

**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](mailto: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.
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**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.***

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

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

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

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

**MEASURES ASSURANCES**

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

**TEACHER AND PRINCIPAL MEASURES**

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

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

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**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 GROUP 1 - 2A-1. Measures and Rationale

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**TEACHER GROUP 1**

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

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

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

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 1	<input checked="" type="checkbox"/> All teachers based on tenure status (please indicate status in the next column)	<input checked="" type="checkbox"/> Probationary

**TEACHER GROUP 1: MEASURES**

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

- Professional portfolios

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for TEACHER GROUP 1.

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							
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.

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PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale

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**TEACHER GROUP 1: RATIONALE**

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 1.

- 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.

	<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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
<p>Standard I: Knowledge of Students and Student Learning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 1, focusing on how teachers create a safe, supportive, and inclusive classroom. Specifically, the TCTEF rubric focuses on the learning environment and evaluates whether teachers build positive relationships, respect diversity, and recognize students' backgrounds and learning needs.</li> </ul> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 1.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF directly supports the goals of Standard 1 by emphasizing the importance of understanding students as learners and individuals. Through its focus on instructional planning and delivery that is responsive to student needs, the framework highlights teacher practices that reflect a deep knowledge of student development, readiness, and learning styles. Dimensions 5–9 guide evaluators in identifying whether instruction is appropriately scaffolded, culturally responsive, and inclusive, key components of effective teaching aligned with Standard 1. The TCTEF's detailed, behavior-based indicators provide valid and reliable data that promote professional reflection and continuous improvement. It also ensures consistency across observations while offering actionable feedback that helps teachers better connect with and support every learner.</p>
<p>Standard II: Knowledge of Content and Instructional Planning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 2, focusing on how teachers create a safe, supportive, and inclusive classroom. Specifically, the TCTEF rubric emphasizes knowing the content and using it to plan effective instruction.</li> </ul>

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PART 2. TEACHER GROUP 1 - 2A-1. 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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF closely aligns with the core expectations of Standard 2, which emphasizes the intentional use of content knowledge to inform planning and instructional decision-making. Dimensions 5–9 of the framework address the full arc of instructional planning and delivery, from anticipating student needs and preparing meaningful content to guiding students in deepening, applying, and reflecting on their learning. The TCTEF provides a clear, research-based structure for evaluating how well teachers connect content to instruction, differentiate based on student readiness, and create coherent learning experiences. Its observable indicators support consistency in evaluation while offering actionable feedback that teachers can use to strengthen content delivery, scaffold instruction, and align planning with diverse learner needs. This makes the framework both instructionally rigorous and supportive of teacher growth.</p>
<p>Standard III: Instructional Practice</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 3, focusing on the teacher's quality and intentionality of instructional practices. Specifically, the TCTEF rubric emphasizes effective, student-centered delivery of instruction that requires a focus on engagement and differentiation to meet diverse learner needs.</li> </ul> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 3.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF is specifically designed to capture the complexity and intentionality of high-quality instruction. Standard 3 emphasizes purposeful instructional delivery,</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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>student engagement, and responsiveness to individual learning needs—all of which are central to Dimensions 5–9 of the framework. The TCTEF offers a clear, research-based structure for observing and analyzing classroom instruction in real time, providing observers with consistent, behavior-based criteria that reflect best practices in teaching. Its focus on the full instructional cycle, from preparing students for learning to helping them reflect on and apply their knowledge, aligns directly with the expectations of Standard 3. Additionally, the framework supports ongoing professional development by delivering actionable feedback that helps teachers refine their instructional strategies to improve student outcomes.</p>
<p>Standard IV: Learning Environment</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 4, focusing on the teacher's ability to create a respectful, supportive, and student-centered environment. Specifically, the TCTEF rubric emphasizes predictable, well-managed classrooms where students can focus on learning. Dimensions 1-4 of the TCTEF rubric will be used to evaluate this standard. The average of these dimensions will determine the score for Standard Four.</li> </ul> <p>Dimension 1: Organization, Rules, and Procedures          Dimension 2: Positive Relationships          Dimension 3: Engagement and Enjoyment          Dimension 4: A Culture of Thinking and Learning</p> <p>This measure was selected because the TCTEF provides a comprehensive, research-based framework focused on establishing and maintaining classroom environments that support all students' social, emotional, and academic growth. Its emphasis on clear routines, positive interactions, and a culture that fosters curiosity and critical thinking aligns directly with the expectations of Standard 4. The framework's observable, behaviorally anchored indicators ensure consistent, reliable, and actionable data that help teachers build strong classroom communities. By highlighting the connection between environment and learning readiness, the TCTEF supports professional reflection and growth in creating classrooms where students feel safe, engaged, and motivated.</p>
<p>Standard V: Assessment for Student Learning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 5, focusing on the teacher's ability to use assessment to inform instruction, support learning, and guide student growth. Specifically, the TCTEF rubric emphasizes the expectation that assessments are purposeful, standards-based,</li> </ul>

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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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>and clearly connected to instruction.</p> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 5.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF provides a research-based framework that closely aligns assessment practices with instructional planning and delivery. Its focus on the full learning cycle, from preparing students through ongoing engagement to reflection, ensures that assessments are embedded meaningfully into instruction. The framework's observable indicators promote consistent and reliable evaluation of how teachers use assessment data to differentiate instruction, support mastery of standards, and foster student ownership of learning. By offering actionable feedback, the TCTEF supports teacher growth in using assessment as a powerful tool to enhance student achievement and guide continuous improvement aligned with Standard 5.</p>
<p>Standard VI: Professional Responsibilities and Collaboration</p>	<ul style="list-style-type: none"> <li>• The Professional Portfolio will be used to evaluate Standard 6, with a focus on the teacher's self-reflection and efforts to enhance their own classroom practice. This measure was selected to encourage meaningful engagement and collaboration with colleagues and families, while reinforcing adherence to professional standards of practice. Portfolios may include artifacts such as meeting agendas, communication logs, peer feedback, reflective narratives, and records of professional learning, providing a comprehensive view of a teacher's professional responsibilities and collaborative efforts. When thoughtfully designed and supported by trained evaluators and clearly defined rubrics, portfolios serve as a reliable and equitable tool for assessing professional growth and conduct.</li> </ul> <p>The teacher will receive a score of 1-4 on the portfolio rubric. This score will be used to determine the score for Standard Six. The portfolio rubric for Standard 6 assesses how a teacher takes ownership of their professional responsibilities and growth. It looks for evidence of reflection, collaboration, ethical conduct, CRSE and SEL alignment.</p> <p>This measure was selected because portfolios uniquely capture a comprehensive, authentic, and</p>

