

Educator Evaluation §3012-e - Education Law §3012-e**PART 1. STEPS PLAN OVERVIEW - STEPS Plan Design**

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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.

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.

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

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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).

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TEACHER EVALUATION: 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.

Professional portfolios

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.

	I	II	III	IV	V	VI	VII
Teacher observation	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> II	<input checked="" type="checkbox"/> III				
Professional portfolios				<input checked="" type="checkbox"/> IV	<input checked="" type="checkbox"/> V	<input checked="" type="checkbox"/> VI	<input checked="" type="checkbox"/> VII
Surveys and feedback							
Goal setting and attainment							
Teacher project							
Student outcome data							
Student portfolios							
Other LEA-developed measure							

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.

TEACHER EVALUATION: 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.

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RATIONALE <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	<p>Classroom observations will be used to evaluate Standard I, focusing on how teachers tailor instruction to students' developmental levels, interests, and needs. This measure identifies teacher strengths in differentiation, formative adjustment, and responsiveness while highlighting growth areas in the personalization of instruction. The district selected observation after internal review by the Instructional Leadership Team, which compared several evidence sources and concluded that observation provides the most direct and valid insight into how teachers know and respond to their students. Validity and reliability are supported by observer calibration sessions and annual review of rubric use. When implemented consistently with pre- and post-conferences, this measure yields actionable data that informs instructional coaching and professional learning. To address the limitation of capturing only a snapshot of practice, evaluators will analyze trends across multiple observations and reflections to ensure balanced evidence.</p>
Standard II: Knowledge of Content and Instructional Planning	<p>Classroom observations will be used to assess Standard II by evaluating how teachers design and deliver coherent, standards-aligned instruction that represents content accurately and meaningfully. This measure identifies teacher strengths in content knowledge, lesson design, and differentiation while surfacing growth opportunities in scaffolding and adaptation. The district chose observation following a review of its existing supervision framework and found that this measure best connects instructional planning to observed outcomes. Reliability is supported through rater calibration and lesson plan review protocols aligned to district rubrics. When applied consistently, the measure yields valid and actionable feedback that links directly to professional learning and curriculum support. Recognizing that planning quality is not fully visible in one observation, evaluators will triangulate evidence by using lesson artifacts and teacher reflections to confirm findings.</p>
Standard III: Instructional Practice	<p>Classroom observations will be used to evaluate Standard III by focusing on how teachers engage students in learning, monitor progress, and make in-the-moment instructional adjustments. This measure highlights teacher strengths in questioning, feedback, and classroom discourse, while revealing growth opportunities in pacing and differentiation. The district determined through collaborative discussion with instructional coaches that observation is the most valid and reliable method for capturing instructional dynamics. Calibration meetings and use of structured observation tools ensure consistency across evaluators. When used alongside post-observation conferences, this measure provides actionable insights that guide professional development. To mitigate the limitation of limited exposure, evaluators</p>

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RATIONALE	
<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 IV: Learning Environment	<p>will review multiple data points across the year to confirm patterns of instructional effectiveness.</p> <p>Professional portfolios will be used to evaluate Standard IV by documenting how teachers foster inclusive, respectful, and supportive classroom climates. This measure identifies strengths in relationship-building and classroom management, while highlighting areas for continued growth in equity and restorative practices. The district selected portfolios after piloting several evidence sources and determining that long-term artifact collection best demonstrates consistency in climate-building efforts. Validity and reliability are supported through common portfolio templates, evaluator calibration, and annual review sessions. When implemented with clear guidelines, the portfolio process provides actionable data to inform coaching and recognition of best practices. To address possible variability in artifact selection, evaluators will conduct cross-review sessions and provide exemplars, to ensure consistency and fairness.</p>
Standard V: Assessment for Student Learning	<p>Professional portfolios will assess Standard V by showing how teachers design, implement, and reflect on assessment systems aligned with instructional goals. This measure highlights teacher strengths in formative assessment and data use, while revealing growth opportunities in analysis and feedback. The district chose this measure based on discussions within the Data and Assessment Committee, which concluded that portfolios provide a valid longitudinal record of assessment literacy. Reliability is maintained through shared scoring rubrics, district exemplars, and evaluator calibration sessions. When used with reflective prompts and feedback cycles, the measure yields actionable data for professional growth and instructional planning. To address differences in documentation quality, the district provides templates and professional development on portfolio compilation.</p>
Standard VI: Professional Responsibilities and Collaboration	<p>Professional portfolios will be used to assess Standard VI by documenting how teachers collaborate with colleagues, contribute to school initiatives, and engage in professional learning. This measure identifies strengths in leadership, communication, and collegial collaboration while highlighting opportunities to deepen participation in collective inquiry. The district selected portfolios after the Professional Learning Committee reviewed evaluation data and determined that artifact-based evidence best captures the breadth of professional engagement. Validity and reliability are supported by use of standardized portfolio rubrics and evaluator training. When implemented with structured reflection prompts, this measure provides actionable data for coaching and professional goal setting. To mitigate subjectivity, evaluators will corroborate self-reported evidence with meeting minutes, peer feedback, and</p>

