

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@nysed.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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PART 2. TEACHER EVALUATION - 2A. Measures and Rationale

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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
- ☒ Surveys and feedback
- ☒ Teacher project

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

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

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

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

All teachers will use observations and portfolios. However, at the beginning of their evaluation cycle, they may select either a student survey or a teacher project for their third measure.

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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	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	<p>This teaching standard will be evaluated by a combination of observations, using Danielson's Instructionally Focused Rubric, and student surveys. Domain 2 of the Danielson rubric focuses on the classroom environment, which will provide helpful evidence of teacher practice in this area. Based on a teacher's selection, either a student survey or a teacher project will also be used to evaluate this standard. Student surveys will be designed to measure student perception of how well the teacher understands their needs and goals, and how the teacher's instruction is supporting the student's learning. Teacher projects will be designed to have teachers research ways to improve instructional planning materials in order to ensure that they are culturally responsive to the needs of their students.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>
Standard II: Knowledge of Content and Instructional Planning	<p>This teaching standard will be evaluated by a combination of observations, using Danielson's Instructionally Focused Rubric, and student surveys. Domain 3 of the Danielson rubric focuses on instruction, which will provide helpful evidence of teacher practice in this area. Based on a teacher's selection, either a student survey or a teacher portfolio will also be used to evaluate this standard. Student surveys will be designed to measure student perception of how the teacher's instruction is supporting the student's learning in the subject matter. Teacher projects will be designed to have teachers research ways to improve instructional planning materials in order to ensure that they are culturally responsive to the needs of their students.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>
Standard III: Instructional Practice	<p>This teaching standard will be evaluated by observations, using Danielson's Instructionally Focused Rubric. Domain 3 of the Danielson rubric focuses on instruction, which will provide helpful evidence of teacher practice in this area.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions</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.
	with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.
Standard IV: Learning Environment	<p>This teaching standard will be evaluated by observations, using Danielson's Instructionally Focused Rubric. Domains 2 and 3 of the Danielson rubric focus on the classroom area and on instruction, which will provide helpful evidence of teacher practice in these areas.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>
Standard V: Assessment for Student Learning	<p>This teaching standard will be evaluated by observations, using Danielson's Instructionally Focused Rubric. Domain 3 of the Danielson rubric focuses on instruction, which will provide helpful evidence of teacher practice in this area.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>
Standard VI: Professional Responsibilities and Collaboration	<p>This teaching standard will be evaluated by a professional portfolio that will be designed by the district, with a specific focus on capturing the teacher's initiative and success in developing professional responsibilities and in collaborating with colleagues. The portfolio will be required to contain documentation and evidence of a teacher's performance in this area. We have found that Domain 4 of Danielson's Instructionally Focused rubric measures what the district is looking for in this standard.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>
Standard VII: Professional Growth	<p>This teaching standard will be evaluated by a professional portfolio that will be designed by the district, with a specific focus on capturing the professional growth opportunities that the teacher has participated in and their ability to successfully translate that into classroom instruction. The documentation in the portfolio will be required to show those activities and how it has affected their teaching. We have found</p>

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PART 2. TEACHER EVALUATION - 2A. 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 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.
	<p>that Domain 4 of Danielson's Instructionally Focused rubric measures what the district is looking for in this standard.</p> <p>The data obtained from these measures will be used by administrators to connect teachers to our district's professional learning system offerings, which will include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators that will focus on this standard.</p>

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PART 2. TEACHER EVALUATION - 2B. Professional Portfolios

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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.

- ☒ Professional learning activities
- ☒ Stakeholder communications
- ☒ Evidence of collaboration with other educators/student support personnel
- ☒ Academic/professional presentations
- ☒ Awards/achievements

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	1x/academic year (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 4.

HOW ARE PORTFOLIOS SCORED?

