

PART 1. STEPS PLAN OVERVIEW

STEPS Plan Design

STEPS PLAN DESIGN

Welcome to the NYS Standards-based Educator Evaluation and Support System (STEPS) Plan Form. The purpose of the STEPS is to support all educators' professional growth as a part of a comprehensive, systematic approach to advancing excellence in teaching and learning aligned to the [NYS Teaching Standards](#) and the [Professional Standards for Educational Leaders \(PSELs\) \(New York Version\)](#) and the Culturally Responsive-Sustaining Education Framework. To learn more about STEPS plan requirements or read guidance on how to design a plan, please see the [STEPS resource page](#).

Parts 2-4 of this form are for a STEPS plan for teachers. Parts 5-7 are for a STEPS plan for principals. If you have any questions on completing this form, please call the support staff assigned to you by the Office of Educator Quality and Professional Development or email educatoreval@nysesd.gov.

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

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

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

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

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

Yes, all teachers are evaluated on the same standards using the same measures (or select from the same set of measures) with the same processes.

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

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

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

Yes, all principals are evaluated on the same standards using the same measures (or select from the same set of measures) with the same processes.

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

MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER AND PRINCIPAL MEASURES

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

Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately and accurately assesses the degree to which the educator meets each applicable Professional Standard for Educational Leaders.

TEACHER OBSERVATION / PRINCIPAL SCHOOL VISITS

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

PART 2. TEACHER EVALUATION / TEACHER GROUPS 1

2A. Measures and Rationale

TEACHER GROUP 1

Please note: group selection only appears if an LEA selects, "No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers," in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact EducatorEval@nysed.gov. If "Yes, all teachers are evaluated on the same standards using the same measures with the same processes," is chosen, this page will start with the measures selection.

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

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

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

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 1	Elementary teachers Middle school teachers High school teachers All core teachers All non-core/elective teachers All teachers based on tenure status (please indicate status in the next column) Other (please provide additional information in the box below)	Probationary Tenured All teachers listed in the previous column, regardless of tenure status

TEACHER EVALUATION MEASURES / TEACHER GROUP 1: MEASURES

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

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

Please note: the selections made on this question determine which measures pages are available.

- Professional portfolios
- Surveys and feedback
- Goal setting and attainment
- Teacher project
- Student outcome data
- Student portfolios
- Other LEA-developed measure

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the [NYS Teaching Standards](#).

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

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

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

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

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

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

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

TEACHER EVALUATION: RATIONALE / TEACHER GROUP 1: RATIONALE

Please complete the information in the table below for each applicable [NYS Teaching Standard](#) to describe the evaluation process.

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

NYS Teaching Standard	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	

Standard II: Knowledge of Content and Instructional Planning	
Standard III: Instructional Practice	
Standard IV: Learning Environment	
Standard V: Assessment for Student Learning	
Standard VI: Professional Responsibilities and Collaboration	
Standard VII: Professional Growth	

2B. Professional Portfolios

PROFESSIONAL PORTFOLIOS / PROFESSIONAL PORTFOLIOS: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Professional portfolios are a collection of materials documenting or reflecting on a teacher's practice, which may include samples of work, artifacts supporting learning outcomes, goal attainment, professional learning, and other relevant data.

Please complete the information below to describe the process related to the use of professional portfolios [for TEACHER GROUP 1].

Professional Portfolio Description

WHAT TYPE(S) OF EVIDENCE OF TEACHER PRACTICE WILL BE INCLUDED IN THE PORTFOLIO?

Please select all that apply.

Personal statement	Observation forms
Teaching philosophy	Survey and/or evaluation responses
Reflective writing	Professional learning activities
Curriculum	Stakeholder communications
Learning objectives	Evidence of collaboration with other educators/ student support personnel
Differentiated lesson plans	Academic/professional presentations
Assignments and rubrics	Awards/achievements
Student assessments and/or artifacts	Volunteer activities/community involvement
Assessments	Other (please provide additional information in the box below)
Data analysis	

Professional Portfolio Evaluation

WHO WILL EVALUATE PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Professional Portfolio Scoring

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

HOW ARE PORTFOLIOS SCORED?

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

If applicable, upload scoring-related documentation.

2C. Surveys and Feedback

SURVEYS AND FEEDBACK / SURVEYS AND FEEDBACK: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

Please complete the information below to describe the process related to the use of surveys [for TEACHER GROUP 1].

Survey Creation

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
Student surveys Parent/guardian surveys Peer surveys Staff surveys Other (please provide additional information in the box below)	District completing plan BOCES Third party Other (please provide additional information in the box below)	1x/academic year (end of year) 2x/academic year (mid-year and end of year) Continually (multiple designated points throughout the academic year) Other (please provide additional information in the box below)	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)

Add Row

Survey Content

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE TEACHERS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
Student surveys Parent/guardian surveys Peer surveys Staff surveys Other (please provide additional information in the box below)	Curriculum selection Instructional methods Content knowledge Engagement methods Classroom environment Rigor Clarity Communication skills Professionalism Rapport Availability Other (please provide additional information in the box below)	Multiple choice Checkboxes (e.g., select all options that apply) Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) Rating scales (rate items on a given scale; e.g., 1 is not important, 10 is very important) Ranking (arrange items based on preference) Dichotomous (two possible responses) Picture choice (visual multiple choice) Short answer Long response Other (please provide additional information in the box below)

Add Row

Survey Scoring

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

HOW ARE SURVEYS SCORED?

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

If applicable, upload scoring-related documentation.

Choose File

2D. Goal Setting and Attainment

GOAL SETTING AND ATTAINMENT / GOAL SETTING AND ATTAINMENT: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

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

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- Student performance data
- Observations
- Survey responses
- Professional learning topics
- Other (please provide additional information in the box below)

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

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

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

Goal Setting and Evaluation

WHO WILL SET GOALS FOR TEACHERS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
Teacher (self-determined) Supervisor Independent evaluator Other (please provide additional information in the box below)	Teacher (self-monitoring) Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Goal Attainment Scoring

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

HOW IS GOAL ATTAINMENT SCORED?