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	<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.
	school-level records.
Standard VII: Professional Growth	<p>Professional portfolios will be used to evaluate Standard VII by documenting teacher reflection, goal setting, and evidence of growth over time. This measure identifies strengths in self-assessment and learning application, while revealing opportunities for continued professional development. The district chose this measure after analyzing prior evaluation cycles and determining that reflective portfolios provided the most meaningful evidence of teacher ownership of growth. Validity and reliability are supported through evaluator calibration and consistent scoring rubrics. When coupled with goal-setting conferences and feedback, this measure produces actionable information that connects directly to individualized learning plans. To ensure fairness, the district reviews exemplar portfolios and provides guidance to maintain consistency across evaluators and schools.</p>

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PROFESSIONAL PORTFOLIOS

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.

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

Please select all that apply.

<input checked="" type="checkbox"/> Personal statement	<input checked="" type="checkbox"/> Professional learning activities
<input checked="" type="checkbox"/> Reflective writing	<input checked="" type="checkbox"/> Evidence of collaboration with other
<input checked="" type="checkbox"/> Differentiated lesson plans	<input checked="" type="checkbox"/> educators/student support personnel
<input checked="" type="checkbox"/> Student assessments and/or artifacts	<input checked="" type="checkbox"/> Academic/professional presentations
<input checked="" type="checkbox"/> Assessments	<input checked="" type="checkbox"/> Volunteer activities/community involvement
<input checked="" type="checkbox"/> Data analysis	<input checked="" type="checkbox"/> Other: Student goal setting and achievement report

Professional Portfolio Evaluation

	WHO WILL EVALUATE PROFESSIONAL PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
	<input checked="" type="checkbox"/> Supervisor <input checked="" type="checkbox"/> Peer	Supervisor will check in 2x; Data team will provide continual feedback on Standard 5

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.

We will be using an LEA-created rubric that is on a scale of 1-4 (see attached). The supervisor will write notes and provide any needed redirection during the check-in meeting. The supervisor will also provide an initial idea of the current 1-4 score at the check-in meeting, but it will not be noted or formalized in this mid-term meeting. The data team will also provide feedback and notes and will serve as "peer evaluators" for the purpose of providing narrative feedback that will be taken into consideration during the end of year scoring process. This end of year scoring will review all components of the portfolio and evaluator notes. It will then be rated holistically using the attached rubric and result in measure score of 1-4.

If applicable, upload scoring-related documentation.

Criterion 1.pdf

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TEACHER OBSERVATION

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.

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

Danielson's Framework for Teaching (2013 Revised Edition)

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"> Formal observations may include classroom observations and pre- and post-observation activities. Informal observations 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>
<input checked="" type="checkbox"/> Supervisor <input checked="" type="checkbox"/> Peer: Instructional coach or other type of teacher leader	4	<input checked="" type="checkbox"/> Formal, announced <input checked="" type="checkbox"/> Informal, announced	<input checked="" type="checkbox"/> In person

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.

We are using the Danielson Rubric (2013). We have tailored the rubric to evaluate Standards 1-3. Observations will result in a score of 1-4. All observations will be weighed equally and averaged, resulting in a **measure score** of 1-4.

