on the input model page.

Applicable Principals <i>Indicate the number(s) of the row from the input model table applicable to the details provided (select all that apply).</i>	Ineffective: low value <i>Please enter '0'</i>	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value <i>Please enter '20'</i>
☒ Applicable principals group row 1	0	9	10	12	13	16	17	20

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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Optional Student Performance Subcomponent

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

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;
- Option (F) Four, five, or six-year high school graduation rates;
- Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

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

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Principal School Visit Category

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

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

Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess principal practice based on ISLLC 2008 Standards (PSEL standards beginning in 2024-25).

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Marzano School Leader Evaluation Model (2013)	(No Response)

Please read the assurances below and check each box.

- ☒ Assure that the same rubric(s) is (are) used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- ☒ Assure that the same rubric(s) is (are) used for all school visits for a principal across the school visit types in a given school year.

Rubric Rating Process

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

The following is one example of how an LEA might score principal school visits using the selected practice rubric: *Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each school visit, evidence is collected for all observed subcomponents in a domain. A holistic score is then determined for each domain. These domain scores are weighted as indicated above to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the school visit cycle.*

Use the following section to describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

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

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Please read the assurances below and check each box.

- ☒ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.
- ☒ Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.
- ☒ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).
- ☒ Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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

- ☒ Subcomponent level (each observable subcomponent receives a rating)

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

- ☒ Each component is weighted equally and averaged

Scoring the School Visit Category**If an evaluator conducts multiple school visits of the same type, how are those school visits weighted?****Examples of school visits of the same type include but are not limited to:**

- Two school visits by the superintendent with one early in the school year to discuss organizational goals and areas for progress weighted at 40% and one late in the school year to present evidence aligned to goals and areas for progress weighted at 60%
- Several school visits by the principal with one holistic score for each component of the rubric based on evidence collected and observed over the course of the school year.

Please note: Weighting across school visit type (i.e. Supervisor vs. Independent Evaluator) are described in the following section.

- ☒ Multiple school visits of the same type are weighted equally

Please read the assurances below and check each box.

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

Principal School Visit Scoring Bands

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

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Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

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

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

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

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

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

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

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Principal School Visits**The principal school visit category is made up of two (2) required and one (1) optional subcomponents.**

- The frequency and duration of school visits are locally determined.
 - School visits may not occur by live or recorded video.
 - LEAs may locally determine whether to use more than one school visit by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct school visits in addition to those required by this section for non-evaluative purposes.
-

Required Subcomponents

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

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

- At least one school visit **must be conducted by the superintendent or other trained administrator.**

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

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

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

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

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

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

- ☒ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required school visits will be unannounced.
- ☒ Assure that school visits will not be conducted via video.

Number of School Visits

- At least one of the required school visits **must be unannounced (across both required subcomponents).**
 - **Required Subcomponent 1: At least one school visit must be conducted by the superintendent or other trained**
-

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

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administrator (supervisor).

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

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

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	1
Unannounced Supervisor School Visits (Required Subcomponent 1)	0
Announced Independent Evaluator School Visits (Required Subcomponent 2)	0
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
Announced Peer School Visits (Optional)	0
Unannounced Peer School Visits (Optional)	0

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

- ☒ Yes, all principals receive the same number of school visits of each type.

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

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

Please also read the additional assurances below and check each box.

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

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

Task 9. PRINCIPALS: School Visits - Principal School Visits

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Peer School Visit Assurances

Please read the assurances below and check each box.

- ☒ Assure that peer principals, as applicable, will be trained and selected by the LEA.
- ☒ Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 10. PRINCIPALS: Overall Scoring - Category and Overall Ratings**

Page Last Modified: 09/21/2022

Category and Overall Ratings

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

Category Scoring Ranges

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances**Please read the assurances below and check each box.**

- ☒ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that it is possible to obtain a zero in each subcomponent.
- ☒ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

Educator Evaluation - Ed Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans**

Page Last Modified: 09/21/2022

Additional Requirements

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

Principal Improvement Plan Assurances

Please read the assurances below and check each box.