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	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>multifaceted view of a teacher's professional growth and responsibilities. Unlike single observations or snapshots, portfolios provide ongoing evidence of reflection, collaboration, and ethical practice over time, enabling evaluators to identify both strengths and opportunities for development. When paired with a clear rubric and trained evaluators, portfolios offer valid, reliable, and actionable data that support meaningful feedback and professional growth. They also empower teachers to actively demonstrate their commitment to continuous improvement, making the evaluation process both equitable and personalized.</p>
<p>Standard VII: Professional Growth</p>	<ul style="list-style-type: none"> <li>• The Professional Portfolio will be used to evaluate Standard 7, which emphasizes a teacher's responsibility to engage in ongoing professional learning to improve instructional practice and student outcomes. In alignment with the New York State Teaching Standards, this includes setting meaningful goals, actively participating in professional learning, reflecting on the effectiveness of instructional decisions, and adapting practices based on evidence and feedback. The portfolio provides a space for teachers to document and reflect on this growth through artifacts such as professional learning records, goal-setting documents, reflective narratives, and evidence of collaboration. When evaluated using clearly defined rubrics and calibrated scoring practices, the portfolio serves as a reliable and equitable tool to assess a teacher's commitment to continuous improvement and professional excellence.</li> </ul> <p>The teacher will receive a score of 1-4 on the portfolio rubric. This score will be used to determine the score for Standard Seven. The portfolio rubric for Standard 7 assesses how a teacher takes ownership of their professional responsibilities and growth. It looks for evidence of reflection, professional learning, as well as CRSE and SEL alignment.</p> <p>This measure was selected because portfolios uniquely capture a comprehensive, authentic, and multifaceted view of a teacher's professional growth and responsibilities. Unlike single observations or snapshots, portfolios provide ongoing evidence of reflection, collaboration, and ethical practice over time, enabling evaluators to identify both strengths and opportunities for development. When paired with a clear rubric and trained evaluators, portfolios offer valid, reliable, and actionable data that support meaningful feedback and professional growth. They also empower teachers to actively demonstrate their commitment to continuous improvement, making the evaluation process both equitable and personalized.</p>

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PART 2. TEACHER GROUP 1 - 2B-1. Professional Portfolios

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**PROFESSIONAL PORTFOLIOS: TEACHER GROUP 1**

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

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

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

**Professional Portfolio Description**

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

*Please select all that apply.*

<input checked="" type="checkbox"/> Teaching philosophy	<input checked="" type="checkbox"/> Assessments
<input checked="" type="checkbox"/> Reflective writing	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Professional learning activities
<input checked="" type="checkbox"/> Learning objectives	<input checked="" type="checkbox"/> Stakeholder communications
<input checked="" type="checkbox"/> Differentiated lesson plans	<input checked="" type="checkbox"/> Evidence of collaboration with other educators/student support personnel
<input checked="" type="checkbox"/> Assignments and rubrics	<input checked="" type="checkbox"/> Awards/achievements
<input checked="" type="checkbox"/> Student assessments and/or artifacts	<input checked="" type="checkbox"/> Volunteer activities/community involvement

**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.**

Professional Portfolios will be formally evaluated by the supervisor one time at the end of the academic school year. First year teachers will be required to meet with their supervisor at the start of the school year to review expectations. At the start of the school year, teachers in their second, third, and/or fourth years will be afforded the opportunity to meet with their supervisor to review the portfolio's goals and requirements. An administrator may choose to require a start of the school year meeting for all probationary teachers. Additionally, supervisors may communicate these expectations through various channels such as email, faculty meetings, and/or professional learning sessions. Teachers may seek a mid-year meeting to evaluate their portfolio progress. Professional Portfolios will not be scored when reviewed by the supervisor, with the exception of the end of the year final review. The

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PART 2. TEACHER GROUP 1 - 2B-1. Professional Portfolios

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final review at the end of the year is the only time the portfolio will receive a score.

Professional Portfolios will be scored using the "Teacher Portfolio Rubric." The evaluator will score each component of each standard of the rubric, add up the total and divide by 5. Each component of the rubric is weighed equally. The teacher will receive an overall score of 1-4 for Standard 6 and an overall score of 1-4 for Standard 7. In the event that the score does not result in a whole number, the following scale will be used to determine the score for each standard.

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

The portfolio rubric for Standard 6 and 7 assesses how a teacher takes ownership of their professional responsibilities and growth. Each rubric looks for evidence of reflection, collaboration, ethical conduct, CRSE and SEL alignment. The rubric assesses whether the portfolio includes comprehensive, high-quality artifacts/evidence and demonstrates a clear alignment with the identified NYS Teaching Standards. The rubric also assesses evidence of the teacher's commitment to and implementation of the identified NYS Teaching Standards. The rubric is reflective of TCTEF Dimension 10.

***If applicable, upload scoring-related documentation.***

Portfolio Rubric Teachers.pdf

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PART 2. TEACHER GROUP 1 - 2H-1. Teacher Observation

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**TEACHER OBSERVATION: TEACHER GROUP 1**

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

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

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

**Observation Instrument**

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

Thoughtful Classroom Teacher Effectiveness Framework

**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? • <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>
	<input checked="" type="checkbox"/> Supervisor	2	<input checked="" type="checkbox"/> Formal, announced <input checked="" type="checkbox"/> Informal, announced	<input checked="" type="checkbox"/> In person

**Observation Scoring**

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

**HOW ARE TEACHER OBSERVATIONS SCORED?**

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

Evaluators will use the Thoughtful Classroom Teacher Effectiveness Framework as the tool for observations (both formal and informal). Teachers will receive a score for the following NYS Teaching Standards during formal and informal evaluations: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5. All observations will be in person, live. No observations will be completed virtually.

