

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

Page Last Modified: 10/01/2025

TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

☒ 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.

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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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
- ☒ 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	<input checked="" type="checkbox"/> VI	<input checked="" type="checkbox"/> VII
Professional portfolios	<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	<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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	<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>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard I will be evaluated with the following Marshall Rubric components: Aa, Ai, Ea, Fj.</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their knowledge of child development and learning styles/abilities. The observation process will offer an opportunity to show how lesson plans, assessment, classroom processes and procedures and class management are developed, implemented, and tailored to their students needs, skills and styles. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate.</p> <p>The Professional Portfolio measure was selected to give a teacher the opportunity to demonstrate their knowledge of child development and learning styles/abilities. The portfolio process gives the teacher the opportunity to provide selected artifacts such as lesson plans, assessments and classroom materials that can demonstrate the teachers skills and knowledge in developing materials and processes that meet the students' individual learning needs. The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis, and feedback on the effectiveness of the teacher's practices.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.</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.
Standard II: Knowledge of Content and Instructional Planning	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard II will be evaluated with the following Marshall Rubric components: Aa, Ab, Ac, Ad, Ae, Af, Ag, Ah, Aj</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their knowledge of applicable content and instructional planning. The observation process will offer an opportunity to showcase lesson plans, assessment, classroom processes, classroom materials and environment developed; and employed to demonstrate the teachers knowledge of content and instructional planning. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue to evaluate the teacher's progress based on prior feedback, and to provide further feedback, as appropriate.</p> <p>The Professional Portfolio measure was selected to give a teacher the opportunity to demonstrate their knowledge of applicable content areas and how that knowledge informs instructional planning. The portfolio process gives the teacher the opportunity to provide selected artifacts such as lesson plans, assessments and classroom materials that can demonstrate the teachers skills and knowledge in developing materials and processes that demonstrate the teacher's knowledge of applicable content and level of skill in instructional planning . The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis and feedback on the effectiveness of the teacher's practices.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used both as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured, and for the district, as a whole, to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching</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.
	standards that can form the basis for both long and short-term professional development.
Standard III: Instructional Practice	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard III will be evaluated with the following Marshall Rubric components: Ab, Ca, Cb, Cc, Cd, Ce, Cf, Cg, Ch, Ci, Cj</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their skills and abilities in their instructional practices. The observation process will offer an opportunity to show how the teacher brings to bear their skill in managing the classroom to further instructional goals and ensure that they are reached. This can include methods of engagement, individualization of instruction, imparting and managing expectations, and adaptability. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue to evaluate the teacher's progress based on prior feedback and to provide further feedback, as appropriate. The Professional Portfolio measure was selected to give a teacher the opportunity to demonstrate their knowledge of, and skill in using their instructional practices. The portfolio process gives the teacher the opportunity to provide selected artifacts such as lesson plans, assessments and classroom materials that can demonstrate the teachers skills and knowledge in developing materials and processes that show their abilities in developing and adapting materials and practices. The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis and feedback on the effectiveness of the teacher's practices. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used both as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured, and for the district, as a whole, to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching</p>