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

If applicable, upload scoring-related documentation.

2E. Teacher Project**TEACHER PROJECT / TEACHER PROJECT: TEACHER GROUP 1**

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

A teacher project may be implemented as a measure to demonstrate alignment of professional practices in teaching and learning. One example could be a research project which includes formative and summative data collection as well as a requirement to share the project and results with colleagues.

Please complete the information below to describe the process related to the use of teacher projects [for TEACHER GROUP 1].

Project Description**WHAT IS THE NATURE OF THE TEACHER PROJECT?**

Please select all that apply.

- Integrated lesson plan/unit
- Instructional material development
- Lesson plan development
- Unit plan development
- Assessment/assessment program development
- Original research
- Other (please provide additional information in the box below)

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

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

Additional details about the teacher project may be uploaded below.

Project Evaluation

	WHO WILL EVALUATE TEACHER PROJECTS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROJECTS BE EVALUATED?
	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Project Scoring

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

HOW ARE TEACHER PROJECTS SCORED?

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

If applicable, upload scoring-related documentation.

2F. Student Outcome Data**STUDENT OUTCOME DATA / STUDENT OUTCOME DATA: TEACHER GROUP 1**

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Student outcome data is a measure of teacher practice, which uses student assessment results or student classwork to demonstrate academic growth and/or achievement.

Please complete the information below to describe the process related to the use of student outcome data [for TEACHER GROUP 1].

Outcome Data**WHAT TYPE OF STUDENT OUTCOME DATA WILL BE USED TO EVALUATE TEACHERS?**

- Student growth goals
- Student achievement goals
- IEP goals to evaluate the teacher's contribution to student growth
- Performance index
- Statistical growth measure(s) (e.g., growth percentile, value-added model, etc.)
- Other (please provide additional information in the box below)

HOW WILL THIS STUDENT OUTCOME DATA BE USED TO EVALUATE THE APPLICABLE STANDARDS FOR THE IDENTIFIED TEACHERS?**Results and Evaluation Tool(s)**

Please identify how student outcome data will be attributed to teachers and the evaluation tool(s) that will be used to obtain student outcome data. Evaluation tools could be State assessments, locally-developed assessments, third party assessments, or non-traditional evaluation tools.

"Add Row" should be used if different result(s)/evaluation tool(s) apply to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE TEACHERS? <i>If other is selected, please explain how student outcome data is aligned to evaluating the related standards.</i>	Please identify state assessments below. <i>Please select all that apply.</i>	List any third party or locally-developed assessments in the box below. <i>If applicable, please identify the LEA that created the locally-developed assessment.</i>	Please identify non-traditional evaluation tools in the box below.
	Individually-attributed Team results Linked results Other (please provide additional information in the box below)	Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elementary Science Grade 8 Science All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Life Science: Biology Regents Earth Science Regents Chemistry Regents Physics Regents Global History Regents US History Regents Course-Specific State/ Regents Assessment (do not use this option in conjunction with any of the assessments above) NYSAA NYSESLAT		
	Add Row			

Student Outcome Data Scoring

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

HOW IS STUDENT OUTCOME DATA SCORED?

Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of teachers, please be sure to address all subgroups.

If applicable, upload scoring-related documentation.

2G. Student Portfolios

STUDENT PORTFOLIOS / STUDENT PORTFOLIOS: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Student Portfolios are a collection of materials documenting student performance which measure performance of a teacher's practice that may or may not be observable through classroom observations or summative student assessments.

Please complete the information below to describe the process related to the use of student portfolios [for TEACHER GROUP 1].

Student Portfolio Evidence

"Add Row" should be used if different result(s)/evidence applies to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	HOW WILL STUDENT PORTFOLIOS BE ATTRIBUTED TO APPLICABLE TEACHERS? <i>If other is selected, please explain how portfolio evidence is aligned to evaluating the related standards.</i>	WHAT IS THE SOURCE OF THE STUDENT EVIDENCE TO BE INCLUDED IN THE STUDENT PORTFOLIO?	WHAT TYPES OF EVIDENCE WILL BE INCLUDED IN THE STUDENT PORTFOLIO? <i>Select all that apply.</i> <i>Please provide additional details in the next column.</i>	Please use the box below to provide any relevant additional details about the types of evidence indicated. <i>Please also identify whether assessments (if applicable) are formative, interim, diagnostic, or summative.</i>
	Individually-attributed Team results Linked results Other (please provide additional information in the box below)	All students Single class Multiple sections of the same course Other (please provide additional information in the box below)	Student outcomes from standardized assessments (e.g., state-administered assessments) Student outcomes from classroom assessments (e.g., locally-developed or third party assessments) Student writing samples Projects and student work Other (please provide additional information in the box below)	

Add Row

Student Portfolio Evaluation

WHO WILL EVALUATE STUDENT PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL STUDENT PORTFOLIOS BE EVALUATED?
Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Student Portfolio Scoring

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

HOW ARE STUDENT PORTFOLIOS SCORED?

Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of teachers, please be sure to address all subgroups.

If applicable, upload scoring-related documentation.