Scoring Process:

Throughout the year, administrators will use the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) to gather evidence of teacher proficiency across New York State Teaching Standards 1-5. Using observations and supporting artifacts, they will assess performance based on the TCTEF rubric. During the informal evaluation, the administrator will look for evidence of proficiency in

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PART 2. TEACHER GROUP 1 - 2H-1. Teacher Observation

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standards for which proficiency was not demonstrated. While the TCTEF evaluates all standards, it does so through a different organizational structure in which multiple dimensions align to multiple standards.

At the end of the year, administrators will assign a holistic score for each standard, informed by evidence collected throughout the year.

The evaluation will consider each of the standards in each observation but only one score will be provided holistically for the each standard at the end of the applicable cycle.

The conversion document explains how the NYS Teaching Standard will be converted to the TCTEF framework. (Please see chart.)

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

- The end result is a single score per NYS Standard that can be used for teacher evaluation reporting.
- In the event that the score does not result in a whole number, the scale referenced in 2B will be used to determine the score for each standard. See below:

***If applicable, upload scoring-related documentation.***

Updated Conversion.pdf

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PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale

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**TEACHER GROUP 2**

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

Please indicate the type(s) of teachers the information in the tables below will be applicable to; this will be TEACHER GROUP 2.

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

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 2	<input checked="" type="checkbox"/> All teachers based on tenure status (please indicate status in the next column)	<input checked="" type="checkbox"/> Tenured

**TEACHER GROUP 2: MEASURES**

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of TEACHER GROUP 2 across all New York State Teaching Standards.

- 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 for TEACHER GROUP 2.

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							
Surveys & feedback							
Goal setting & attainment							
Teacher project						<input checked="" type="checkbox"/> VI	<input checked="" type="checkbox"/> VII
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.

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PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale

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**TEACHER GROUP 2: RATIONALE**

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 2.

- 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.

	<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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
<p>Standard I: Knowledge of Students and Student Learning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 1, focusing on how teachers create a safe, supportive, and inclusive classroom. Specifically, the TCTEF rubric focuses on the learning environment and evaluates whether teachers build positive relationships, respect diversity, and recognize students' backgrounds and learning needs.</li> </ul> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 1.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF directly supports the goals of Standard 1 by emphasizing the importance of understanding students as learners and individuals. Through its focus on instructional planning and delivery that is responsive to student needs, the framework highlights teacher practices that reflect a deep knowledge of student development, readiness, and learning styles. Dimensions 5–9 guide evaluators in identifying whether instruction is appropriately scaffolded, culturally responsive, and inclusive, key components of effective teaching aligned with Standard 1. The TCTEF's detailed, behavior-based indicators provide valid and reliable data that promote professional reflection and continuous improvement. It also ensures consistency across observations while offering actionable feedback that helps teachers better connect with and support every learner.</p>
<p>Standard II: Knowledge of Content and Instructional Planning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 2, focusing on how teachers create a safe, supportive, and inclusive classroom. Specifically, the TCTEF rubric emphasizes knowing the content and using it to plan effective instruction.</li> </ul>

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PART 2. TEACHER GROUP 2 - 2A-2. 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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>The indicators for these dimensions will determine the score for Standard 2.</p> <p>This measure was selected because the TCTEF closely aligns with the core expectations of Standard 2, which emphasizes the intentional use of content knowledge to inform planning and instructional decision-making. Dimensions 5–9 of the framework address the full arc of instructional planning and delivery, from anticipating student needs and preparing meaningful content to guiding students in deepening, applying, and reflecting on their learning. The TCTEF provides a clear, research-based structure for evaluating how well teachers connect content to instruction, differentiate based on student readiness, and create coherent learning experiences. Its observable indicators support consistency in evaluation while offering actionable feedback that teachers can use to strengthen content delivery, scaffold instruction, and align planning with diverse learner needs.</p> <p>This makes the framework both instructionally rigorous and supportive of teacher growth.</p>
<p>Standard III: Instructional Practice</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 3, focusing on the teacher's quality and intentionality of instructional practices. Specifically, the TCTEF rubric emphasizes effective, student-centered delivery of instruction that requires a focus on engagement and differentiation to meet diverse learner needs.</li> </ul> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 3.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>The indicators for these dimensions will determine the score for Standard 3.</p>

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PART 2. TEACHER GROUP 2 - 2A-2. 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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>This measure was selected because the TCTEF is specifically designed to capture the complexity and intentionality of high-quality instruction. Standard 3 emphasizes purposeful instructional delivery, student engagement, and responsiveness to individual learning needs—all of which are central to Dimensions 5–9 of the framework. The TCTEF offers a clear, research-based structure for observing and analyzing classroom instruction in real time, providing observers with consistent, behavior-based criteria that reflect best practices in teaching. Its focus on the full instructional cycle, from preparing students for learning to helping them reflect on and apply their knowledge, aligns directly with the expectations of Standard 3. Additionally, the framework supports ongoing professional development by delivering actionable feedback that helps teachers refine their instructional strategies to improve student outcomes.</p>
<p>Standard IV: Learning Environment</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 4, focusing on the teacher's ability to create a respectful, supportive, and student-centered environment. Specifically, the TCTEF rubric emphasizes predictable, well-managed classrooms where students can focus on learning.</li> </ul> <p>Dimensions 1-4 of the TCTEF rubric will be used to evaluate this standard. The average of these dimensions will determine the score for Standard Four.</p> <p>Dimension 1: Organization, Rules, and Procedures</p> <p>Dimension 2: Positive Relationships</p> <p>Dimension 3: Engagement and Enjoyment</p> <p>Dimension 4: A Culture of Thinking and Learning</p> <p>This measure was selected because the TCTEF provides a comprehensive, research-based framework focused on establishing and maintaining classroom environments that support all students' social, emotional, and academic growth. Its emphasis on clear routines, positive interactions, and a culture that fosters curiosity and critical thinking aligns directly with the expectations of Standard 4. The framework's observable, behaviorally anchored indicators ensure consistent, reliable, and actionable data that help teachers build strong classroom communities. By highlighting the connection between environment and learning readiness, the TCTEF supports professional reflection and growth in creating classrooms where students feel safe, engaged, and motivated.</p>
<p>Standard V: Assessment for Student Learning</p>	<ul style="list-style-type: none"> <li>• The Teacher Observation will evaluate Standard 5, focusing on the teacher's ability to use</li> </ul>