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	standards that can form the basis for both long and short-term professional development.
Standard IV: Learning Environment	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard IV will be evaluated with the following Marshall Rubric components: Aj, Ba, Bb, Bd, Be, Bf Bh, Bi</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their knowledge of, and skill in, developing and using the learning environment to further instructional goals. The observation process will offer an opportunity to show how the teacher manages both the physical and emotional environment through use of the physical space, available physical and human resources, and psychological techniques. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluating the teacher's progress based on prior feedback, and to provide further feedback, as appropriate.</p> <p>The Professional Portfolio measure was selected to give a teacher the opportunity to demonstrate their skills and abilities in maintaining and managing the learning environment. The portfolio process gives the teacher the opportunity to provide selected artifacts such as classroom materials, physical designs and other types of physical enhancement that can demonstrate the teacher's skills and knowledge in developing and maintaining a physical and emotional environment that enhances and improves learning. The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis and feedback on the effectiveness of the teachers practices.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. The data will also be used by the district to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to</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.
	<p>guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.</p>
Standard V: Assessment for Student Learning	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard V will be evaluated with the following Marshall Rubric components: Dc, Dd, Df, Di, Dj, Fi</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their effective design and use of assessment methods to accurately gauge student learning and guide ongoing planning. The observation process will offer an opportunity to show how assessments of all types are used for diagnostic purposes and to assess both progress through curriculum and ultimate achievement. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue to evaluate the teacher's progress based on prior feedback and to provide further feedback, as appropriate.</p> <p>The Professional Portfolio measure was selected to give a teacher the opportunity to demonstrate their knowledge of, and skill in, designing, implementing and assessing the value of valid and reliable assessment tools and processes, and assessing their value. The portfolio process gives the teacher the opportunity to provide selected artifacts such as lesson plans, assessments and classroom materials that can demonstrate the teacher's skills and knowledge in developing reliable, valid and useful assessments. The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis and feedback on the effectiveness of the teacher's practices.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, in identifying and improving areas of practice measured, and for the district, as a whole, to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to</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.
	<p>guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.</p>
Standard VI: Professional Responsibilities and Collaboration	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard VI will be evaluated with the following Marshall Rubric components: Fa, Fb, Fc, Fd, Fe, Ff, Fg, Fi</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate their knowledge of their own professional responsibilities and their ability to work collaboratively within the classroom and school, as well as how this knowledge and these skills can inform and enhance student learning. Building blocks of these skills include extensive knowledge of their own professional responsibilities and the ability of the educator to draw on their community both inside and outside the school to inform their own practice. These skills can be gauged through use of an integrated observation program that uses a broad and consistent regime of formally evaluated pre-observation/planning conferences, in-class observations and post observation debriefing. Through these processes evaluators can observe and evaluate the educators skill and ability in modeling ethical behavior both to enhance ethical instruction and to provide suitable behavioral examples for students. Use of collaborative techniques and processes can enhance both the teacher's instructional processes and procedures and their reach. Evaluators can identify strengths and weaknesses and provide targeted, informed feedback. The use of a pattern of observations allows the evaluator to gauge short- and long-term progress in the identified areas. Use of the Professional Portfolio measure can expand the reach of the observations by using a group of artifacts that are focused on demonstrating the teacher's skill and progress in showing collaboration with colleagues and stakeholders and in performing their professional responsibilities.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, in identifying and improving areas of practice measured, and for the district, as a whole, to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to</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.
	<p>guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.</p>
Standard VII: Professional Growth	<p>Both observations and the teacher portfolio measures will be evaluated by using aligned components of the 2012 Marshall Teacher Practice Rubric. Standard Vii will be evaluated with the following Marshall Rubric components: Fh, Fi, Fj, Df, Dg, Di, Dj.</p> <p>The Observation measure was selected to give a teacher the opportunity to demonstrate work they have undertaken to foster their own professional growth. The steps taken can be found in focused and consistent professional practices. Professional growth can be gauged through use of an integrated observation program that uses a broad and consistent regime of formally evaluated pre-observation/planning conferences, in-class observations and post observation debriefing. Through these processes evaluators can observe and evaluate the effect professional growth actions and activities have on the teacher's practice. Evaluators can identify strengths and weaknesses and provide targeted, informed feedback. The use of a pattern of observations allows the evaluator to gauge short- and long-term progress in all areas of practice and how they are affected by, and informed by, professional growth activities. Use of the portfolio measure can expand the reach of the observations by using a group of artifacts that are focused on demonstrating the teacher's skill and progress in pursuing growth opportunities and demonstrating how they grow as educators. The observation process will offer an opportunity to show how lesson plans, assessment, classroom processes and procedures and class management are developed, implemented and tailored to their students needs, skills and styles. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue to evaluate the teacher's progress based on prior feedback and to provide further feedback, as appropriate. The portfolio process includes both a mid-point check-in and a deep summative review with the teacher and evaluator, allowing the opportunity for extensive discussion, analysis and feedback on the effectiveness of the teachers practices.</p> <p>Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid.</p> <p>The data derived from the scoring processes for each measure will be used both as the basis for</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.
	<p>feedback to the observed educator, to be used in identifying and improving areas of practice measured, and for the district, as a whole, to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices.</p> <p>The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.</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.

- ☒ Personal statement
- ☒ Teaching philosophy
- ☒ Reflective writing
- ☒ Curriculum
- ☒ Learning objectives
- ☒ Differentiated lesson plans
- ☒ Assignments and rubrics
- ☒ Student assessments and/or artifacts
- ☒ Assessments
- ☒ Data analysis

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 4.

HOW ARE PORTFOLIOS SCORED?