2H. Teacher Observation

TEACHER OBSERVATION / TEACHER OBSERVATION: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

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

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

CLASS

- Danielson's Framework for Teaching
- Danielson's Framework for Teaching (2011 Revised Edition)
- Danielson's Framework for Teaching (2013 instructionally Focused Edition)
- Danielson's Framework for Teaching (2013 Revised Edition)
- Danielson's Framework for Teaching (2022 Edition)
- Marshall's Teacher Evaluation Rubric
- Marshall's Teacher Evaluation Rubric (2012 Revised Edition)
- Marshall's Teacher Evaluation Rubric (2014 Edition)
- Marshall's Teacher Evaluation Rubric (2024 Edition)
- Marzano's Focused Teacher Evaluation Model
- Marzano's Casual Teacher Evaluation Model
- Marzano's Teacher Practice Rubric
- McRELS CUES Framework for Teacher Evaluation
- The New York LoTi Teacher Practice Rubric
- NYLA-SSL/SLSA School Librarian Evaluation Rubric
- NYSTCE Framework for the Observation of Effective Teaching
- NYSUT Teacher Practice Rubric
- NYSUT Teacher Practice Rubric (2012 Edition)
- NYSUT Teacher Practice Rubric (2014 Edition)
- The Teaching and Learning Framework
- Thoughtful Classroom Teacher Evaluation Framework
- Thoughtful Classroom Teacher Evaluation Framework (July 2016 Edition)
- Other (please provide the name of the instrument and upload it below)

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

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

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

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? <ul style="list-style-type: none"> • <u>Formal observations</u> may include classroom observations and pre- and post-observation activities. • <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
	Supervisor Administrator Independent evaluator: Administrator from teacher's LEA, but outside the school/ program Independent evaluator: Trained administrator from a different LEA Independent evaluator: BOCES employee Independent evaluator: Outside educational expert trained on selected rubric Peer: Instructional coach or other type of teacher leader Peer: Different content area peer evaluator from the teacher's school/program Peer: Same content area peer evaluator from a different school/program Peer: Different content area peer evaluator from a different school/program Other (please provide additional information in the box below)	2 3 4 5 6 7 8 Other (please provide additional information in the box below)	Formal, announced Formal, unannounced Informal, announced Informal, unannounced Other (please provide additional information in the box below)	In person Video-recorded Remote Other (please provide additional information in the box below)

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

If applicable, upload scoring-related documentation.

21. LEA-Developed Measure

LEA-DEVELOPED MEASURE / LEA-DEVELOPED MEASURE: TEACHER GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

Please complete the information below to describe the process related to the use of an LEA-developed measure [for TEACHER GROUP 1].

Measure

"Add Row" should be used if a different LEA-developed measure applies to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
Add Row		

Evaluation

WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>		HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
Supervisor Independent evaluator Peer Other (please provide additional information in the box below) <hr/>		1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below) <hr/>

Scoring

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

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

"Add Row" should be used if a different LEA-developed measure applies to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

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

2J. Culturally Responsive-Sustaining Education: Teacher Measures and CRSE

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

Culturally Responsive-Sustaining Education (CRSE) and the Culturally Responsive-Sustaining Framework (the CR-S Framework)

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

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

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

PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS

3A. Professional Learning and Growth

PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

Assure that the LEA will maintain a comprehensive, systematic approach to high-quality professional learning for all educators to improve outcomes that address the diversity of all students.

Assure that the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.

Assure that the LEA will use data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.

Assure that feedback to teachers from the STEPS plan will be timely and actionable.

Assure that the system of professional learning and growth includes a process where teachers who receive an overall rating of Level 1 or 2 shall have a personalized teacher support plan developed by the LEA in coordination with the educator and their supervisor.

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

- District leadership
- Building leadership
- Supervisor
- Professional learning community (PLC)
- Self-identified
- Outside consultant
- Professional learning plan committee
- Other (please provide additional information in the box below)

At what level are professional learning goals organized?

Please select all that apply.

- Building level
- Grade level
- Content groups
- Other (please provide additional information in the box below)

What will provide the basis for professional learning goals?*Please select all that apply.*

- Needs assessment
- Student outcome data
- Research study results
- Research literature
- Published education trends
- Colleague surveys/feedback
- Student surveys/feedback
- Parent/family surveys/feedback
- Other (please provide additional information in the box below)

What qualitative and/or quantitative data or information sources does your LEA review to determine teacher and/or student needs?*Please select all that apply.*

- Formative/summative assessment data
- Observation notes
- Other data from the evaluation system
- Exit surveys from prior professional learning opportunity
- Stakeholder satisfaction surveys
- Other (please provide additional information in the box below)

Formal Support**How will formal support be provided to guide goal attainment?***Please select all that apply.*

- Group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Professional Learning through a BOCES
- Goal tracking forms/documents
- Outside consultant meetings
- Online professional learning and support through a professional learning/development tracking system
- Other (please provide additional information in the box below)

Assessing Impact**How will the LEA determine whether teachers feel supported by the professional learning provided?***Please select all that apply.*

- Exit ticketing (participant reactions collected through exit surveys)
- General survey
- Informal/formal conversations
- Other (please provide additional information in the box below)

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

Please select all that apply.

- Formal or informal observations of new learning being implemented
- Student learning outcomes
- Changes in performance ratings on teaching standards
- Other (please provide additional information in the box below)

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

Please select all that apply.

- LEA will conduct a review of data by key stakeholder(s) to refine short and/or long-term goals and professional learning opportunities
- LEA will use benchmark setting
- LEA will use a professional learning logic model
- LEA will create and review measurable improvements
- Other (please provide additional information in the box below)

Support Plan

Please read the assurance below and check the box.

Assure that Personalized Professional Support Plans for Teachers shall be designed by the superintendent or their designee in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of areas in need of growth and support, how the LEA will support growth in the identified areas, measurable goals and timelines.

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

3B. Evaluator Training**EVALUATOR TRAINING**

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

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

As an LEA, we conduct our own training

The rubric developer conducts training

Other (please provide additional information in the box below)

Please read the assurances below and check each box.

Assure that the training course shall provide training on the following: the NYS Teaching Standards; observation techniques; maintaining inter-rater reliability; the application and use of locally selected methodology, instruments, assessment tools, measures and scoring system to evaluate teachers; and any other specific considerations for evaluating teachers based on their specific context.