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

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

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

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

Classroom observations and professional portfolios together operationalize the four CRSE principles through intentional evidence collection and reflection built into the STEPS plan. Observations capture the daily enactment of a **Welcoming and Affirming Environment** by requiring evaluators to script specific evidence of relationship building, co-created classroom norms, student voice, and inclusive participation structures. Evaluators document how teachers use affirming language, respond restoratively to misbehavior, and incorporate students' linguistic and cultural identities into classroom dialogue. The same observation tool also addresses **High Expectations and Rigorous Instruction** by recording the level of cognitive demand in tasks, patterns of questioning, equitable distribution of academic talk, and scaffolds that maintain—not lower—rigor. Evaluators use time-stamped notes and video clips (where permitted) to identify instructional moments where teachers press for reasoning or support multiple solution pathways, linking those actions to Standard III on instructional practice. Observations address **Inclusive Curriculum and Assessment** by noting whether examples, texts, and problems reflect diverse perspectives and whether formative assessments are accessible in multiple modalities, languages, and response formats. Finally, observations inform **Ongoing Professional Learning and Support** by examining how teachers implement prior feedback, reference coaching sessions, or integrate strategies from professional learning communities. These patterns demonstrate a teacher's engagement with continuous improvement rather than isolated performance.

Professional portfolios complement observation evidence by documenting the longitudinal and developmental aspects of culturally responsive teaching. Portfolios advance a **Welcoming and Affirming Environment** through artifacts such as classroom charters co-created with students, multilingual communication samples, and summaries of student climate survey results accompanied by teacher reflection and action steps. They advance **High Expectations and Rigorous Instruction** through annotated unit plans showing where lessons sustain grade-level complexity for all learners, as well as examples of differentiated tasks that preserve challenge while providing equitable supports. Portfolios advance **Inclusive Curriculum and Assessment** by including unit text inventories analyzed for diversity of voices, student work samples across proficiency levels, and rubrics revised to allow multiple modes of demonstrating understanding. Evidence of **Ongoing Professional Learning and Support** includes coaching notes, PLC agendas, and reflective

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statements linking professional development experiences to observed changes in student engagement or achievement. In this way, portfolios do more than verify participation—they document how professional learning translates into measurable instructional shifts. The evidence collected through these measures is explicitly integrated with the NYS Teaching Standards and the CRSE principles using a crosswalk embedded in both the observation and portfolio templates. Observation evidence aligns to Standards I through III—Knowledge of Students and Student Learning, Knowledge of Content and Instructional Planning, and Instructional Practice—all of which map to Welcoming and Affirming Environment and High Expectations and Rigorous Instruction. Evaluators identify moments when teachers differentiate instruction based on student data, use multiple representations to teach content, and adjust delivery in response to real-time student feedback. Each of these actions reflects CRSE-aligned responsiveness and rigor. Portfolio evidence aligns to Standards IV through VII (Learning Environment, Assessment for Student Learning, Professional Responsibilities and Collaboration, and Professional Growth) which connect to Inclusive Curriculum and Assessment and Ongoing Professional Learning and Support. Teachers annotate each artifact with the relevant teaching standard and CRSE principle, describing how the evidence demonstrates both. For example, a revised assessment might be labeled as aligning to Standard V and the CRSE principle of Inclusive Curriculum and Assessment, with an explanation of how the revision expands accessibility and representation. Evaluators review annotations during scoring to confirm that each principle is addressed through concrete instructional and reflective practice. This crosswalk ensures that evidence across all standards collectively demonstrates a teacher's ability to design, implement, and reflect on culturally sustaining pedagogy.

The evaluation process itself is structured to help educators design and sustain student-centered learning environments consistent with the CRSE Framework. Evaluators and teachers participate in calibration and reflection cycles that explicitly reference the four CRSE principles. During post-observation conferences, evaluators provide feedback tied to specific CRSE indicators, such as increasing student agency in task selection or embedding home-language supports, and teachers develop next steps that are recorded in their professional learning plans. Each next step includes an expected artifact of implementation, such as a redesigned lesson plan, revised assessment, or student work analysis. These artifacts are revisited during PLC meetings and coaching sessions, where teachers analyze resulting student data, discuss engagement outcomes, and document adjustments to practice. The portfolio then becomes a living record of this iterative design process.

To ensure systemic consistency, evaluator training includes calibration on what constitutes evidence of culturally responsive practice, using video exemplars and anonymized artifacts drawn from within the district. Evaluators must identify observable indicators of CRSE implementation and rewrite feedback statements to center student experience and agency. The district also synchronizes professional learning with the evaluation timeline: early-year sessions focus on conducting diversity audits of curriculum materials, midyear sessions provide time to redesign assessments for multiple modes of expression, and end-of-year sessions showcase teacher-created exemplars of student-centered, culturally affirming lessons. Through this structure, the evaluation process itself models the iterative cycle of reflection, feedback, and redesign that teachers are expected to enact with their students. The outcome is a coherent system where every component (observation, portfolio, feedback, and professional learning) works together to create classrooms that are inclusive, rigorous, and sustaining of each learner's identity and potential.