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

The teacher and designated supervisor will meet at the start of the school year to discuss the components that may be included in the portfolio, the format of the portfolio, its standards and limits. The teacher and supervisor will also discuss the time limits for each step of the process. The teacher and supervisor will meet at the mid-point of the school year, after the end of the second marking period, to discuss the teacher progress in developing and populating the portfolio. The teacher and supervisor will discuss how components of the portfolio align to and demonstrate the teacher's practice under each specific Teaching Standard. The supervisor will provide feedback on the level and quality of the material provided by the teacher and will use the selected components of the Marshall Rubric to assign a rating on a 1-4 scale for each Standard. The evaluator will score only observed components. Each component rated for the Standard will

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be weighted equally and averaged to reach a score for the Standard for the mid-point review.. The supervisor will also provide feedback for the teacher on the quality and extent of the material in the portfolio at the midpoint meeting. At the end of the school year, no later than June 1, the teacher will provide to the supervisor a finalized portfolio. The teacher may, but is not required to, include a written reflection in the portfolio. This reflection should include a discussion of the areas in the portfolio addressing work on particular areas within the teaching standards, progress the teacher has made in practice in particular areas of the teaching standard being evaluated and plans for future actions based on the teacher's learning gained through development of the current portfolio. The supervisor will rate the final portfolio, including any included reflection component, in the same manner, on the same basis and with the same rubric components as the mid-point evaluation. As with the mid-point review, only components of the rubric actually observed will be scored. Scores from all observed components will be weighted equally and averaged to reach a score for this review for the specific Standard. The Standard scores for the mid-point review will be weighed at 25%, and the scores for the final review will be weighted at 75%, the two scores will be averaged as weighted to reach a final score for this measure on each Standard. For Tenured teachers, the complete portfolio process described here will be repeated in each year of the cycle with a final score on each Standard calculated in the same manner. At the close of the cycle, the standard scores calculated for each year in which a portfolio was developed will be weighted equally and averaged to reach a final score for each Standard. Where only one final measure score is developed for a Standard, for a probationary teacher, the final score for the portfolio reviewed will be the final measure score for the particular Standard.

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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?

Marshall's Teacher Evaluation Rubric (2012 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">• <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"/> Administrator</div>	3 observation per year for Probationary teachers, 2 observations in each year of the cycle for Tenured teachers for a total of 6 observations across the cycle	<div><input checked="" type="checkbox"/> Formal, announced</div> <div><input checked="" type="checkbox"/> Formal, unannounced</div>	<div><input checked="" type="checkbox"/> In person</div> <div><input checked="" type="checkbox"/> Remote</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.

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

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For probationary teachers, each observation will result in a score of 1-4 on each Standard. The evaluator will score only components of the rubric that are actually observed. Scores for the observed components will be weighted equally and averaged to reach a score on a 1-4 scale for each Standard. At the end of the school year, the scores for each Standard will be weighted at 25% for the first observation, 25% for the second and 50% for the third, to reach a measure score for each Standard. Standard scores will be reduced to a 1-4 based on the below range chart.

For tenured teachers, the same process will be followed for each individual observation across the cycle. At the end of the cycle, the scores for each Standard from across all observations will be weighted equally and averaged to reach a measure score for each Standard. Scores will be reduced to a 1-4 based on the below range chart.

Ranges:

1-1.49=1, 1.4-2.49=2, 2.5-3.49=3, 3.5-4.0=4

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

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

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

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

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

This plan was developed to address both the applicable educational standards and the NYSED CR-S Framework guiding principles.

Each measure addresses each of the CR-S Framework principles by examining the teacher's practice through the lens of selected teacher practice rubric components that assess areas of practice that align with CR-S principles. The plan addresses the CR-S Framework specifically by aligning the measures chosen to each of the principles as follows:

Standard I: Knowledge of Student Learning:

CR-S Principle: Welcoming and Affirming Environment

Indicator Ea of the rubric, "Respect" examines how the teacher learns about students' diverse and individual cultural histories, languages and experiences to aid them in creating a learning environment that is inclusive, welcoming and respectful of those cultures

Standard II: Content Knowledge:

CR-S Principle: High Expectations and Rigorous Instruction

Indicator Aa of the rubric, "Knowledge" examines how the teacher understands child development, including the development of all students, how diverse backgrounds and cultures can influence learning.

Indicator Ae of the rubric, "Anticipation" examines how the teacher recognizes and anticipates the different contexts within which students of different background cultures may acquire knowledge, and accounts for these differences in designing instruction.

Indicator Ah of the rubric, "Differentiation" examines how the teacher designs lessons that differentiate for individual learning styles, needs and interests, including those that arise from cultural backgrounds.

Standard III: Instructional Practice:

CR-S Principles: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment

Indicator Cf of the rubric, "Repertoire" examines how the teacher used a variety of strategies to deliver effective instructions, including strategies that can be effective across individual students with in a culturally diverse group. The teacher can demonstrate how cultural

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

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knowledge and sensitivity can inform how the repertoire is used effectively across students.

Indicator Cg of the rubric, "Engagement" examines how the teacher engages students from diverse backgrounds in the learning process, including how engagement is sought and achieved based on cultural background.

Indicator Ch of the rubric, "Differentiation" examines how the teacher uses cultural knowledge and understanding to reach students of different backgrounds when guiding learning.