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

The portfolio will score each of NYS Teaching Standards 6 and 7 holistically, based on the criteria for both (Professional Responsibilities and Collaboration, and Professional Growth) found in the Domain 4 of the Danielson Instructionally Focused Teacher Rubric (2013), which will be used for all teachers. For each of these standards, we will use a 1-4 scoring system that will reflect:

- Level 1: significantly below expectations
- Level 2: partially meets expectations
- Level 3: meets expectations
- Level 4: exceeds expectations

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SURVEYS AND FEEDBACK

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

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

Please complete the information below to describe the process related to the use of surveys.

Survey Creation

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
<input checked="" type="checkbox"/> Student surveys	<input checked="" type="checkbox"/> District completing plan	2x/academic year (mid-year and end of year)	<input checked="" type="checkbox"/> Supervisor <input checked="" type="checkbox"/> Independent evaluator

Survey Content

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE TEACHERS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
<input checked="" type="checkbox"/> Student surveys	<input checked="" type="checkbox"/> Instructional methods <input checked="" type="checkbox"/> Content knowledge <input checked="" type="checkbox"/> Engagement methods <input checked="" type="checkbox"/> Classroom environment	<input checked="" type="checkbox"/> Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) <input checked="" type="checkbox"/> Short answer

Survey Scoring

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

HOW ARE SURVEYS SCORED?

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

District administrators will meet each year to design grade-appropriate student surveys that will aim to measure specific questions about classroom instruction that the district is aiming to measure. Responses to each question in the survey will be assigned a 1-5 numerical value. Since the questions will be designed to measure NYS Teaching Standards 1 and 2, questions pertaining to each of those standards will be identified, and a separate average score for the measure for each standard will be calculated. The 1-5 score will be further converted into a 1-4 score for each standard based on the following average scores:

Level 4: 4.5 or above

Level 3: 3.5-4.4

Level 2: 2.5-3.4

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PART 2. TEACHER EVALUATION - 2C. Surveys and Feedback

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Level 1: 2.4 or below

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PART 2. TEACHER EVALUATION - 2E. Teacher Project

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TEACHER PROJECT

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

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

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

Please complete the information below to describe the process related to the use of teacher projects.

Project Description

WHAT IS THE NATURE OF THE TEACHER PROJECT?

Please select all that apply.

- ☒ Instructional material development
- ☒ Lesson plan development
- ☒ Unit plan development

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

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

Recent district-led needs assessments have shown that student demographics have been changing, and will continue to. Teachers have requested more support in developing instructional planning materials for their classrooms, in order to help ensure that lessons are culturally responsive to the needs of their students, while continuing to be aligned to the learning content necessary for their courses. Therefore, if a teacher selects a project, it will be focused on improvement of instructional planning materials from the previous year to the next. The teacher will participate in professional learning on this topic, which may include BOCES training modules, discussions with our professional learning community and mentor teachers, and instructional planning research selected by district administrators. The teacher will then use this professional learning to update their instructional planning materials, and will document how and why changes were made.

The teacher will select the instructional planning materials that will be submitted for the project, and the evaluator will review those and the accompanying documentation that was created.

Additional details about the teacher project may be uploaded below.

(No Response)

Project Evaluation

	WHO WILL EVALUATE TEACHER PROJECTS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROJECTS BE EVALUATED?
	<input checked="" type="checkbox"/> Supervisor	1x/academic year (end of year review)

Project Scoring

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PART 2. TEACHER EVALUATION - 2E. Teacher Project

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

HOW ARE TEACHER PROJECTS SCORED?

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

Domain 1 of the Danielson Instructionally Focused rubric is designed to measure planning and preparation, which connects to student learning and instructional planning. This domain will therefore be used to measure the project. Each of Teaching Standards 1 and 2 will be assigned a holistic 1-4 score, based on the criteria, principals, and identified critical attributes in the rubric.