- ☒ Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that PIP plans developed and implemented by the superintendent or their designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

Principal Improvement Plan Forms

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

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

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

Principal Improvement Plan form.docx

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

Page Last Modified: 10/04/2022

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

- ☒ Assure that the LEA has collectively bargained appeal procedures that are consistent with the regulations and provide for the timely and expeditious resolution of an appeal.
- ☒ Assure that an appeal shall not be filed until a principal's receipt of their overall rating.

Appeals

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

(1) the substance of the annual professional performance review [evaluation]; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Please review your negotiated appeal process and use the table below to describe the appeal process available to principals.

Which groups of principals may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. <i>Please select all that apply.</i>	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
☒ All principals who received a rating of Developing ☒ All principals who received a rating of Ineffective	☒ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally ☒ The LEA's adherence to the standards	☒ 1-3 months

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

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Which groups of principals may utilize the appeals process? <i>Select all groups that have the same process as defined in subsequent columns.</i> <i>To add additional groups with a different process, use the "Add Row" button.</i>	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. <i>Please select all that apply.</i>	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
	and methodologies required for such reviews, pursuant to Education Law Section 3012-d ☒ The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents ☒ The LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents	

If "Other" was selected in the table above, please list the corresponding row number and group(s) of principals that may utilize the appeals process.

Row Number	Groups of principals not specified in the table above that may utilize the appeals process.
(No Response)	(No Response)

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

Page Last Modified: 10/04/2022

Training Assurance**Please read the assurance below and check the box.**

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

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
4. Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice
5. Application and use of any assessment tools that the LEA utilizes to evaluate its building principals
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its principals
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
9. Specific considerations in evaluating principals of English language learners and students with disabilities

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

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

Please answer the questions below to describe the training process for all evaluators.

Evaluator Training**Please identify the entity responsible for training and retraining evaluators.*****Check all that apply.***

- ☒ BOCES (BOCES trains component district)

Please read the assurance below and check the box.

☒ Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).

Initial training**Do all evaluators receive the same initial training?**

- ☒ Yes, all evaluators receive the same initial training.

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

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Approximately how many hours of initial training will new evaluators receive?☒ 1-3 days**Retraining****Approximately how many hours of re-training (annual, periodic, or other frequency) will evaluators receive?**☒ 2-6 hours**Certification of Lead Evaluators****How often are lead evaluators certified?**☒ Annually**Please identify the party responsible for the certification and re-certification of lead evaluators.**☒ BOCES**Inter-rater Reliability**

Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object. Within the context of educator evaluation, inter-rater reliability requires all evaluators trained in the school visit process to reach independent consensus on observable behaviors to ensure the accuracy, consistency, and precision of the implementation of the chosen evaluation rubric(s). It also requires administrators to analyze and track educator evaluation data and ensure that school visits are being completed with fidelity.

Select the option(s) below that best describe the process in place for maintaining inter-rater reliability.***Please check all that apply.***☒ Periodic comparisons of an evaluator's assessment of the same building principal☒ Periodic calibration meetings and/or trainings

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

Page Last Modified: 09/21/2022

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

- ☒ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's evaluation in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

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

- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

Data Assurances**Please 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, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure that scores for all principals will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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

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

Page Last Modified: 12/19/2022

Upload Educator Evaluation LEA Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

Implementation of the Evaluation Plan

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

☒ 2022-23

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

2022 APPR.pdf



HAWTHORNE CEDAR KNOLLS UFSD

Principal In-Put Model Annual Professional Performance Review (APPR)

September 2022 – June 2023

Evidence of Student Learning

District Designed Rubric: Focus will be on the ISSLLC standard 1 “Visionary Leadership” (*PSEL Standard 1: MISSION, VISION, AND CORE VALUES*) and standard 2 “School Culture and Instruction Program” (*PSEL Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS*)

Evidence of the principal’s leadership: Based on identified elements on the rubric the evidence that will be gathered may include but is not limited to:

- Weekly reports
- Meeting notes
- Communications
- Professional development materials
- Observations/building
- Walk-throughs

The Hawthorne Cedar Knolls UFSD is committed to maintaining a rigorous evaluation process that focuses on best practices for instruction and overall school culture. We have target the following areas in these areas:

- Visionary Leadership
- School Culture and Instruction Program

The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate principals. The Hawthorne Cedar Knolls UFSD will evaluate their principals through their scores on a district designed rubric.