Standard IV: The Learning Environment:

CR-S Principle: Welcoming and Affirming Environment, High Expectations and Rigorous Assessment

Indicator Bc of the rubric, "Respect" examines how the teacher creates and maintains a climate of respect for all students within the classroom and elsewhere, including respecting the diversity of the cultures of individual students by acknowledging their individuality and difference, and by using that knowledge to create a learning environment in which each student can thrive.

Standard V: Assessment for Student Learning:

CR-S Principle: High Expectations and Rigorous Assessment

Indicator Ad of the rubric, "Assessments" examines how the teacher designs, prepares and administers all types of assessments, using knowledge of their students' cultural diversity to develop assessments that are unbiased and appropriate across the range of students' cultures.

Indicator Db of the rubric, "Diagnosis" examines how the teacher assesses the individual student's knowledge and skills, including those that are culturally based, and makes appropriate adjustments to assessments accordingly.

Standard VI: Professional Responsibility:

CR-S Principle: Welcoming and Affirming Environment, Ongoing Professional Learning

Indicator Ee of the rubric, "Involving" examines how the teacher includes students' families, parents and support providers in the education of their students, including learning and understanding the cultural background and context for each student, and how this knowledge can be used to improve and focus the student's learning and growth through the use of appropriate techniques, approaches and methods.

Indicator Eg of the rubric "Responsiveness" examines how the teacher addresses the concerns of students' families with respect and with an understanding of the cultural context, using this understanding to inform and guide the learning experience for the student.

Standard VII: Professional Growth:

CR-S Principle: Ongoing Professional Learning

Indicator Fh of the rubric "Openness" examines how the teacher seeks out feedback from many sources, including students and families, and how they use this feedback to enhance and expand their knowledge of a diverse population to inform and improve their instructional practices

Indicator Fh of the rubric, "Growth" examines how the teacher seeks new ideas that can inform their practices to grow their skills, including their understanding of, and sensitivity to, cultural diversity. This can include both new ideas related to culture and pedagogical ideas that can be used in ways that enhance cultural sensitivity.

The district will ensure that the evaluation process will help educators to design and implement student-centered learning environments consistent with the CR-S Framework by ensuring that the plan is designed to address the CR-S Principles and that feedback from evaluators derived from the measures included in the plan will include CR-S components. To provide the appropriate relevant feedback, evaluators will be trained specifically on the CR-S Principals and how they align with the NYS Teaching Standards and how they are evaluated through use of the specifically identified components of the selected practice rubric.

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

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

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

At what level are professional learning goals organized?

Please select all that apply.

- ☒ Building level

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ Needs assessment

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- ☒ Student outcome data
- ☒ Research study results
- ☒ Research literature

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

Assessing Impact

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

Please select all that apply.

- ☒ 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.

- ☒ 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

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.Sample_10.1.25.docx

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

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

☒ As 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.

- ☒ Data analysis to detect disparities on the part of the evaluators
- ☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☒ Monthly calibration meetings
- ☒ Inter-rater reliability is addressed during annual training

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

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<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"/> (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	<p>Where a score on a standard is received from both the observation and portfolio measures, the score on that standard from each measure will be weighted equally and averaged to reach a final standard score. Where an averaged score is reached on a standard resulting in a decimal number, the score will be reduced to a whole number on the 1-4 scale using the following ranges:</p> <p>Ranges: 1-1.49=1, 1.4-2.49=2, 2.5-3.49=3, 3.5-4.0=4</p>

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 - Ed Law §3012-e, Teachers Only

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

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Which teachers does this information apply to?	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	Final scores for each standard will be weighted equally and averaged. The final rating will be applied to the below range chart to reach a final rating on the 1-4 scale. 1-1.49=1 1.50-2.49=2 2.50-3.49=3 3.50-4.0=4

TEACHER EVALUATION SCORING: TENURED TEACHERS

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

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

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

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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"/> 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"/> Annually
Standard V: Assessment for Student Learning	<input checked="" type="checkbox"/> Annually
Standard VI: Professional Responsibilities and Collaboration	<input checked="" type="checkbox"/> Annually
Standard VII: Professional Growth	<input checked="" type="checkbox"/> Annually
Overall Rating	<input checked="" type="checkbox"/> Year 3 of evaluation cycle

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

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

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

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

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

Please read the assurances below and check each box.

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

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

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

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

PART 5. ASSURANCES AND CERTIFICATION - 5B. Applicability and Certification

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APPLICABILITY OF THE TEACHER STEPS PLAN

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

☒ 2026-27

JOINT CERTIFICATION OF THE TEACHER STEPS PLAN

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

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

EVAL3012e_Teacher_CertificationForm.pdf