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

- District leadership
- Building leadership
- Supervisor
- Professional learning community (PLC)
- Self-identified
- Professional learning plan committee

At what level are professional learning goals organized?

Please select all that apply.

- Building level
- Grade level
- Content groups

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

- Needs assessment
- Student outcome data
- Student surveys/feedback

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

- Formative/summative assessment data
- Stakeholder satisfaction surveys

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

- Group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Goal tracking forms/documents
- Online professional learning and support through a professional learning/development tracking system

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)
- Informal/formal conversations

How will the LEA determine if professional learning opportunities provided are effective in improving teacher practice and student outcomes?***Please select all that apply.***

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

How will information collection from the LEA's STEPS plan help the LEA achieve its goals?***Please select all that apply.***

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

Support Plan***Please read the assurance below and check the box.***

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PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth

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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.

[Example_Teacher_Support_Plan.docx](#)

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3B. Evaluator Training**

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EVALUATOR TRAINING

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

Training**Please describe how training and retraining evaluators is conducted.*****Please select all that apply.***

- As a component district, training is conducted by, or in conjunction with, a BOCES
- As an LEA, we conduct our own training

Please read the assurances below and check each box.

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

Inter-rater Reliability

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

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

Please select all that apply.

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

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

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<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.</i></p> <p><i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i></p>
	<input checked="" type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input checked="" type="checkbox"/> All standards, I-VII	<input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4.

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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Which teachers does this information apply to?	<p>HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?</p> <p><i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i></p>
<input checked="" type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	Standards 1-3 (Observation Measure) will be 60% and Standards 4-7 (Portfolio Measure) will be 40% of the overall score.

TEACHER EVALUATION SCORING: TENURED TEACHERS**Are tenured teachers evaluated on an annual or multi-year evaluation cycle?**

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4B. Tenured Teacher Evaluation Schedule**

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TENURED TEACHER EVALUATION SCHEDULE

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

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

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

If subsets of tenured teachers are rated on different schedules:

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

	How often will <u>applicable tenured teachers</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 I: Knowledge of Students and Student Learning	<input checked="" type="checkbox"/> Annually
Standard II: Knowledge of Content and Instructional Planning	<input checked="" type="checkbox"/> Annually
Standard III: Instructional Practice	<input checked="" type="checkbox"/> Annually
Standard IV: Learning Environment	<input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard V: Assessment for Student Learning	<input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	<input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard VII: Professional Growth	<input checked="" type="checkbox"/> Year 2 of evaluation cycle
Overall Rating	<input checked="" type="checkbox"/> Year 2 of evaluation cycle

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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PRINCIPAL EVALUATION: 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: One measure may be used to address more than one standard provided that each principal's evaluation consists of two or more measures.

- Professional portfolios
- Goal setting and attainment

Please use the table to below to indicate which of the above measure(s) will be used to evaluate each of the PSELs. 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.

	1	2	3	4	5	6	7	8	9	10
Principal school visits		<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3		<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6		<input checked="" type="checkbox"/> 8		
Professional portfolios		<input checked="" type="checkbox"/> 2		<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5		<input checked="" type="checkbox"/> 7		<input checked="" type="checkbox"/> 9	
Surveys and feedback										
Goal setting and attainment	<input checked="" type="checkbox"/> 1			<input checked="" type="checkbox"/> 4		<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8		<input checked="" type="checkbox"/> 10
Principal project										
Student outcome data										
Student portfolios										
Other LEA-developed measure										

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.

PRINCIPAL EVALUATION: RATIONALE

Please complete the information in the table below for each applicable PSEL 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.**