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PART 2. TEACHER GROUP 2 - 2A-2. 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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>assessment to inform instruction, support learning, and guide student growth. Specifically, the TCTEF rubric emphasizes the expectation that assessments are purposeful, standards-based, and clearly connected to instruction.</p> <p>The indicators for these dimensions will determine the score for Standard 5.</p> <p>Dimensions 5-9 of the TCTEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 1.</p> <p>Dimension 5: Preparing Students for New Learning</p> <p>Dimension 6: Presenting New Learning</p> <p>Dimension 7: Deepening Learning</p> <p>Dimension 8: Applying Learning</p> <p>Dimension 9: Helping Students Reflect on and Celebrate Learning</p> <p>This measure was selected because the TCTEF provides a research-based framework that closely aligns assessment practices with instructional planning and delivery. Its focus on the full learning cycle, from preparing students through ongoing engagement to reflection, ensures that assessments are embedded meaningfully into instruction. The framework's observable indicators promote consistent and reliable evaluation of how teachers use assessment data to differentiate instruction, support mastery of standards, and foster student ownership of learning. By offering actionable feedback, the TCTEF supports teacher growth in using assessment as a powerful tool to enhance student achievement and guide continuous improvement aligned with Standard 5.</p>
<p>Standard VI: Professional Responsibilities and Collaboration</p>	<ul style="list-style-type: none"> <li>• A Teacher Project/Professional Study Plan will be used to measure Standard 6 by focusing on purposeful, reflective, and collaborative professional behavior, while also providing concrete evidence of how those responsibilities are being met. The purpose of using a Professional Study Plan is to provide a structured and intentional framework for teachers to set professional goals, engage in continuous learning, and reflect on their practice to improve instruction and student outcomes. It supports educators in aligning their growth with district priorities and professional standards, particularly in areas such as instructional effectiveness, collaboration, and professional responsibility.</li> </ul> <p>The teacher will receive a score of 1-4 on the Professional Study Plan/Teacher Project rubric. This score will be used to determine the score for Standard Six. The Teacher Project Rubric evaluates Standard Six by looking at professional behavior, collaboration with others, communication, ethical</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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>conduct, and reflective practices during the planning and execution of the project.</p> <p>This measure was selected to provide a personalized, authentic, and growth-oriented view of a teacher's professional development journey. The teacher project offers a unique opportunity for educators to demonstrate how they take ownership of their professional responsibilities, engage in ongoing learning, and apply that learning to improve classroom practice, all core elements of NYS Teaching Standard 6. Unlike static evaluations, this measure captures both the process and impact of a teacher's efforts, revealing strengths and growth areas through meaningful, real-world application.</p> <p>When guided by clear expectations and a well-defined rubric, the teacher project produces valid, reliable, and actionable data. It allows evaluators to assess how teachers reflect on their practice, collaborate with others, uphold ethical and professional standards, and align their work with CRSE (Culturally Responsive and Sustaining Education) and SEL (Social-Emotional Learning) principles. Because it is rooted in evidence of practice and self-directed improvement, the teacher project provides a holistic and equitable measure of professional conduct and growth.</p> <p>The unique strength of the teacher project lies in its ability to generate valid, reliable, and actionable data through real-world application. When supported by a clear rubric and structured reflection, this measure allows for the identification of individual strengths and opportunities, promotes deeper professional inquiry, and reinforces a culture of lifelong learning. Additionally, the teacher project respects teacher agency and supports differentiated pathways for growth, making it a rigorous, yet equitable measure of professional advancement.</p>
<p>Standard VII: Professional Growth</p>	<ul style="list-style-type: none"> <li>• A Teacher Project/Professional Study Plan will be used to measure Standard 7 by allowing teachers to engage with new strategies or research, reflect, apply, and refine their instructional approaches, which demonstrates growth through meaningful changes in practice. This continuous approach aligns directly with the standard's focus on deep professional growth. The Teacher Project/Professional Study plan requires teachers to identify specific goals aligned to student data, instructional needs, or school/district initiatives. This reflects the standard's emphasis on informed, intentional goal-setting.</li> </ul> <p>The teacher will receive a score of 1-4 on the Professional Study Plan/Teacher Project rubric. This score will be used to determine the score for Standard Seven. The Teacher Project Rubric evaluates Standard Seven by looking at professional behavior, collaboration with others, communication,</p>

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PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale

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	<p><b>RATIONALE</b></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"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>ethical conduct, and reflective practices during the planning and execution of the project.</p> <p>This measure was selected to highlight the teacher’s commitment to continuous learning and intentional improvement of their instructional practice. The teacher project serves as a personalized, authentic demonstration of professional growth, capturing how educators set meaningful goals, engage in research or learning, apply new strategies, and reflect on their impact over time. This aligns directly with the expectations of NYS Teaching Standard 7, which emphasizes the importance of self-directed professional development that enhances student learning and instructional effectiveness.</p> <p>The unique strength of the teacher project lies in its ability to generate valid, reliable, and actionable data through real-world application. When supported by a clear rubric and structured reflection, this measure allows for the identification of individual strengths and opportunities, promotes deeper professional inquiry, and reinforces a culture of lifelong learning. Additionally, the teacher project respects teacher agency and supports differentiated pathways for growth, making it a rigorous, yet equitable measure of professional advancement.</p>

**Are there additional group(s) of teachers that have not been addressed on this and previous pages?**

No, all teachers have been addressed in the information that has been entered.

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PART 2. TEACHER GROUP 2 - 2E-2. Teacher Project

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**TEACHER PROJECT: TEACHER GROUP 2**

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

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

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

Please complete the information below to describe the process related to the use of teacher projects for TEACHER GROUP 2.

**Project Description**

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

*Please select all that apply.*

**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

- Options for the Professional Study Plan/Teacher Project are determined based on the Strategic Plan, DEI Plan, and program goals.
- The teacher will select a Professional Study Plan focus area from within the Strategic Plan and/or DEI Plan. Focus areas can also be selected from building, district, and content area goals, with supervisor approval.
- Teachers are encouraged to communicate with their supervisor if they are unsure of a focus area for their plan.
- The project will involve the completion of new professional learning, implementation of new learning, reflection of learning, and evidence of impact on student learning.
- The types of activities the teacher will engage in as part of completing the project include, but are not limited to the following: book study, implementation team, series of in-service classes, piloting programs. These options may be expanded based on the Professional Learning Plan.