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PART 2. TEACHER EVALUATION - 2H. Teacher Observation

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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 Instructionally Focused 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">• <u>Formal observations</u> may include classroom observations and pre- and post-observation activities.• <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
	<div><input checked="" type="checkbox"/> Supervisor</div> <div><input checked="" type="checkbox"/> Independent evaluator: Administrator from teacher’s LEA, but outside the school/program</div> <div><input checked="" type="checkbox"/> Peer: Instructional coach or other type of teacher leader</div>	3	<div><input checked="" type="checkbox"/> Formal, announced</div> <div><input checked="" type="checkbox"/> Informal, announced</div>	<div><input checked="" type="checkbox"/> In person</div>

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.

Teaching Standards 1-5 will each be scored by using the domains below from Danielson’s Instructionally Focused Rubric (2013). For each standard, all subcomponents of the pertinent domain(s) will be evaluated and assigned a 1-4 score Those subcomponent scores will be weighted equally and averaged, and that score will be rounded to the nearest whole number.

Standard 1: Domain 2

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PART 2. TEACHER EVALUATION - 2H. Teacher Observation

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Standard 2: Domain 3
Standard 3: Domain 3
Standard 4: Domains 2-3
Standard 5: Domain 3

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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.**

Our district finds that Welcoming and Affirming Environment is most clearly tied to NYS Teaching Standards 1 and 4, which are addressed primarily by observations, but also with student surveys and teacher projects in our evaluation plan. We will use observations to look for how teachers model inclusive behavior, acknowledge and incorporate student diversity in the classroom, speak to their students' lived experiences, and generally make students comfortable within their own cultural contexts. Additionally, student surveys will include questions about their experiences with being able to bring their authentic selves into the classroom and feeling welcomed there. We will encourage teachers to design projects around classroom culture and research and implement strategies that provide a welcome atmosphere to our district's students.

We find that both High Expectations and Rigorous Instruction, and Inclusive Curriculum and Assessment, are most clearly tied to Standards 2, 3, and 5. These, again, are most clearly addressed by observations, but student surveys and teacher projects are expected to address both. We will expect to observe that our students are able to see themselves in the content being taught, and that the curriculum and assessments are mapped to a multicultural perspective that is inclusive and respectful of students' cultural differences. Student surveys will measure student feelings on the matter, so that we're receiving multiple perspectives. Teacher projects will be expected to include at least one element that improves or measures inclusivity in the classroom. Observations and portfolios, in particular, will also focus on whether instruction acknowledges high expectations for our students that maximizes their growth each year. Additionally, we find that Ongoing Learning and Support is most tied to NYS Teaching Standards 6-7, which are addressed by teacher portfolios in our evaluation plan. We will expect that artifacts to be submitted in the portfolios to show evidence of working to engage students and families with culturally responsive activities, in or out of the classroom. We will also expect the documentation to show professional learning experiences that focus on culturally responsive classrooms, as we acknowledge that learning best practices and incorporating them into teaching is an ongoing process. This is a standard part of our professional learning offerings.

Finally, as noted above, we will expect that the evaluative measures show evidence that teachers understand the importance of integrating culturally responsive education into the classroom. Where that has not happened, it is our district's responsibility to ensure

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

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that teachers receive more training and professional learning in this area, and will make it a larger part of future evaluations.

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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

At what level are professional learning goals organized?

Please select all that apply.

- ☒ Building level

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ Needs assessment
- ☒ Student outcome data
- ☒ Published education trends

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☒ 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☒ Observation notes☒ Other data from the evaluation system**Formal Support****How will formal support be provided to guide goal attainment?***Please select all that apply.*☒ Supervisor meetings☒ Mentoring☒ Professional learning through a BOCES☒ 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)**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**How will information collection from the LEA's STEPS plan help the LEA achieve its goals?***Please select all that apply.*☒ LEA will create and review measurable improvements**Support Plan****Please read the assurance below and check the box.**☒ Assure that Personalized Professional Support Plans for Teachers shall be designed by the superintendent or their designee in the 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.**

TSP Form.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.

- ☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☒ Monthly calibration meetings

Educator Evaluation §3012-e - Education Law §3012-e**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?	<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 teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input checked="" type="checkbox"/> Standard I <input checked="" type="checkbox"/> Standard II	<input checked="" type="checkbox"/> (F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].	Standards I-II are evaluated by observations and a choice of either a survey or project. Evaluators will look at the accumulated evidence and scores from both measures and holistically assign a 1-4 rating for standard, based on district training on how to do so.
<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"/> Standard III <input checked="" type="checkbox"/> Standard IV <input checked="" type="checkbox"/> Standard V <input checked="" type="checkbox"/> Standard VI <input checked="" type="checkbox"/> Standard VII	<input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)

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)

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

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

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

Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
<input checked="" type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	Because of their importance to the district's learning goals, Standards 1 and 2 will be weighted at 25% each. Standards 3-7 will be weighted at 10% each. These weighted scores will be combined and rounded to the nearest whole number to obtain an overall rating.

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 applicable tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard III: Instructional Practice	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard IV: Learning Environment	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard V: Assessment for Student Learning	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <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
- ☒ Surveys and feedback

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"/> 1			<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7		<input checked="" type="checkbox"/> 9	
Professional portfolios		<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3					<input checked="" type="checkbox"/> 8		
Surveys and feedback	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2			<input checked="" type="checkbox"/> 5					<input checked="" type="checkbox"/> 10
Goal setting and attainment										
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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	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard 1: Mission, Vision, and Core Values	<p>This standard will be evaluated by using a combination of school visits and staff surveys. Domain 1 of the MPPR rubric measures a principal's connection to the mission and vision of the school and district, and will be the focus of evaluating this standard. Staff surveys will ask questions that are based on staff knowledge of the mission and vision, and administrative support for this.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 2: Ethics and Professional Norms	<p>This standard will be evaluated by using a combination of a portfolio and staff surveys. The portfolio will focus on documenting the principal's work on both personal development of ethics and professional norms, and how they have designed staff training on the subject. Staff surveys will ask questions that are based on staff knowledge of district-expected ethics and professional norms that have been approved by the superintendent, and administrative support for this.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 3: Equity and Cultural Responsiveness	<p>This standard will be evaluated by using a professional portfolio. The portfolio will focus on documenting the principal's professional learning on equity and cultural responsiveness, and how they have designed staff training on the subject. It will also focus on looking at how principals have identified and addressed any inequities in student achievement.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 4: Curriculum, Instruction, and Assessment	<p>This standard will be evaluated by using school visits . Domains 2-3 of the MPPR rubric measure the school's instructional program and learning environment, and will be the focus of evaluating this standard.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 5: Community of Care and Support for Students	<p>This standard will be evaluated by using a combination of school visits and staff surveys. Domain 4 of the MPPR rubric measures a principal's promotion of community, and will be the focus of evaluating this standard. Staff surveys will ask questions that are based on a principal's support of the staff community and students.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's</p>

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.
	professional learning system offerings in this area.
Standard 6: Professional Capacity of School Personnel	<p>This standard will be evaluated by using school visits . Domains 3-4 of the MPPR rubric measure the school's learning environment and professional community, and will be the focus of evaluating this standard. We would prefer to look at how the professional capacity of our teachers affects the students' learning environment.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 7: Professional Community for Teachers and Staff	<p>This standard will be evaluated by using school visits . Domain 4 of the MPPR rubric measures the school's professional community, and will be the focus of evaluating this standard.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 8: Meaningful Engagement of Families and Community	<p>This standard will be evaluated by using a professional portfolio. The portfolio will focus on documenting the principal's relationship with families and the broader community, and showing measurable effects of outreach.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 9: Operations and Management	<p>This standard will be evaluated by using school visits . Domains 3-4 of the MPPR rubric measure the school's learning environment and professional community, and will be the focus of evaluating this standard. We believe that this will be a good way to measure the administrative successes of the principal pertaining to operations and management.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>
Standard 10: School Improvement	<p>This standard will be evaluated by using staff surveys. The surveys will ask questions that are based on measurable improvements that staff are seeing on an annual basis.</p> <p>The data obtained from these measures can be used by district administrators to connect to our district's professional learning system offerings in this area.</p>

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

PART 5. PRINCIPAL EVALUATION - 5B. Professional Portfolios

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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 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.