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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RATIONALE <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	<p>The Goal Setting and Attainment Record will evaluate Standard 1 by examining how principals develop and implement a shared mission and vision that promote equity and student success. This measure identifies strengths in strategic alignment and coherence while highlighting opportunities for improvement in sustaining long-term goals. The district selected this measure through its annual leadership retreat, during which building leaders reviewed state guidance and collectively agreed that goal setting, combined with supervisor calibration, provides the most valid and reliable evidence of leadership impact. Mid-year check-ins and evaluator training ensure reliability. When implemented consistently, this process produces actionable insights that inform professional coaching. To mitigate differences in goal complexity, the district maintains exemplars and shared rubrics to ensure fairness and comparability.</p>
Standard 2: Ethics and Professional Norms	<p>The Principal Portfolio and School Visit will assess Standard 2 by capturing evidence of how principals demonstrate ethical behavior, fairness, and professionalism. This measure identifies leadership strengths in transparency and communication while highlighting areas for growth in modeling ethical decision-making. The district's Professional Practice Committee reviewed available measures and determined that combining observation with artifacts yields valid and balanced data. Reliability is supported by the use of structured visit protocols and portfolio calibration sessions. When conducted consistently, this measure provides actionable feedback linked to mentoring and reflection. Because ethical behavior can be context-dependent, evaluators will use multiple evidence sources and post-conference discussions to ensure accuracy and fairness.</p>
Standard 3: Equity and Cultural Responsiveness	<p>School visits will evaluate Standard 3 by providing authentic, real-time evidence of how principals create inclusive, culturally responsive environments. This measure identifies strengths in promoting equity and belonging while surfacing growth opportunities in stakeholder engagement and data-informed decision-making. The district's Equity and Inclusion Committee developed the rubric for this measure, cross-referencing it with state frameworks to confirm validity. Inter-rater reliability is maintained through quarterly calibration sessions among evaluators. When implemented using a common protocol, this measure produces consistent, actionable data for professional learning. To ensure fairness across diverse schools, evidence is reviewed collectively to confirm patterns and address contextual differences.</p>
Standard 4: Curriculum, Instruction, and Assessment	<p>The Goal Setting and Attainment Record and Principal Portfolio will assess Standard 4 by documenting how principals lead coherent instructional systems that align curriculum, instruction, and</p>

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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RATIONALE <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. 	
	assessment. These measures identify leadership strengths in collaboration, professional learning, and use of evidence to guide improvement. The district chose this combination after evaluating instructional audits and piloting evidence collection methods, confirming that both longitudinal documentation and measurable goals yield valid and actionable data. Reliability is ensured through portfolio templates, evaluator training, and shared rubrics. When implemented together, these measures provide a comprehensive picture of instructional leadership. To address differences in content focus among schools, portfolios are reviewed by a cross-school instructional leadership team to calibrate scores.
Standard 5: Community of Care and Support for Students	The Principal Portfolio and School Visit will assess Standard 5 by showing how principals promote student safety, well-being, and engagement. This measure identifies leadership strengths in fostering supportive climates and highlights growth areas in systematizing SEL practices. The district's School Climate Committee reviewed survey data and determined that combining observation with documentation best captures authentic practice. Validity and reliability are supported through use of a shared rubric and cross-evaluator review. When applied consistently, these measures yield actionable feedback for school improvement. To account for differences in size and demographics, evaluators contextualize findings through post-visit debriefs with building leaders.
Standard 6: Professional Capacity of School Personnel	The Goal Setting and Attainment Record and School Visit will evaluate Standard 6 by assessing how principals recruit, develop, and retain effective staff through mentoring and distributed leadership. This measure highlights strengths in professional learning systems while identifying growth opportunities in sustaining staff engagement. The district's Leadership Development Workgroup selected this combination after analyzing professional development data and confirming that goal tracking, paired with observation, provided the most reliable evidence of leadership capacity. Reliability is maintained through quarterly calibration meetings. When implemented with clear expectations, this measure provides actionable insights for leadership coaching. To ensure equitable scoring, principals use district templates for documenting mentoring cycles and staff development.
Standard 7: Professional Community for Teachers and Staff	The Goal Setting and Attainment Record and Principal Portfolio will evaluate Standard 7 by documenting how principals build collaborative professional cultures grounded in shared accountability. These measures identify strengths in communication, collective efficacy, and leadership team development while highlighting opportunities for deeper collaborative inquiry. The district's Professional Learning Committee piloted and refined these measures based on prior evaluation feedback and verified