*Additional details about the teacher project may be uploaded below.*

Professional Study Plan Teachers.pdf  
 Teachers Professional Study Plan.pdf

**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**

*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.*

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**PART 2. TEACHER GROUP 2 - 2E-2. Teacher Project**

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**HOW ARE TEACHER PROJECTS SCORED?**

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

Teacher Projects/ Professional Study Plans will be completed over a two-year time span.

Year 1: Parts 1-6 (see template) are to be completed by October 15 of the first year of the Professional Study Plan. The teacher will meet to review Parts 1-6 with the supervisor. The supervisor may offer suggestions and/or revisions. Parts 1-6 will be scored at the end of Year 1. Teachers will receive a score for Standard 6 and Standard 7.

Year 2: Part 7 (see template) is to be completed by the end of the Professional Study Plan. The teacher will meet with the supervisor to discuss the plan and the outcomes. Part 7 will be scored at the end of Year 2. Teachers will receive a score for Standard 6 and Standard 7.

Throughout the Professional Study Plan process, teachers will be afforded the opportunity to meet with their supervisor to review their work/progress. Professional Study Plans will be scored at the end of Year 1 and Year 2 only. Teachers may meet with supervisors throughout the year for feedback, however plans will not be scored at this time; only at the end of Year 1 and Year 2.

Professional Study Plans will be scored using the "Professional Study Plan Rubric." The teacher will receive an overall score of 1-4 for Year 1 on Standard 6 and Standard 7 and an overall score of 1-4 for Standard 6 and Standard 7 during Year 2.

**Scoring:**

Professional Study Plans/Teacher Projects will be scored using the "Professional Study Plan Rubric." The teacher will receive an overall score of 1-4 for Standard 6 and an overall score of 1-4 for Standard 7. The rubric for Standard 6 and 7 assesses how a teacher takes ownership of their professional responsibilities and growth. Each rubric looks for evidence of reflection, collaboration, ethical conduct, CRSE and SEL alignment. The rubric is reflective of TCTEF Dimension 10.

The evaluator will score each component of the rubric for each standard, add up the total and divide by 5. Each component of the rubric is weighed equally. The teacher will receive an overall score of 1-4 for Standard 6 and an overall score of 1-4 for Standard 7 in both Year 1 and Year 2 of the cycle. The scores on each standard for each year are weighted equally and averaged to reach a final score on the standard at the end of the cycle.

In the event that the score does not result in a whole number, the following scale will be used to determine the score for each standard.

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

***If applicable, upload scoring-related documentation.***

REVISED\_ STEPS Rubric for Professional Study Plan - Teachers.pdf

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PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

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**TEACHER OBSERVATION: TEACHER GROUP 2**

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

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

**Please complete the information below to describe the process related to teacher observations for TEACHER GROUP 2.**

**Observation Instrument**

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

Thoughtful Classroom Teacher Effectiveness Framework

**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? • <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>
	<input checked="" type="checkbox"/> Supervisor	2	<input checked="" type="checkbox"/> Formal, announced <input checked="" type="checkbox"/> Informal, announced	<input checked="" type="checkbox"/> In person

**Observation Scoring**

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

**HOW ARE TEACHER OBSERVATIONS SCORED?**

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

Evaluators will use the Thoughtful Classroom Teacher Effectiveness Framework as the tool for observations (both formal and informal). Teachers will receive a score for the following NYS Teaching Standards during formal and informal evaluations: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5. All observations will be in person, live. No observations will be completed virtually.

Scoring Process:

Throughout the year, administrators will use the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) to gather evidence of teacher proficiency across all New York State Teaching Standards 1-5. Using observations and supporting artifacts, they will assess performance based on the TCTEF rubric. During the informal evaluation, the administrator will look for evidence of proficiency in

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PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

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standards for which proficiency was not demonstrated. While the TCTEF evaluates all standards, it does so through a different organizational structure in which multiple dimensions align to multiple standards.

At the end of the year, administrators will assign a holistic score for each standard, informed by evidence collected throughout the cycle. The evaluation will consider each of the standards in each observation but only one score will be provided holistically for the each standard at the end of the applicable cycle. These individual standard scores will then be converted into an overall effectiveness rating, using the full range of Dimensions 1–9 from the TCTEF rubric.

The conversion document explains how the NYS Teaching Standard will be converted to the TCTEF framework. (See chart below.)

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

- The end result is a single score per NYS Standard that can be used for teacher evaluation reporting.
- In the event that the score does not result in a whole number, the scale referenced in 2B will be used to determine the score for each standard.

***If applicable, upload scoring-related documentation.***

Updated Conversion.pdf

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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.

The teacher observation, using the TCTEF rubric will address the CR-S Framework in the following ways:

TCTEF Dimension	CR-S Principle	NYS Teaching Standard
Dimension 1 – Organization, Rules & Procedures	<ul style="list-style-type: none"> <li>• <b>Welcoming &amp; Affirming Environment</b> – A strong foundation of predictable, safe routines supports students' sense of belonging and reduces structural barriers.</li> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Clear procedures free cognitive load, enabling students to engage in rigorous tasks when the class is well-managed.</li> </ul>	Standard 4
Dimension 2 – Positive Relationships	<ul style="list-style-type: none"> <li>• <b>Welcoming &amp; Affirming Environment</b> – Affirming students' identities, interests, cultural backgrounds fosters an inclusive, student-centered environment.</li> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – When teachers know students' backgrounds/interests, they can tailor tasks and assessments more inclusively.</li> </ul>	Standard 4