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from ISSLLC Standard 1 “Visionary Leadership” and Standard 2 “School Culture and Instruction Program” of the multi-dimensional rubric that will focus on our instructional program and school culture.

The elements focus on creating a personalized and motivating teaching and learning environment for staff and students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/ or student learning and an accountability systems for student learning during these continuously changing times. The **five elements** are:

- Standard 1: Visionary Leadership - **Dispositions: The administrator believes in, values, and is committed**
- Standard 2: School Culture and Instruction Program – **Culture:** *Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*
- Standard 2: School Culture and Instruction Program - **Instructional Program:** *Design and delivery of high quality curriculum that produces clear evidence of learning*
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program - **Capacity Building:** *Developing potential and tapping existing internal expertise to promote learning and improve practice*
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program – **Sustainability:** *A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*

**PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS*

The Superintendent or his/her designee will be responsible for reviewing evidence for elements on the rubric. Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as:

- Weekly reports
- Meeting notes
- Communications
- Professional Development (PD) materials
- Observations/building, walk-throughs etc. Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric
- Hold a minimum of four meetings (March - June) with educator to review evidence on designed on rubric.

After each of the four meetings (September-June) with the Principal the Superintendent or his/her designee will collect and evaluate evidence and assign an effectiveness/evaluation score (1-4) for each of the five element on the rubric including student measurements of growth and/or learning.

1. Ineffective
2. Developing
3. Effective
4. Highly Effective

Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20 points

H - 17-20

E - 13-16

D - 10-12

I - 0-9

****In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned***

The Hawthorne Cedar Knolls UFSD will ensure that the evaluations are rigorous and enable strong and equitable inferences about each Principal's performance by reviewing weekly reports submitted to Superintendent or his/her designee, evaluations and feedback for educators, Professional Development (PD), Professional Learning materials/recommendations, PBIS program, School Culture Committee notes and recommendations, Principal Direct Meeting Agendas, Building walk-throughs and evidence of student learning. Data will be collected during the school year. A review of the data will be used to guide each Principal throughout the school year and support best practice for students' measurement of growth and/or student learning through their support of their educator's overall practice and outcomes throughout the school year.

The Hawthorne Cedar Knolls UFSD will use evidence collected through the evaluation system, including effectiveness ratings, to provide personalized professional development for Principals. The following methods will be used:

All Principals will complete a self-assessment review meeting and three follow up review meetings with an end of the year review with the Superintendent or his/her designee. During the review meetings the Principal will provide evidence of their teachers' effectiveness, interventions and supports, professional learning opportunities and measurement of student growth. Subsequently, the Principal will be provided an effectiveness rating with feedback, recommendations, supports and professional development opportunities.

The Hawthorne Cedar Knolls UFSD will provide a minimum of four professional learning opportunities to Principals. Those professional learning opportunities will be provided through in-house workshops, regional BOCES, iObservation (Marzano) services and other providers. The Hawthorne Cedar Knolls UFSD will provide professional learning opportunities that are both district wide and principal specific (recommended) workshops/trainings.

The Superintendent or his/her designee will be responsible for planning/providing professional development opportunities for their Principals as well as additional individualized recommendations based on their effectiveness rating.

The Hawthorne Cedar Knolls UFSD will use PD surveys to collect data to measure efficacy of professional development for Principals.