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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RATIONALE <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. 	
	that this approach yields valid, longitudinal evidence of leadership influence. Consistency is maintained through shared scoring rubrics and evaluator meetings. When implemented with reflection checkpoints, this process produces actionable data for professional growth. To address variation in documentation quality, evaluators use standardized templates and conduct peer calibration reviews.
Standard 8: Meaningful Engagement of Families and Community	The Goal Setting and Attainment Record and School Visit will evaluate Standard 8 by examining how principals build and maintain reciprocal partnerships with families and community stakeholders. This measure identifies leadership strengths in communication and inclusivity while highlighting areas for growth in sustaining ongoing collaboration. The district's Family Engagement Council designed this approach after reviewing communication audits and engagement outcomes, concluding that combining observation and goal-based evidence ensures validity and fairness. Reliability is supported through evaluator training and shared benchmarks. When implemented consistently, the measure provides actionable data linked to professional reflection. To mitigate contextual differences, evaluators review both quantitative engagement data and qualitative feedback to confirm patterns of effectiveness.
Standard 9: Operations and Management	The Principal Portfolio will assess Standard 9 by documenting how principals manage operations, budgets, and resources responsibly. This measure identifies strengths in organization and fiscal accountability while highlighting growth opportunities in strategic resource use. The district's Business Office collaborated with administrators to define key evidence artifacts and validate this as the most appropriate measure. Reliability is supported through standardized documentation templates and cross-checking of financial records. When implemented with consistent guidance, this measure produces actionable findings for operational planning. To address variability among schools, evaluators apply a common evidence rubric and require clarifying annotations to support interpretation.
Standard 10: School Improvement	The Goal Setting and Attainment Record will evaluate Standard 10 by examining how principals lead data-driven, continuous improvement processes that align to district priorities. This measure identifies strengths in planning, monitoring, and adaptation while revealing growth opportunities in sustaining improvement momentum. The district selected this measure after analyzing School Comprehensive Education Plans and verifying that structured goal documentation best supports alignment between school and district systems. Validity and reliability are supported through evaluator calibration and evidence verification procedures. When used with mid-year reflection, this process produces actionable information for leadership development. To ensure comparability across schools, evaluators use

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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	<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.
	exemplars and coaching supports for goal formulation and evidence collection.

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5B. Professional Portfolios**

Page Last Modified: 10/14/2025

PROFESSIONAL PORTFOLIOS

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.

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

Please select all that apply.

- School mission, vision, and core values
- Sustainable resource systems
- School safety data analysis
- Professional learning activities
- Evidence of collaboration with other educators/student support personnel
- Student performance data analysis
- School improvement efforts
- Other: Budgetary statements

Professional Portfolio Evaluation

	WHO WILL EVALUATE PROFESSIONAL PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
	<input checked="" type="checkbox"/> Supervisor	2x/academic year (mid-year and end of year review)

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.

See attached rubric. Criterion for each check point will be totaled and averaged to reach a 1-4 score, rounded using the following cut points:

0-1.99 = 1

2 - 2.49 = 2

2.5-3.49 = 3

3.5 - 4= 4

These scores will then be averaged at the end of the evaluation cycle to achieve a final standard score of 1-4.

If applicable, upload scoring-related documentation.

Sample Principal Portfolio Evaluation Rubric.docx

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment**

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GOAL SETTING AND ATTAINMENT

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.

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

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.

Principal_Goal_Setting_Template.docx

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?
	<input type="checkbox"/> Principal (self-determined) <input type="checkbox"/> Supervisor	<input type="checkbox"/> Principal (self-monitoring)	<input type="checkbox"/> Supervisor	2x/academic year (mid-year and end of year review)

Goal Attainment Scoring

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

HOW IS GOAL ATTAINMENT SCORED?

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

See sample rubric. Principal scores will be evaluated twice per academic year, but they will only be scored at the end of the year. In the

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PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment

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mid-year check-in, the evaluator will give feedback and a preliminary score. The principal can then work with the evaluator to revise their goal or gain additional support to complete it as it stands. The end of year score will result in one score per standard assessed. To reach final standard scores, the yearly scores will be averaged and rounded to the following cut points:

0-1.99 = 1

2-2.49= 2

2.5-3.49=3

3.5-4 = 4

If applicable, upload scoring-related documentation.

PSEL_Goal_Setting_Rubric.docx

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits**

Page Last Modified: 10/08/2025

PRINCIPAL SCHOOL VISITS

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.

School Visit Instrument**WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?**

Multidimensional Principal Performance Rubric

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"> Formal school visits may include planned school visits and pre- and post-school visit activities. Informal school visits 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>
<input checked="" type="checkbox"/> Supervisor	2	<input checked="" type="checkbox"/> Formal, announced	<input checked="" type="checkbox"/> In person

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.