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

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<p>Dimension 3 – Engagement &amp; Enjoyment</p>	<ul style="list-style-type: none"> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Engagement and enjoyment help sustain students in challenging, rigorous work.</li> <li>• <b>Welcoming &amp; Affirming Environment</b> – A joyful and motivating classroom culture supports belonging and willingness to take academic risks.</li> </ul>	<p>Standard 4</p>
<p>Dimension 4 – A Culture of Thinking &amp; Learning</p>	<ul style="list-style-type: none"> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Directly aligns with this principle (deep thinking, rigor).</li> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – When thinking routines, discourse, evidence support all learners, inclusive access is improved.</li> </ul>	<p>Standard 4</p>
<p>Dimension 5 – Preparing Students for New Learning</p>	<ul style="list-style-type: none"> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – Activating students’ background knowledge, assessing prior experiences supports inclusive access.</li> <li>• <b>Welcoming &amp; Affirming Environment</b> – Recognizing students’ prior experiences and interests affirms their identity and frames relevance.</li> </ul>	<p>Standards 1, 2, 3 and 5</p>
<p>Dimension 6 – Presenting New Learning</p>	<ul style="list-style-type: none"> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Presenting new learning clearly and effectively supports rigorous instruction.</li> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – Multiple media, differentiated presentations support diverse learners and inclusive access.</li> </ul>	<p>Standards 1, 2, 3 and 5</p>
<p>Dimension 7 – Deepening &amp; Reinforcing Learning</p>	<ul style="list-style-type: none"> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Reinforcement and deepening are essential to rigorous learning.</li> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – Multiple reinforcement strategies support diverse learners to access and demonstrate learning.</li> </ul>	<p>Standards 1, 2, 3 and 5</p>

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

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<p>Dimension 8 – Applying Learning</p>	<ul style="list-style-type: none"> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – Reflection gives students voice, supports metacognitive access, recognizes varied ways of knowing.</li> <li>• <b>Welcoming &amp; Affirming Environment</b> – Celebrating diverse student successes affirms identity and promotes belonging.</li> </ul>	<p>Standards 1, 2, 3 and 5</p>
<p>Dimension 9 – Reflecting on &amp; Celebrating Learning</p>	<ul style="list-style-type: none"> <li>• <b>Inclusive Curriculum &amp; Assessment</b> – Application tasks allow students to demonstrate in varied ways; inclusive design accommodates diverse learners.</li> <li>• <b>High Expectations &amp; Rigorous Instruction</b> – Application in new contexts is part of rigorous instruction.</li> </ul>	<p>Standards 1, 2, 3 and 5</p>
<p>Dimension 10 – Professional Practice</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing Professional Learning &amp; Support</b> – Direct alignment; this dimension explicitly addresses the CR-S principle of sustained professional learning and support.</li> </ul>	<p>Standards 6, 7</p>

The portfolio will address the CR-S Framework in the following ways:

- The Professional Portfolio will address the CR-S Framework by demonstrating how an educator intentionally creates equitable, inclusive, and affirming learning experiences for all students. Through curated evidence and reflection, the portfolio shows how the teacher builds a welcoming and affirming environment where students' identities are valued, maintains high expectations and rigorous instruction that challenges every learner with appropriate support, designs an inclusive curriculum and assessment that reflects diverse perspectives and honors multiple ways of knowing, and engages in ongoing professional learning to strengthen culturally responsive practices. Collectively, these elements highlight the teacher's commitment to fostering belonging, academic excellence, and continuous growth for both students and themselves, bringing the CR-S principles to life in everyday practice.
- The portfolio provides a space for teachers to document and reflect on this growth through artifacts such as professional learning records, goal-setting documents, reflective narratives, and evidence of collaboration. When evaluated using clearly defined rubrics and calibrated scoring practices, the portfolio serves as a reliable and equitable tool to assess a teacher's commitment to continuous improvement and professional excellence.

The Professional Study Plan (teacher project) will address the CR-S Framework in the following ways:

- The Professional Study Plan will address the CR-S Framework by demonstrating how an educator intentionally creates equitable, inclusive, and affirming learning experiences for all students. Through curated evidence and reflection, the study plan/teacher project shows how the teacher builds a welcoming and affirming environment where students' identities are valued, maintains high expectations and rigorous instruction that challenges every learner with appropriate support, designs an inclusive curriculum and assessment that reflects diverse perspectives and honors multiple ways of knowing, and engages in ongoing professional learning to strengthen culturally responsive practices. Collectively, these elements highlight the teacher's commitment to fostering belonging, academic excellence, and continuous growth for both students and themselves, bringing the CR-S principles to life in everyday

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practice.

- The Professional Study Plan provides a space for teachers to document and reflect on this growth through artifacts such as professional learning records, goal-setting documents, reflective narratives, and evidence of collaboration. When evaluated using clearly defined rubrics and calibrated scoring practices, the professional study plan serves as a reliable and equitable tool to assess a teacher's commitment to continuous improvement and professional excellence.

The district's evaluation process will purposefully integrate the Culturally Responsive-Sustaining (CR-S) Education Framework with the New York State Teaching Standards (NYSTS) to ensure that educator practice and evidence collection reflect the values of equity, inclusion, and student-centered learning. Evidence collected through observations and portfolios will demonstrate educators' implementation of CR-S principles. Rubrics used to evaluate the portfolios specifically measure an educator's ability to address CR-S principles.

To ensure alignment, evaluators and educators will collaborate to use culturally responsive indicators and reflective evidence that highlight how instructional and leadership practices sustain students' cultural identities, promote academic excellence, and advance equitable outcomes. The district will provide professional development to calibrate evaluators on the CR-S Framework and to strengthen teachers' and leaders' capacity to apply its principles in daily practice. Through this integrated approach, the evaluation process will function as both an accountability and learning system, supporting educators in designing and implementing student-centered learning environments that affirm diversity, foster belonging, and empower every student to thrive academically and socially.

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

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**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
- Self-identified

**At what level are professional learning goals organized?**

***Please select all that apply.***

- Building level
- Grade level
- Content groups

**What will provide the basis for professional learning goals?**

***Please select all that apply.***

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

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- Needs assessment
- Student outcome data
- Research study results
- Research literature
- Published education trends
- Colleague 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
- Exit surveys from prior professional learning opportunity

#### Formal Support

**How will formal support be provided to guide goal attainment?**

*Please select all that apply.*

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

#### Assessing Impact

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

*Please select all that apply.*

- Exit ticketing (participant reactions collected through exit surveys)
- General survey
- Informal/formal conversations

**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

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

*Please select all that apply.*

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

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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.**

Teacher Support Plan Final.pdf

**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 an LEA, we conduct our own training
- The rubric developer conducts 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 calibration meetings and/or trainings

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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.**

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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?	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 teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input checked="" type="checkbox"/> All standards, I-VII	<input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4.	

**TEACHER EVALUATION SCORING: OVERALL RATING**

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

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

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

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

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

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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	Every standard is scored using a 1-4 scale and they are weighted at negotiated weights.