Assure that the duration of training and retraining is sufficient to train on all elements required by Section 30-4 of the Rules of the Board of Regents.

Inter-Rater Reliability

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

Select the option(s) below that best describe the process in place for maintaining inter-rater reliability over a period of time.

Please select all that apply.

Data analysis to detect disparities on the part of the evaluators

Periodic comparisons of an evaluator's assessment of the same classroom teacher

Monthly calibration meetings

Inter-rater reliability is addressed during annual training

Periodic calibration meetings and/or trainings

Not applicable; the STEPS plan does not include more than one evaluator

Other (please provide additional information in the box below)

Appears if question above has answer of 'Not applicable; the STEPS plan does not include more than one evaluator':

Please read the assurance below and check the box.

Assure that the evaluator is calibrated to the measuring instrument(s) through the training process.

PART 4. TEACHER EVALUATION SCORING

4A. Standard and Overall Ratings

TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

Assure that the selected measures for each NYS Teaching Standard will result in a level 1-4 rating for the applicable standard using a locally-determined process.

Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each NYS Teaching Standard consistent with the LEA's expectations for teaching and learning in accordance with the Board of Regents Rules section 30-4.5.

Assure that ratings from all the NYS Teaching Standards will be combined to result in an overall rating of level 1-4 across the teacher's evaluation cycle.

Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

	Which teachers does this information apply to?		Please indicate the standards applicable to the rating process described in this row		HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<p>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</p> <p>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</p> <p>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</p> <p>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</p> <p>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</p>
	All teachers Teacher group 1 Teacher group 2 Teacher group 3		All standards I-VII Standard I Standard II Standard III Standard IV Standard V Standard VI Standard VII		<p>(A) This standard is evaluated using only one measure, which results in a score of 1-4.</p> <p>(B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below].</p> <p>(C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.</p> <p>(D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below].</p> <p>(E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]</p> <p>(F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].</p>	
Add Row						

If applicable, upload a document related to option (B), (C), or (E) below.

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
All teachers Teacher group 1 Teacher group 2 Teacher group 3	
<a data-bbox="169 1374 251 1406" href="#">Add Row	

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

TEACHER EVALUATION SCORING: TENURED TEACHERS

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

ALL tenured teachers are evaluated on an annual cycle (a teacher receives a rating for each standard and an overall rating every year).

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

4B. Tenured Teacher Evaluation Schedule**TENURED TEACHER EVALUATION SCHEDULE**

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

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

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

If subsets of tenured teachers are rated on different schedules:

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

NYS Teaching Standard	HOW OFTEN WILL APPLICABLE TENURED TEACHERS RECEIVE A RATING FOR THE INDICATED STANDARD? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard II: Knowledge of Content and Instructional Planning	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard III: Instructional Practice	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard IV: Learning Environment	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard V: Assessment for Student Learning	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)

Standard VI: Professional Responsibilities and Collaboration	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard VII: Professional Growth	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Overall Rating	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)

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

The information in the table above applies to ALL tenured teachers.

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

(As applicable) Please indicate the subset of tenured teachers the information above applies to.

Please note: This page will repeat until all subsets have been entered.

PART 5. PRINCIPAL EVALUATION / PRINCIPAL GROUPS 1

5A. Measures and Rationale

PRINCIPAL GROUP 1

Please note: group selection only appears if an LEA selects, "No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of principals," in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact EducatorEval@nysesd.gov. If "Yes, all principals are evaluated on the same standards using the same measures with the same processes," is chosen, this page will start with the measures selection.

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

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

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

	Type of Principal(s)	Tenure Status
PRINCIPAL GROUP 1	Elementary principals Middle school principals High school principals All principals based on tenure status (please indicate status in the next column) Other (please provide additional information in the box below)	Probationary Tenured All principals listed in the previous column, regardless of tenure status

PRINCIPAL EVALUATION MEASURES / PRINCIPAL GROUP 1: MEASURES

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

The STEPS plan must include school visits for all principals. Please check the additional measure(s) that will be used for the evaluation of all principals across all [Professional Standards for Educational Leaders \(PSELs\), New York version](#).

Please note: the selections made on this question determine which measures pages are available.

- Professional portfolios
- Surveys and feedback
- Goal setting and attainment
- Principal project
- Student outcome data
- Student portfolios
- Other LEA-developed measure

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the [PSELs](#) [for PRINCIPAL GROUP 1].

The STEPS plan must utilize at least two different measures and must include school visits for all principals. Please ensure at least one standard is selected for "Principal school visits" in the table below.

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

STANDARD	1	2	3	4	5	6	7	8	9	10
Principal school visits	1	2	3	4	5	6	7	8	9	10
Professional portfolios	1	2	3	4	5	6	7	8	9	10
Surveys and feedback	1	2	3	4	5	6	7	8	9	10
Goal setting and attainment	1	2	3	4	5	6	7	8	9	10
Principal project	1	2	3	4	5	6	7	8	9	10
Student outcome data	1	2	3	4	5	6	7	8	9	10
Student portfolios	1	2	3	4	5	6	7	8	9	10
Other LEA-developed measure	1	2	3	4	5	6	7	8	9	10

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

No, all principals use the same designated measures for each standard.

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

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

PRINCIPAL EVALUATION: RATIONALE / PRINCIPAL GROUP 1: RATIONALE

Please complete the information in the table below for each applicable [Professional Standard for Educational Leaders](#) to describe the evaluation process.