The school visits will be scored using the MPPR rubric (see Crosswalk for standards 2, 3, 5, 6, 8). Each visit will be given a score out of four, averaging the criteria for the observable standards selected. At the end of the cycle, these will be averaged again, using the following cut points to assist with rounding the score to a whole number:

0-1.99 = 1

2-2.49= 2

2.5-3.49=3

3.5-4 = 4

If applicable, upload scoring-related documentation.

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PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits

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MPPR Crosswalk to PSELs.docx

Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

Page Last Modified: 11/03/2025

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 EnvironmentHigh Expectations and Rigorous InstructionInclusive Curriculum and AssessmentOngoing Professional Learning and Support**
- **How the evidence collected for each measure will integrate the relevant principles of the CR-S Framework with the Educational Leadership 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.**

The principal evaluation measures in the STEPS plan (Goal Setting and Attainment Records, Principal Portfolios, and School Visits) collectively address the four principles of the Culturally Responsive-Sustaining Education (CRSE) Framework by capturing how building leaders create and sustain equitable, student-centered systems. Each measure contributes differently to this effort, providing a balanced evidence base across the PSEL Standards.

Goal Setting and Attainment Records most directly advance **High Expectations and Rigorous Instruction** by requiring principals to define measurable goals that elevate academic outcomes for all learners and to document how those goals are pursued through equitable instructional systems. The process compels leaders to disaggregate data, identify student groups requiring targeted support, and articulate how resources and professional learning will close opportunity gaps. The Principal Portfolio measure most deeply reflects **Inclusive Curriculum and Assessment** and **Ongoing Professional Learning and Support**. Portfolios include evidence such as curriculum alignment work, staff professional development plans, culturally responsive teaching initiatives, and family engagement records that demonstrate how principals are shaping inclusive instructional practices across classrooms. School Visits capture observable evidence of a **Welcoming and Affirming Environment**, providing real-time insight into the tone of the building, relational trust, and the visibility of equity commitments in daily operations. During visits, evaluators document how the principal interacts with staff and students, how diversity is reflected in displays and communications, and how student voice is represented in decision-making forums. Together, these three measures address all four CRSE principles by examining leadership at multiple levels (strategic planning, organizational culture, and day-to-day practice) so that evaluation reflects both intention and lived experience within the school community.

The evidence collected for each measure is explicitly integrated with the CRSE principles and the NYS Educational Leadership Standards through the district's crosswalk between the PSELs and the CRSE Framework. The Goal Setting and Attainment Record aligns primarily with PSEL Standards 1, 4, 6, 7, 8, and 10, which correspond to the CRSE principles of High Expectations, Inclusive Curriculum, and Ongoing Professional Learning. As part of goal submission, principals must identify which CRSE principles are

Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

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embedded within their improvement goals. For instance, increasing literacy growth among multilingual learners through expanded home-language supports. Midyear reflections then connect progress evidence back to those principles, ensuring that goals are not only performance-oriented but culturally responsive in their design and implementation. The Principal Portfolio aligns closely with PSEL Standards 2, 5, 6, 7, and 9, which intersect with all four CRSE principles. Portfolio artifacts include family engagement plans, restorative discipline protocols, staff professional learning schedules, and examples of inclusive curriculum audits. Each artifact is annotated to explain how the evidence supports one or more CRSE principles (for example, how a revised student handbook reflects a Welcoming and Affirming Environment or how faculty learning communities extend Ongoing Professional Learning and Support). The School Visit measure integrates with PSEL Standards 3, 5, and 8, which map directly to Welcoming and Affirming Environment and Inclusive Curriculum and Assessment. Evaluators use a structured rubric that prompts them to document observable indicators of inclusion such as student representation in leadership roles, equitable classroom walkthrough practices, and accessibility of school communication. The resulting evidence provides a coherent picture of how CRSE-aligned leadership manifests across the ten PSEL standards. The district ensures that the evaluation process itself advances student-centered, culturally responsive leadership through intentional alignment of evidence, feedback, and professional learning structures. All evaluators participate in annual calibration sessions where they review anonymized portfolio samples, goal-setting documents, and school visit narratives to practice identifying CRSE-aligned leadership behaviors and to refine feedback language so it centers student experience and systemic equity. Following each goal-setting cycle, supervisors provide written feedback that explicitly references the four CRSE principles, guiding principals to articulate how their goals elevate equity of access and student agency. During midyear and end-of-year conferences, evaluators and principals analyze evidence through a CRSE lens, discussing how each initiative has influenced student belonging, academic challenge, and staff capacity for inclusion. The district also integrates the evaluation process into its ongoing leadership development program: professional learning sessions coincide with the evidence cycle, focusing first on conducting equity audits of instructional programs, then on implementing inclusive family engagement strategies, and finally on sharing school-level outcomes through cross-school inquiry groups. These structures ensure that evaluation is not a compliance activity but a catalyst for continuous, equity-driven improvement. Principals learn to view the Goal Setting and Attainment Record, Portfolio, and School Visit not as static measures but as design tools that generate data to inform the next steps in creating learning environments where every student is welcomed, challenged, and supported to thrive.