- ☒ Personal statement
- ☒ Diversity, equity, and inclusion systems
- ☒ Survey and/or evaluation responses
- ☒ Professional learning activities
- ☒ Volunteer activities/community involvement
- ☒ School advocacy efforts

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.

The portfolio will be scored holistically by the evaluator, based on a district-developed rubric that will be used for all principals, and is based on PSELs 2, 3, and 8. We will use a 1-4 scoring system that will be identical to the rating system for PSELs:

Level 1: significantly below expectations

Level 2: partially meets expectations

Level 3: meets expectations

Level 4: exceeds expectations

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5C. Surveys and Feedback**

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SURVEYS AND FEEDBACK

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

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

Please complete the information below to describe the process related to the use of surveys.

Survey Creation

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

What type(s) of survey does this information apply to? <i>Please select all that apply.</i>	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
<input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> Support staff surveys	<input checked="" type="checkbox"/> District completing plan	2x/academic year (mid-year and end of year)	<input checked="" type="checkbox"/> Supervisor <input checked="" type="checkbox"/> Independent evaluator

Survey Content

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

What type(s) of survey does this row apply to? <i>Please select all that apply.</i>	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE PRINCIPALS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
<input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> Support staff surveys	<input checked="" type="checkbox"/> Professionalism <input checked="" type="checkbox"/> Rapport <input checked="" type="checkbox"/> Availability <input checked="" type="checkbox"/> Instructional support <input checked="" type="checkbox"/> School mission, vision, and core values <input checked="" type="checkbox"/> Community engagement methods <input checked="" type="checkbox"/> School improvement efforts	<input checked="" type="checkbox"/> Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) <input checked="" type="checkbox"/> Short answer

Survey Scoring

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

HOW ARE SURVEYS SCORED?

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

Each response will be assigned a 1-5 numerical value. Since the questions will be designed to measure PSELs 1, 2, 5, and 10, questions pertaining to each of those standards will be identified, and a separate average score for the measure for each standard will be calculated. The 1-5 score will be further converted into a 1-4 score for each standard based on the following average scores:

Level 4: 4.5 or above

Level 3: 3.5-4.4

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PART 5. PRINCIPAL EVALUATION - 5C. Surveys and Feedback

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Level 2: 2.5-3.4
Level 1: 2.4 or below

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

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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 <input checked="" type="checkbox"/> Independent evaluator: Administrator from principal's LEA, but outside the school/program	3	<input checked="" type="checkbox"/> Formal, announced <input checked="" type="checkbox"/> Informal, 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.

Each subcomponent of Domains 1-4 of the rubric will be scored. The subcomponents will be weighted equally and averaged to obtain an observation score.

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

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

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

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

- **Which measure(s) address each of the CR-S Framework Principles, including: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, Ongoing Professional Learning and Support**
- **How the evidence collected for each measure will integrate the relevant principles of the CR-S Framework with the 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.**

Our district finds that Welcoming and Affirming Environment is most clearly tied to PSELs 1, 5, 6, and 8, which are addressed by school visits, portfolios, and student surveys in our evaluation plan. We will use school visits to look for how principals design and implement a school's vision that includes equity and inclusion principles, how they monitor the school climate for those principles on an ongoing basis, and how they design improvement opportunities at the school to improve cultural responsiveness. Student surveys will include questions about their experiences with being able to bring their authentic selves into the classroom and feeling welcomed there. We will encourage principals to design projects around high-level improvements in their school's culture to ensure a welcome atmosphere to our district's students, and researching and implementing strategies that encourage this.