The Hawthorne Cedar Knolls UFSD will assess the effectiveness of the implementation of the variance by collecting short term and long term data. The short-term data will be reviewed at mid-year and **end of the year** meetings with the Principals. This will include a review of their evidence and professional learning opportunities in correlation with their teachers' effectiveness on measurement of student growth and/or student learning, lesson plan design, instructional practices and overall influence on school culture and community. The long term data of Principals' effectiveness, ratings and impact on their teachers' students' performance and/or learning will be reviewed at the end of each calendar year to determine the effectiveness of the variance.

The Hawthorne Cedar Knolls UFSD will evaluate the effectiveness of implementation based on an analysts of evidence collected and reviewed after each of the four meetings, coaching feedback, professional learning opportunities and overall effectiveness ratings of the Principal.

The Hawthorne Cedar Knolls UFSD will use the data collected to guide future implementation. The Hawthorne Cedar Knolls UFSD Superintendent or his/her designee will review data, evaluate results and implement any supports, interventions and adjustments that are needed.



Principal In-Put Model
Annual Professional Performance Review (APPR)

Requirements	Decisions Made
Description of the areas of principal practice that will be evaluated	Focus will be on the ISSLLC standard 1 “Visionary Leadership” and standard 2 “School Culture and Instruction Program” <i>*PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</i>
Description of how the selected areas of principal practice promote student growth	<u>Please see below</u>
Description of the evidence of student growth and principal practice that will be collected	Based on identified elements of the rubric, the evidence gathered may include but is not limited to: • Evidence of the principal’s leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc.
Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 <i>*In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned</i>

The Hawthorne Cedar Knolls UFSD is focused on research informed best practices in leading individualized instruction is essential to assuring student growth can take place across a variety of models. Leading school-wide learning communities and reimagining the instructional program while maintaining a positive school culture is the real work. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from the identified domains of the Rubric: Domain 1 – Visionary Leadership and 2 - School Culture and Instructional Program. The elements focus on creating a personalized and motivating learning environment for students, supervising instruction with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning. **PSEL Standard 1: MISSION, VISION, AND CORE VALUES, Standard 3: EQUITY AND CULTURAL RESPONSIVENESS, Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT and Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS*

Domain 1 – Visionary Leadership

A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Dispositions: The administrator believes in, values, and is committed	Acknowledges the need for communication and collaboration Does not communicate expectations and has not collaboratively worked with members of the school community to develop a plan Lacks professionalism, commitment and do the work required for high level of personal and organizational performance	Considers proposals for collaborative structures and projects Provides mixed messages related to school expectations and does not have a clear plan for improvement Professional, committed and hard working but does not actively reflect, examine and connect to high level of personal and organizational performance	Supports various teaching and learning models, provides training opportunities and encourages staff to work together Promotes high expectations for his or her school and works closely with all the members of the school community Committed to doing the work required for high level of personal and organizational performance but does not actively reflect to help guide decision making	The administrator believes in and conveys school values and is committed to the educability of all students regardless of the learning model (In-person or remote/virtual) Develops a school vision of high standards of learning that focuses on continuous school improvement and the inclusion of all members of the school community A willingness to continuously examine one's own assumptions, beliefs, and practices while doing the work required for high level of personal and organizational performance

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	Acknowledges the need for communication and collaboration Provides selected individuals with basic information about various collaborative teaching, learning and work- related concepts or practices to several individuals Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	Considers proposals for collaborative structures and projects Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design Creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	Maintains a hands off approach to instruction	Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”	Supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	Supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	Initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students Is unaware of effective and appropriate technologies available	Invests in activities that promote the development of a select group of leaders Provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	Develops the instructional and leadership capacity of staff Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	Uses "accountability" to justify a system that links student achievement with accolades and blame	Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement	Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

Teacher Improvement Plan (TIP)

TIP School Year:

Teacher:

Overall APPR Rating:

Instructional Practice Score:

Growth Score:

Student Performance Scale:

Label	Highly Effective	Effective	Developing	Ineffective
Details	90-100% of students meeting or exceeding expected growth targets	75-89% of students meeting or exceeding expected growth targets	60-74% of students meeting or exceeding expected growth targets	0-59% of students meeting or exceeding expected growth targets

Label	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

Your Overall (school year) rating is determined using the evaluation matrix and is based on the Student Performance Category rating and the Teacher category rating.