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

Page Last Modified: 12/11/2024

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 principals 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 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
- Self-identified

At what level are professional learning goals organized?

Please select all that apply.

- Building level

What will provide the basis for professional learning goals?

Please select all that apply.

- Student outcome data
- Teacher surveys/feedback
- Student surveys/feedback
- Parent/family surveys/feedback

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

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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
- Stakeholder satisfaction surveys

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- Mentoring
- Goal tracking forms/documents
- Online professional learning and support through a professional learning/development tracking system

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

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 observations of new learning being implemented
- Changes in performance ratings on leadership standards

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

Please select all that apply.

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

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.

Sample Principal Portfolio Evaluation Rubric.pdf

Educator Evaluation §3012-e - Education Law §3012-e

PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth

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Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6B. Evaluator Training**

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EVALUATOR TRAINING

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

Training**Please describe how training and retraining evaluators is conducted.*****Please select all that apply.***

As an LEA, we conduct our own training

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 evaluate 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.

Inter-rater reliability is addressed during annual training

Periodic calibration meetings and/or trainings

Educator Evaluation §3012-e - Education Law §3012-e

PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings

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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 Professional Standard for Educational Leaders.
- 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 NYS Teaching Standard consistent with the LEA's expectations for leadership and learning in accordance with the Board of Regents Rules section 30-4.5
- Assure that ratings from all the Professional Standard for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.
- Assure that the 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 Professional Standard for Educational Leaders.

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 5) use different processes.

The LEA will determine the system that will result in a levels 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.

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

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Which principals does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<i>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</i> <i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i> <i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i> <i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i> <i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i>
<input checked="" type="checkbox"/> All principals	<input checked="" type="checkbox"/> All standards, 1-10	<input checked="" type="checkbox"/> (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	(No Response)

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

- Performance significantly below an LEA's expectations aligned to 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>
<input checked="" type="checkbox"/> All principals <input type="checkbox"/> Principal group 1 <input type="checkbox"/> Principal group 2 <input type="checkbox"/> Principal group 3	The Final Standard Ratings will be equally averaged to get one total score from 1-4, rounding per the following cut scores: 0-1.99 = 1 2-2.49= 2

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

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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>
	2.5-3.49=3 3.5-4 = 4

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS**Are tenured principals evaluated on an annual or multi-year evaluation cycle?**

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).

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7B. Tenured Principal Evaluation Schedule**

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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.

	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	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 2: Ethics and Professional Norms	<input checked="" type="checkbox"/> Annually
Standard 3: Equity and Cultural Responsiveness	<input checked="" type="checkbox"/> Annually
Standard 4: Curriculum, Instruction, and Assessment	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 5: Community of Care and Support for Students	<input checked="" type="checkbox"/> Annually
Standard 6: Professional Capacity of School Personnel	<input checked="" type="checkbox"/> Annually
Standard 7: Professional Community for Teachers and Staff	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 8: Meaningful Engagement of Families and Community	<input checked="" type="checkbox"/> Annually
Standard 9: Operations and Management	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 10: School Improvement	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Overall Rating	<input checked="" type="checkbox"/> Year 3 of evaluation cycle

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.

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances**

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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.

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

Educator Evaluation §3012-e - Education Law §3012-e

PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances

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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.

Educator Evaluation §3012-e - Education Law §3012-e

PART 8. ASSURANCES AND CERTIFICATION - Applicability and Certification

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APPLICABILITY OF THE STEPS PLAN

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

2025-26

JOINT CERTIFICATION OF THE STEPS PLAN

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from the "CERTIFICATION OF STEPS PLAN" page only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the STEPS plan using this linked STEPS Certification Form.

(No Response)