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

PSEL	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard 1: Mission, Vision, and Core Values	

Standard 2: Ethics and Professional Norms	
Standard 3: Equity and Cultural Responsiveness	
Standard 4: Curriculum, Instruction, and Assessment	
Standard 5: Community of Care and Support for Students	
Standard 6: Professional Capacity of School Personnel	
Standard 7: Professional Community for Teachers and Staff	

Standard 8: Meaningful Engagement of Families and Communities	
Standard 9: Operations and Management	
Standard 10: School Improvement	

5B. Professional Portfolios

PROFESSIONAL PORTFOLIOS / PROFESSIONAL PORTFOLIOS: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Professional portfolios are a collection of materials documenting or reflecting on a principal's practice, which may include samples of work, artifacts supporting learning outcomes, goal attainment, professional learning, and other relevant data.

Please complete the information below to describe the process related to the use of professional portfolios [for PRINCIPAL GROUP 1].

Professional Portfolio Description

WHAT TYPE(S) OF EVIDENCE OF PRINCIPAL PRACTICE WILL BE INCLUDED IN THE PORTFOLIO?

Please select all that apply.

Personal statement	Awards/achievements
Education philosophy	Volunteer activities/community involvement
Reflective writing	Discipline procedures
Curriculum, instruction, and assessment systems	Student performance data analysis
School mission, vision, and core values	Academic support systems
Diversity, equity, and inclusion systems	Social support systems
Sustainable staffing systems	Student engagement efforts
Sustainable resource systems	Teacher engagement efforts
School safety data analysis	Teacher leadership efforts
School visit forms	School advocacy efforts
Survey and/or evaluation responses	School improvement efforts
Professional learning activities	Other (please provide additional information in the box below)
Stakeholder communications	
Evidence of collaboration with other educators/ student support personnel	
Academic/professional presentations	

Professional Portfolio Evaluation

WHO WILL EVALUATE PORTFOLIOS?	Please select all that apply.	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Professional Portfolio Scoring

The information entered below is specific to scoring portfolios only. How a portfolio score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE PORTFOLIOS SCORED?

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

If applicable, upload scoring-related documentation.

5C. Surveys and Feedback

SURVEYS AND FEEDBACK / SURVEYS AND FEEDBACK: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

Please complete the information below to describe the process related to the use of surveys [for PRINCIPAL GROUP 1].

Survey Creation

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
Student surveys Parent/guardian surveys Peer surveys Teacher surveys Staff surveys Other (please provide additional information in the box below)	District completing plan BOCES Third party Other (please provide additional information in the box below)	1x/academic year (end of year) 2x/academic year (mid-year and end of year) Continually (multiple designated points throughout the academic year) Other (please provide additional information in the box below)	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)
Add Row			

Survey Content

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE PRINCIPALS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
Student surveys Parent/guardian surveys Peer surveys Teacher surveys Staff surveys Other (please provide additional information in the box below)	Curriculum selection Communication skills Professionalism Rapport Availability Instructional support School mission, vision, and core values Self engagement methods Diversity, equity, and inclusion Assessment systems School safety Discipline procedures Staffing trends and hiring systems Professional learning systems Teacher leadership opportunities	Multiple choice Checkboxes (e.g., select all options that apply) Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) Rating scales (rate items on a given scale; e.g., 1 is not important, 10 is very important) Ranking (arrange items based on preference) Dichotomous (two possible responses) Picture choice (visual multiple choice)

		Community engagement methods School advocacy efforts School improvement efforts Staff evaluation methods Other (please provide additional information in the box below)		Short answer Long response Other (please provide additional information in the box below)
<input type="button" value="Add Row"/>				

Survey Scoring

The information entered below is specific to scoring surveys only. How a survey score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE SURVEYS SCORED?

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

If applicable, upload scoring-related documentation.

5D. Goal Setting and Attainment

GOAL SETTING AND ATTAINMENT / GOAL SETTING AND ATTAINMENT: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

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

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

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- Student performance data
- School visits
- Survey responses
- Professional learning topics
- Other (please provide additional information in the box below)

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

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

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

[Choose File](#)

Goal Setting and Evaluation

WHO WILL SET GOALS FOR PRINCIPALS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
Principal (self-determined) Supervisor Independent evaluator Other (please provide additional information in the box below)	Principal (self-monitoring) Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Goal Attainment Scoring

The information entered below is specific to scoring goal attainment only. How a goal attainment score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW IS GOAL ATTAINMENT SCORED?

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

If applicable, upload scoring-related documentation.

5E. Principal Project**PRINCIPAL PROJECT / PRINCIPAL PROJECT: PRINCIPAL GROUP 1***Please note: if different groups are used for evaluation, each measures page will be available for each group.*For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the [STEPS resource page](#).

A principal project may be implemented as a measure to demonstrate alignment of professional practices in leadership. One example could be a research project to investigate or address specific challenges within the principal's school.

Please complete the information below to describe the process related to the use of principal projects [for PRINCIPAL GROUP 1].

Project Description**WHAT IS THE NATURE OF THE PRINCIPAL PROJECT?***Please select all that apply.*

- Integrated planning
- Instructional plan development
- Curriculum development
- Assessment program development
- Original research
- Other (please provide additional information in the box below)

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE PRINCIPAL PROJECT.

This description should include, but not be limited to:

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

*Additional details about the principal project may be uploaded below.***Project Evaluation**

WHO WILL EVALUATE PRINCIPAL PROJECTS?	HOW FREQUENTLY WILL PROJECTS BE EVALUATED?
<i>Please select all that apply.</i> <ul style="list-style-type: none"> Supervisor Independent evaluator Peer Other (please provide additional information in the box below) 	<ul style="list-style-type: none"> 1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Project Scoring

The information entered below is specific to scoring principal projects only. How a principal project score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE PRINCIPAL PROJECTS SCORED?

***Please use the text box to describe the scoring process and add any applicable documents below.
If applicable, upload scoring-related documentation.***

5F. Student Outcome Data**STUDENT OUTCOME DATA / STUDENT OUTCOME DATA: PRINCIPAL GROUP 1**

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Student outcome data is a measure of principal practice, which uses student assessment results or student classwork to demonstrate academic growth and/or achievement.