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

- Dimensions Observation Form.pdf
- Rating Scale.pdf
- Weighted Standards.pdf
- Updated Conversion.pdf

**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).

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**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 3 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard III: Instructional Practice	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard IV: Learning Environment	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard V: Assessment for Student Learning	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard VII: Professional Growth	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Overall Rating	<input checked="" type="checkbox"/> Year 3 of evaluation cycle

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

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

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PART 5. PRINCIPAL GROUP 1 - 5A-1. Measures and Rationale

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**PRINCIPAL GROUP 1**

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

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

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

	Type of Principal(s)	Tenure Status
PRINCIPAL GROUP 1	<input checked="" type="checkbox"/> All principals based on tenure status (please indicate status in the next column)	<input checked="" type="checkbox"/> Probationary

**PRINCIPAL GROUP 1: MEASURES**

The STEPS plan must include school visits for all principals. Please check the additional measure(s) that will be used for the evaluation of PRINCIPAL GROUP 1 across all Professional Standards for Educational Leaders (PSELs), New York version.

Professional portfolios

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

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

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

	1	2	3	4	5	6	7	8	9	10
Principal school visits		<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	
Professional portfolios	<input checked="" type="checkbox"/> 1									<input checked="" type="checkbox"/> 10
Surveys and feedback										
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)?

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PART 5. PRINCIPAL GROUP 1 - 5A-1. Measures and Rationale

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

**PRINCIPAL GROUP 1: RATIONALE**

Please complete the information in the table below for each applicable PSEL to describe the evaluation process for PRINCIPAL GROUP 1.

- 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.

	<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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
<p>Standard 1: Mission, Vision, and Core Values</p>	<ul style="list-style-type: none"> <li>• A Principal Portfolio will be used to measure Standard 1 because developing and enacting a shared mission takes time and stakeholder input. A portfolio shows the process: creation, communication, and implementation. A portfolio supports deep reflection on beliefs, equity, ethics, and leadership purpose.</li> </ul> <p>The principal will receive a score of 1-4 on the portfolio rubric. This score will be used to determine the score for Standard One.</p> <p>A portfolio will evaluate PSEL Standard 1, focusing on performance indicators such as developing and articulating a shared mission and vision, aligning actions with core values, and ensuring the mission guides decisions that promote student success and well-being. This measure was selected to provide a comprehensive, reflective collection of artifacts, such as strategic plans, communication tools, stakeholder feedback, and evidence of implementation, that demonstrate how the leader actively develops, communicates, and lives out the school's mission and values. Portfolios uniquely showcase long-term leadership impact and alignment between stated values and actual practice. The evidence gathered is valid, reliable, and actionable, allowing for a deep evaluation of how leadership decisions and initiatives reflect and advance the school's guiding principles.</p>
<p>Standard 2: Ethics and Professional Norms</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 2, focusing on how the principal engages with staff, students, and families, showing respect, transparency, and ethical leadership in action. A visit allows supervisors to witness how the principal's values shape daily decisions, relationships, and climate.</li> </ul> <p>Dimension 10 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 2, focusing on performance indicators such as modeling ethical behavior, promoting a professional culture, and fostering a climate of respect, equity, and inclusivity. This measure was selected to provide context-rich, real-time observations that reveal how</p>

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PART 5. PRINCIPAL GROUP 1 - 5A-1. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>ethical leadership and professional norms are enacted in daily practice. Its unique ability to capture authentic interactions, school climate, and leadership behavior allows for the identification of both strengths and opportunities for growth. It offers valid, reliable, and actionable data that can inform leadership development and cultural improvements.</p>
<p>Standard 3: Equity and Cultural Responsiveness</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 3 because it provides a lens into how a principal promotes equity and cultural responsiveness. Observing classrooms, common areas, and school-wide practices allows the supervisor to assess whether the school environment affirms student identities, distributes resources equitably, and supports diverse learners. A visit also makes it possible to evaluate how the principal advocates for marginalized students, ensures culturally responsive instruction, and engages families from all backgrounds.</li> </ul> <p>Dimension 2 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 3, focusing on performance indicators such as ensuring equitable access to learning opportunities, recognizing and responding to student diversity, and addressing institutional biases and barriers to success. This measure was selected to provide direct observation of how equitable practices and culturally responsive teaching are implemented in classrooms and throughout the school environment. Its strength lies in capturing the lived experiences of students and staff, identifying disparities, and observing whether inclusive policies are translated into practice. This approach yields valid, reliable, and actionable data that supports continuous improvement in promoting equity and responsiveness to diverse student needs.</p>
<p>Standard 4: Curriculum, Instruction, and Assessment</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 4, as it allows a supervisor to directly observe how the principal supports high-quality teaching and learning. By visiting classrooms, reviewing instructional materials, and observing staff collaboration, the supervisor can evaluate how the leader ensures alignment between curriculum, instruction, and assessment.</li> </ul> <p>Dimension 4 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 4, focusing on performance indicators such as implementing rigorous, standards-based curriculum; promoting effective instructional practices; and using valid assessments to inform instruction and improve student outcomes. This measure was selected to provide firsthand observation of instructional quality, curriculum alignment, and assessment practices in real-time classroom settings. Its unique ability to capture teaching and learning as it happens allows evaluators to</p>

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PART 5. PRINCIPAL GROUP 1 - 5A-1. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>identify strengths and gaps in instructional delivery and curriculum implementation. The data gathered is valid, reliable, and actionable, offering a clear basis for targeted professional development and instructional improvement.</p>
<p>Standard 5: Community of Care and Support for Students</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 5 because it centers on the principal's ability to create a safe, welcoming, and inclusive environment that supports the academic, social, and emotional needs of all students. During a visit, a supervisor can see how students are treated, how support staff and counselors interact with learners, and how policies and programs are implemented to meet students' holistic needs.</li> </ul> <p>Dimension 3 of the TCPEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>School visits will evaluate PSEL Standard 5, focusing on performance indicators such as building a safe and supportive school environment, promoting student well-being, and ensuring the development of trusting relationships among students, staff, and families. This measure was selected to provide real-time observation of the school climate, student-teacher interactions, and the presence of systems that support students' academic, social, and emotional needs. School visits uniquely reveal how care, support, and safety are experienced by students on a daily basis. The qualitative insights gathered are valid, reliable, and actionable, offering a clear view into the effectiveness of support systems and opportunities to strengthen the school's culture of care.</p>
<p>Standard 6: Professional Capacity of School Personnel</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 6 because it will allow the supervisor to evaluate how a principal builds and sustains professional capacity among staff. A supervisor can observe team dynamics, participation in professional learning communities, and the principal's presence as an instructional leader and coach.</li> </ul> <p>Dimension 7 of the TCPEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>School visits will evaluate PSEL Standard 6, focusing on performance indicators such as promoting professional learning communities, supporting staff development, and fostering a collaborative culture focused on continuous improvement. This measure was selected to provide direct observation of how educators engage in collaboration, professional growth, and instructional improvement efforts. School visits allow evaluators to witness the implementation of professional learning, coaching, and teacher</p>