TEACHER OBSERVATION

STUDENT PERFORMANCE		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

Your Observation score was _____ based on your two yearly observations and your Student Performance (Growth Score) was _____ based on the _____ scores at the _____ (school building) during the _____ school year. Therefore, if you look at the rubric above with a (H) for teacher observation and an (I) for Student Performance/ Growth the highest HEDI rating you can achieve is Developing (D).

Your Teacher Improvement Plan (TIP) for the _____ school year:

Areas in Need of Improvement

Activities to Support Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will be Assessed

Additional Supports for the _____ school year are:

Evidence and Artifacts:

The goal of the Hawthorne Cedar Knolls school district is to support both our staff and students and provide them the tools to help them be successful. Furthermore, we are dedicated to helping our students become 21st century learners and have access to technology and academic programs/ software that provide interventions and supports. All of our students will be provided the opportunity to grow socially, emotionally and academically.

The TIP for the will focus on the following area/s _____ and we will work closely together to support _____, ensure _____.

The Four Quarterly Review Dates and Ratings are:

	<u>Date</u>	<u>Rating</u>
1. October	_____	_____
2. January	_____	_____
3. March	_____	_____
4. June	_____	_____

Signature of Staff Member _____ Date _____

Signature of Association Representative _____ Date _____

(If invited)

Signature of Evaluator _____ Date _____

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT #3

PRINCIPAL IMPROVEMENT PLAN FORM

Staff Member_____ Evaluator Name_____

Building_____ Assignment_____ Date_____

Association Representative (if applicable)_____

Specific Areas for Improvement: (specific behaviorally written goals for principal to accomplish during period of the plan)

TARGET Goals:

1. Student performance
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

Expected Outcomes of the PIP: (Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific realistic achievable activities for the principal.)

Responsibilities : (Identify steps to be taken by Superintendent and the principal throughout the plan. Examples: supervisory conferences, school visits by the Superintendent, written reports and/or evaluations, etc.)

Resources/Activities : (Identify and list specific resources available to assist the principal to improve performance in Goals. Examples: colleagues, courses, workshops , peer visits, materials, etc., use of Marzano Rubric to monitor progress, online Marzano videos,)

PRINCIPAL IMPROVEMENT PLAN FORM - PAGE 2

Evidence of Achievement : (Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.)

Timeline for Achieving Improvement: (Provide a specific timeline for implementation of the various components of the PIP and for final completion. Include potential dates and timeframes for written documentation and meetings/school visits/workshops, etc.)

Signature of Staff Member_____ Date_____

Signature of Association Representative_____ Date_____

(If applicable)

Signature of Evaluator_____ Date_____

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

By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

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

The LEA and its collective bargaining agent(s), where applicable, also certify that this Educator Evaluation plan is the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

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

- Assure that the overall Educator Evaluation rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire Educator Evaluation will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or their designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

visits;

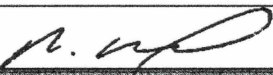
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this Educator Evaluation plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

11/29/22



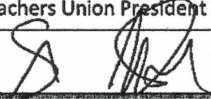
Superintendent Name (print):

Raymond Raefski

Teachers Union President Signature:

Date:

11/29/22



Teachers Union President Name (print):

Shawn Marshall

Administrative Union President Signature:

Date:

11/29/22

Robert A. Worden

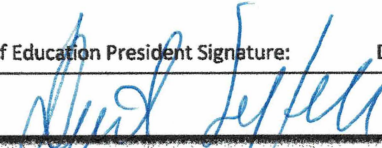
Administrative Union President Name (print):

Robert A. Worden 11/29/22

Board of Education President Signature:

Date:

11/30/22



Board of Education President Name (print):

DANIEL LEFFELL