Please complete the information below to describe the process related to the use of student outcome data [for PRINCIPAL GROUP 1].

Outcome Data**WHAT TYPE OF STUDENT OUTCOME DATA WILL BE USED TO EVALUATE PRINCIPALS?**

- Student growth goals
- Student achievement goals
- IEP goals to evaluate the principal's contribution to student growth
- Performance index
- Statistical growth measure(s) (e.g., growth percentile, value-added model, etc.)
- Other (please provide additional information in the box below)

HOW WILL THIS STUDENT OUTCOME DATA BE USED TO EVALUATE THE APPLICABLE STANDARDS FOR THE IDENTIFIED PRINCIPALS?**Results and Evaluation Tool(s)**

Please identify how student outcome data will be attributed to principals and the evaluation tool(s) that will be used to obtain student outcome data. Evaluation tools could be State assessments, locally-developed assessments, third party assessments, or non-traditional evaluation tools.

"Add Row" should be used if different result(s)/evaluation tool(s) apply to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE PRINCIPALS? <i>If other is selected, please explain how student outcome data is aligned to evaluating the related standards.</i>	Please identify state assessments below. <i>Please select all that apply.</i>	List any third party or locally-developed assessments in the box below. <i>If applicable, please identify the LEA that created the locally-developed assessment.</i>	Please identify non-traditional evaluation tools in the box below.
	Individually-attributed Other (please provide additional information in the box below)	Grade 3 ELA Grade 4 ELA Grade 5 ELA Grade 6 ELA Grade 7 ELA Grade 8 ELA Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Grade 7 Math Grade 8 Math Elementary Science Grade 8 Science All Regents given in LEA ELA Regents Algebra I Regents Geometry Regents Algebra II Regents Life Science: Biology Regents Earth Science Regents Chemistry Regents Physics Regents Global History Regents US History Regents Course-Specific State/ Regents Assessment (do not use this option in conjunction with any of the assessments above) NYSAA NYSESLAT		

Student Outcome Data Scoring

The information entered below is specific to scoring student outcome data only. How a student outcome score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW IS STUDENT OUTCOME DATA SCORED?

Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of principals, please be sure to address all subgroups.

If applicable, upload scoring-related documentation.

5G. Student Portfolios

STUDENT PORTFOLIOS / STUDENT PORTFOLIOS: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

Student Portfolios are a collection of materials documenting student performance which measure performance of a principal's practice that may or may not be observable through school visits or summative student assessments.

Please complete the information below to describe the process related to the use of student portfolios [for PRINCIPAL GROUP 1].

Student Portfolio Evidence

"Add Row" should be used if different result(s)/evidence applies to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	HOW WILL STUDENT PORTFOLIOS BE ATTRIBUTED TO APPLICABLE PRINCIPALS? <i>If other is selected, please explain how portfolio evidence is aligned to evaluating the related standards.</i>	WHAT IS THE SOURCE OF THE STUDENT EVIDENCE TO BE INCLUDED IN THE STUDENT PORTFOLIO?	WHAT TYPES OF EVIDENCE WILL BE INCLUDED IN THE STUDENT PORTFOLIO? <i>Select all that apply.</i> <i>Please provide additional details in the next column.</i>	Please use the box below to provide any relevant additional details about the types of evidence indicated. <i>Please also identify whether assessments (if applicable) are formative, interim, diagnostic, or summative.</i>
	Individually-attributed Other (please provide additional information in the box below)	All students Single class Multiple sections of the same course Single grade level Other (please provide additional information in the box below)	Student outcomes from standardized assessments (e.g., state-administered assessments) Student outcomes from classroom assessments (e.g., locally-developed or third party assessments) Student writing samples Projects and student work Other (please provide additional information in the box below)	

Add Row

Student Portfolio Evaluation

WHO WILL EVALUATE STUDENT PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL STUDENT PORTFOLIOS BE EVALUATED?
Supervisor Independent evaluator Peer Other (please provide additional information in the box below) <hr/>	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below) <hr/>

Student Portfolio Scoring

The information entered below is specific to scoring student portfolios only. How a student portfolio score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE STUDENT PORTFOLIOS SCORED?

Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of principals, please be sure to address all subgroups.

If applicable, upload scoring-related documentation.

5H. Principal School Visits

PRINCIPAL SCHOOL VISITS / PRINCIPAL SCHOOL VISITS: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

School visits are a formal or informal observation of principal practice taking place in a school or other learning environment. The Commissioner's Regulations require that school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of principal practice.

Please complete the information below to describe the process related to principal school visits [for PRINCIPAL GROUP 1].

School Visit Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?

- Marshall's Principal Evaluation Rubric
- Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates)
- Marshall's Principal Evaluation Rubric (2024 Edition)
- Marzano Focused School Leader Evaluation Model
- Marzano School Leader Evaluation Model (2013)
- Marzano's School Administrator Rubric
- McRel Principal Evaluation System
- Multidimensional Principal Performance Rubric
- The New York LoTi Principal Practice Rubric
- The Reeves Leadership Performance Matrix
- Thoughtful Classroom Principal Effectiveness Framework
- Vanderbilt Assessment of Leadership in Education (VAL-ED)
- Other (please provide the name of the instrument and upload it below)

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

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

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

School Visit Process

WHO WILL CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>	HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED? <ul style="list-style-type: none"> • <u>Formal school visits</u> may include planned school visits and pre- and post-school visit activities. • <u>Informal school visits</u> may include walk-throughs of building or activities. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>
Supervisor Independent evaluator: Administrator from principal's LEA, but outside the school/program Independent evaluator: Trained administrator from a different LEA Independent evaluator: BOCES employee Independent evaluator: Outside educational expert trained on selected rubric Peer: Peer evaluator from the principal's school/ program Peer: Peer evaluator from a different school/ program Other (please provide additional information in the box below)	2 3 4 5 6 7 8 Other (please provide additional information in the box below)	Formal, announced Formal, unannounced Informal, announced Informal, unannounced Other (please provide additional information in the box below)	In person Other (please provide additional information in the box below)

School Visit Scoring

The information entered below is specific to scoring principal school visits only. How a principal school visit score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE PRINCIPAL SCHOOL VISITS SCORED?