We find that High Expectations and Rigorous Instruction is most closely tied to PSELs 2, 4, 6, and 9, which are also evaluated by all three measures. We will expect both school visits and portfolios to look at/document how principals have established an ethical framework for fair experiences for all students, and how they have attempted to improve cultural competence among teachers and other district staff, as well as evaluating how district resources have been budgeted to ensure culturally responsive experiences for all students and teachers while creating high but fair academic expectations. Student Surveys will specifically ask about student feelings about expectations for them at their school.

We find that Inclusive Curriculum and Assessment is most closely tied to PSELs 1, 3, and 4, which are evaluated by school visits and portfolios. School visits will look at how well the district's mission/vision statements and their implementation reflect culturally responsive practices, and how the principal is ensuring that classroom lessons and assessments are culturally inclusive and incorporate the diversity of our student body into planning. Portfolios will be expected to include artifacts documenting the principal's efforts to include diversity reflecting the student body into the curriculum, and how assessment results are analyzed and used in culturally appropriate ways.

Additionally, we find that Ongoing Learning and Support is most tied to PSELs 6, 7, and 10, which are addressed by primarily by school visits in our evaluation plan. We expect school visits to show evidence that principals are ensuring that teachers regularly participate in

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

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culturally responsive professional learning opportunities, and encouraging an atmosphere where teachers can collaborate on ways to address and incorporate student diversity in the classroom.

Finally, as noted above, we will expect that the evaluative measures show evidence that principals understand the importance of integrating culturally responsive education into their school buildings. Where that has not happened, it is our district's responsibility to ensure that principals receive more training and professional learning in this area, and will make it a larger part of future evaluations.

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

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PROFESSIONAL LEARNING AND GROWTH

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

A significant component of a STEPS plan is the requirement that LEAs maintain a comprehensive system of professional learning for all 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
- ☒ Professional learning plan committee

At what level are professional learning goals organized?

Please select all that apply.

- ☒ District level
- ☒ Building level

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ Needs assessment
- ☒ Student outcome data
- ☒ Research literature

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- ☒ Teacher surveys/feedback
- ☒ Student surveys/feedback

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
- ☒ Exit surveys from prior professional learning opportunity

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional learning community (PLC) meetings
- ☒ Professional learning through a BOCES

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
- ☒ Student learning outcomes
- ☒ 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,

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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.

PSP Form.docx

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

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

Please read the assurances below and check each box.

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

Inter-rater Reliability

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

Please select all that apply.

- ☒ Periodic comparisons of an evaluator's assessment of the same building principal
- ☒ Monthly calibration meetings

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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.

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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?	If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table. (B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s). (D/E) The weights for multiple measures used to reach a final standard rating of 1-4. (F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.
<input checked="" type="checkbox"/> All principals	<input checked="" type="checkbox"/> Standard 3 <input checked="" type="checkbox"/> Standard 4 <input checked="" type="checkbox"/> Standard 6 <input checked="" type="checkbox"/> Standard 7 <input checked="" type="checkbox"/> Standard 8 <input checked="" type="checkbox"/> Standard 9 <input checked="" type="checkbox"/> Standard 10	<input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)
<input checked="" type="checkbox"/> All principals	<input checked="" type="checkbox"/> Standard 1 <input checked="" type="checkbox"/> Standard 2 <input checked="" type="checkbox"/> Standard 5	<input checked="" type="checkbox"/> (F) This standard is weighed holistically across measures to reach a rating of 1-4 [include a description/upload of this process in the next column or below].	Standards 1, 2, and 5 are evaluated by a combination of school visits, portfolios, and surveys. Evaluators will look at the accumulated evidence and scores from all measures and holistically assign a 1-4 rating for each standard, based on district training on how to do so.

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

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

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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	All 10 PSELs standards will be weighted equally and averaged. This score will be rounded to the nearest whole number.

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS

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

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

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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

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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.

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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.

date Communication Form blank.docx