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

If applicable, upload scoring-related documentation.

5I. LEA-Developed Measure

LEA-DEVELOPED MEASURE / LEA-DEVELOPED MEASURE: PRINCIPAL GROUP 1

Please note: if different groups are used for evaluation, each measures page will be available for each group.

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

LEAs may develop their own measure(s) to evaluate a principal's performance aligned to the Professional Standards for Educational Leadership.

Please complete the information below to describe the process related to the use of an LEA-developed measure [for PRINCIPAL GROUP 1].

Measure

"Add Row" should be used if a different LEA-developed measure applies to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the principals identified in this row.</i>
Add Row		

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	Supervisor Independent evaluator Peer Other (please provide additional information in the box below)	1x/academic year (end of year review) 2x/academic year (mid-year and end of year review) Continually (multiple designated checkpoints throughout the academic year) Other (please provide additional information in the box below)

Scoring

The information entered below is specific to scoring the LEA-developed measure only. How the score from the LEA-developed measure will contribute to the final rating for each applicable standard will be addressed in Part 7.

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

"Add Row" should be used if a different LEA-developed measure applies to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

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

5J. Culturally Responsive-Sustaining Education: Principal Measures and CRSE

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

Culturally Responsive-Sustaining Education (CRSE) and the Culturally Responsive-Sustaining Framework (the CR-S Framework)

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

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

- Which measure(s) address each of the [CR-S Framework Principles](#), including:
 - Welcoming and Affirming Environment
 - High Expectations and Rigorous Instruction
 - Inclusive Curriculum and Assessment
 - Ongoing Professional Learning and Support
- How the evidence collected for each measure will integrate the relevant principles of the CR-S Framework with the NYS Teaching Standards. *See the standards and crosswalk here:*
 - [PSELs \(NYS Version\) and CR-S Education Framework Crosswalk](#), and

How the district will ensure that the evaluation process helps educators to design and implement student-centered learning environments consistent with the CR-S Framework.

PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS

6A. Professional Learning and Growth

PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

Assure that the LEA will maintain a comprehensive, systematic approach to high-quality professional learning for all educators to improve outcomes that address the diversity of all students.

Assure that the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.

Assure that the LEA will use data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.

Assure that feedback to principals from the STEPS plan will be timely and actionable.

Assure that the system of professional learning and growth includes a process where principals who receive an overall rating of Level 1 or 2 shall have a personalized principal support plan developed by the LEA in coordination with the principal and their supervisor.

Goal Setting Process

Who determines professional learning goals for principals?

Please select all that apply.

- District leadership
- Building leadership
- Supervisor
- Professional learning community (PLC)
- Self-identified
- Outside consultant
- Professional learning plan committee
- Other (please provide additional information in the box below)

At what level are professional learning goals organized?

Please select all that apply.

- District level
- Building level
- Content groups
- Other (please provide additional information in the box below)

What will provide the basis for professional learning goals?

Please select all that apply.

- Needs assessment
- Student outcome data
- Research study results
- Research literature
- Published education trends
- Teacher surveys/feedback
- Colleague surveys/feedback
- Student surveys/feedback
- Parent/family surveys/feedback
- Other (please provide additional information in the box below)

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

Please select all that apply.

- Formative/summative assessment data
- School visit notes
- Other data from the evaluation system
- Exit surveys from prior professional learning opportunity
- Stakeholder satisfaction surveys
- Other (please provide additional information in the box below)

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- Cohort group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Professional Learning through a BOCES
- Goal tracking forms/documents
- Outside consultant meetings
- Online professional learning and support through a professional learning/development tracking system
- Other (please provide additional information in the box below)

Assessing Impact

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

Please select all that apply.

- Exit ticketing (participant reactions collected through exit surveys)
- General survey
- Informal/formal conversations
- Other (please provide additional information in the box below)

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

Please select all that apply.

- Formal or informal school visits of new learning being implemented
- Student learning outcomes
- Changes in performance ratings on leadership standards
- Other (please provide additional information in the box below)

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

Please select all that apply.

- LEA will conduct a review of data by key stakeholder(s) to refine short and/or long-term goals and professional learning opportunities
- LEA will use benchmark setting
- LEA will use a professional learning logic model
- LEA will create and review measurable improvements
- Other (please provide additional information in the box below)

Support Plan

Please read the assurance below and check the box.

Assure that Personalized Professional Support Plans for Principals shall be designed 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 areas in need of growth and support, how the LEA will support growth in the identified areas, measurable goals and timelines.

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

6B. Evaluator Training**EVALUATOR TRAINING**

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

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

As an LEA, we conduct our own training

The rubric developer conducts training

Other (please provide additional information in the box below)

Please read the assurances below and check each box.

Assure that the training course shall provide training on the following the Professional Standards for Educational Leaders; school visit techniques; maintaining inter-rater reliability; the application and use of locally selected methodology, instruments, assessment tools, measures and scoring system to evaluative principals; and any other specific considerations for evaluating principals based on their specific context.

Assure that the duration of training and retraining is sufficient to train on all elements required by Section 30-4 of the Rules of the Board of Regents.

Inter-Rater Reliability

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

Select the option(s) below that best describe the process in place for maintaining inter-rater reliability over a period of time.

Please select all that apply.

Data analysis to detect disparities on the part of the evaluators

Periodic comparisons of an evaluator's assessment of the same building principal

Monthly calibration meetings

Inter-rater reliability is addressed during annual training

Periodic calibration meetings and/or trainings

Not applicable; the STEPS plan does not include more than one evaluator

Other (please provide additional information in the box below)

Appears if question above has answer of 'Not applicable; the STEPS plan does not include more than one evaluator'.

Please read the assurance below and check the box.

Assure that the evaluator is calibrated to the measuring instrument(s) through the training process.

PART 7. PRINCIPAL EVALUATION SCORING

7A. Standard and Overall Ratings

PRINCIPAL EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

Assure that the selected measures for each Professional Standard for Educational Leaders will result in a level 1-4 rating for the applicable standard using a locally-determined process.

Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each Professional Standard for Educational Leaders consistent with the LEA's expectations for teaching and learning in accordance with the Board of Regents Rules section 30-4.5

Assure that ratings from all the Professional Standards for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.

Assure that final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS

Please complete the information below to describe the process for rating each Educational Leaders Standard.

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

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

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

Probationary principals are required to receive a Level 1-4 rating on each of the Professional Standards for Educational Leaders on an annual basis, and tenured principals receive a Level 1-4 rating on all standards across an annual or multi-year evaluation cycle.

<p>Which principals does this information apply to?</p>	<p>Please indicate the standards applicable to the rating process described in this row</p>	<p>HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?</p>	<p><i>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</i></p> <p><i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i></p> <p><i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i></p>
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	All principals Principal group 1 Principal group 2 Principal group 3	1-10 1 2 3 4 5 6 7 8 9 10	<p>(A) This standard is evaluated using only one measure, which results in a score of 1-4.</p> <p>(B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below].</p> <p>(C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.</p> <p>(D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/ upload of these weights in the next column or below].</p> <p>(E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]</p> <p>(F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].</p>	
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Add Row**If applicable, upload a document related to option (B), (C), or (E) below.****Choose File****PRINCIPAL EVALUATION SCORING: OVERALL RATING**

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

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

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

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

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

	Which principals does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
	All principals Principal group 1 Principal group 2 Principal group 3	
	Add Row	

If applicable, upload a document related to the assignment of an overall rating below.**Choose File**

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS

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

ALL tenured principals are evaluated on an annual cycle (a principal receives a rating for each standard and an overall rating every year).

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

7B. Tenured Principal Evaluation Schedule

TENURED PRINCIPAL EVALUATION SCHEDULE

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

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

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

If subsets of tenured principals are rated on different schedules:

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

PSEL	HOW OFTEN WILL <u>APPLICABLE TENURED PRINCIPALS</u> RECEIVE A RATING FOR THE INDICATED STANDARD? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard 1: Mission, Vision, and Core Values	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 2: Ethics and Professional Norms	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 3: Equity and Cultural Responsiveness	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 4: Curriculum, Instruction, and Assessment	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)

Standard 5: Community of Care and Support for Students	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 6: Professional Capacity of School Personnel	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 7: Professional Community for Teachers and Staff	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 8: Meaningful Engagement of Families and Communities	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 9: Operations and Management	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Standard 10: School Improvement	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)
Overall Rating	Annually Year 1 of evaluation cycle Year 2 of evaluation cycle Year 3 of evaluation cycle Other (please provide additional information in the box below)

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

The information in the table above applies to ALL tenured principals.

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

(As applicable) Please indicate the subset of tenured principals the information above applies to.

PART 8. CERTIFICATION OF STEPS PLAN

8A. STEPS Assurances

NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM

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

The Department will review the contents of each local educational agency's (LEA) Standards-based Educator Evaluation and Professional Support (STEPS) plan as submitted using this online form, including required attachments, to determine if the plan complies with Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents. The Department's finding of compliance does not represent endorsement of specific educational approaches in an LEA's plan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented STEPS plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to review for compliance and require modification of an LEA's plan that does not adhere to the requirements of Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents.

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

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

STEPS ASSURANCES

Please read the assurances below and check each box.

Assure that this form represents the LEA's entire STEPS plan and that such plan is in compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

Assure that a detailed version of the LEA's entire STEPS plan is kept on file at the LEA and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

Assure that the STEPS plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan has been determined to be compliant by the Commissioner, whichever shall occur later.

Assure that the LEA is aware that the STEPS plan will be posted in its entirety on the NYSED website* following a determination by the Commissioner that such plan is compliant with Education Law Section 3012-e.

Assure that all educators receive appropriate training on the NYS STEPS system and the LEA's STEPS plan to encourage engagement and participation.

*NYS-STEPS plans: <http://www.nysesd.gov/educator-quality/educator-evaluation-plans>

APPEALS ASSURANCES

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

Please read the assurances below and check each box.

Assure that educators have an opportunity to provide written comment on their STEPS plan ratings.

Assure that, if applicable, any collectively bargained appeal procedures are consistent with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

DATA ASSURANCES

Please read the assurances below and check each box.

Assure that SED will receive accurate teacher, principal, and student data, including enrollment and attendance data, and any other student, teacher, principal, 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 final standard and overall ratings, as applicable, for each classroom teacher and building principal will be reported to SED for each NYS Teaching and Leadership Standard, as well as the overall rating, as per SED requirements.

Assure that procedures for ensuring data accuracy and integrity are being utilized.

More information about the collection of educator evaluation data can be found on the [Resources for Educator Evaluation Data Collection and Submission page](#).

8B. Applicability and Certification

APPLICABILITY OF THE STEPS PLAN

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

- 2025-26
- 2026-27
- 2027-28
- 2028-29
- 2029-30

JOINT CERTIFICATION OF THE STEPS PLAN

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

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

File types supported for uploads:

- PDF (preferred)
- Microsoft Office (Word, PowerPoint, Excel)
- Images (.jpg, .gif)
- Other Formats (.html, .xhtml, .txt, .rtf)