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PART 5. PRINCIPAL GROUP 1 - 5A-1. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>leadership in real time. This measure offers valid, reliable, and actionable data by highlighting both strengths and opportunities in staff capacity, team dynamics, and alignment between professional development efforts and instructional outcomes.</p>
<p>Standard 7: Professional Community for Teachers and Staff</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 7 because it allows the supervisor to witness the climate among staff, the quality of professional conversations, and the principal's leadership in fostering trust, shared accountability, and continuous improvement. Staff morale, openness to feedback, and evidence of collaborative problem-solving are all observable during a visit, offering real-time insight into how the leader cultivates a strong adult learning community.</li> </ul> <p>Dimension 7 of the TCPEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>School visits will evaluate PSEL Standard 7, focusing on performance indicators such as developing a collaborative professional culture, promoting mutual accountability, and fostering shared leadership to improve teaching and learning. This measure was selected to provide observational evidence of how staff interact, collaborate, and engage in shared decision-making. Through direct engagement with the school environment, school visits reveal the depth and authenticity of professional relationships, teamwork, and collective responsibility. This qualitative data is valid, reliable, and actionable, offering valuable insights into how well the school cultivates a professional learning community that supports instructional excellence and student success.</p>
<p>Standard 8: Meaningful Engagement of Families and Community</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 8 because it provides the supervisor with an opportunity to see how the school welcomes families, communicates with them, and creates opportunities for authentic partnership. Interactions with office staff, the visibility of multilingual or culturally relevant materials, and events involving families are all indicators of the principal's commitment to engagement.</li> </ul> <p>Dimension 3 of the TCPEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>School visits will evaluate PSEL Standard 8, focusing on performance indicators such as building strong partnerships with families, collaborating with community members, and creating inclusive opportunities for stakeholder voice in school decisions. This measure was selected to provide direct insight into how family and community engagement practices are implemented and experienced within the school setting.</p>

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PART 5. PRINCIPAL GROUP 1 - 5A-1. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>School visits allow for observation of communication practices, family involvement activities, and the accessibility of school events and services. This qualitative approach offers valid, reliable, and actionable data that can uncover strengths and opportunities to deepen trust, collaboration, and meaningful engagement with all stakeholders.</p>
<p>Standard 9: Operations and Management</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 9 because a supervisor can assess the overall organization of the school, including safety procedures, scheduling, facilities, and staffing. A walk-through reveals whether systems run smoothly, whether the building environment is conducive to learning, and whether the principal demonstrates competence in managing day-to-day responsibilities.</li> </ul> <p>Dimension 1 of the TCPEF rubric will be used to evaluate this standard. The indicators for these dimensions will determine the score for Standard 2.</p> <p>School visits will evaluate PSEL Standard 9, focusing on performance indicators such as aligning resources to support school goals, maintaining a safe and effective learning environment, and implementing systems that support staff and student needs. This measure was selected to provide direct observation of how operational systems, such as scheduling, resource allocation, supervision, and facility use, function in day-to-day practice. School visits uniquely reveal how well logistics and management practices align with the school's instructional and cultural goals. The data gathered is valid, reliable, and actionable, offering insight into operational strengths and areas where improved efficiency or alignment can enhance teaching and learning conditions.</p>
<p>Standard 10: School Improvement</p>	<ul style="list-style-type: none"> <li>• A Principal Portfolio will be used to measure Standard 10 by allowing principals to demonstrate reflective, student-centered practices across the school. School improvement is a process, not a one-time event. A portfolio allows principals to demonstrate ongoing efforts, adjustments, and results. The principal will receive a score of 1-4 on the portfolio rubric. This score will be used to determine the score for Standard Ten.</li> </ul> <p>A portfolio will evaluate PSEL Standard 10, focusing on performance indicators such as utilizing data to drive continuous improvement, engaging diverse stakeholders in the school improvement process, and implementing and monitoring effective strategies to enhance student achievement and school performance. This measure was selected to provide a curated collection of evidence, such as improvement plans, data analyses, meeting notes, progress reports, and reflections, that demonstrate a leader's ability to lead and sustain meaningful school improvement efforts. Portfolios uniquely showcase</p>

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PART 5. PRINCIPAL GROUP 1 - 5A-1. 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"><li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li><li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li><li>• 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.</li></ul>
	<p>the depth and breadth of ongoing leadership actions, decisions, and outcomes over time. The evidence is valid, reliable, and actionable, enabling a comprehensive assessment of leadership impact on continuous school growth and success.</p>

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**PART 5. PRINCIPAL GROUP 1 - 5B-1. Professional Portfolios**

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**PROFESSIONAL PORTFOLIOS: PRINCIPAL GROUP 1**

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

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

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

**Professional Portfolio Description**

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

*Please select all that apply.*

<input checked="" type="checkbox"/> Personal statement	<input checked="" type="checkbox"/> School visit forms	<input checked="" type="checkbox"/> Student performance data
<input checked="" type="checkbox"/> Education philosophy	<input checked="" type="checkbox"/> Survey and/or evaluation responses	<input checked="" type="checkbox"/> analysis
<input checked="" type="checkbox"/> Reflective writing	<input checked="" type="checkbox"/> Professional learning activities	<input checked="" type="checkbox"/> Academic support systems
<input checked="" type="checkbox"/> Curriculum, instruction, and assessment systems	<input checked="" type="checkbox"/> Stakeholder communications	<input checked="" type="checkbox"/> Social support systems
<input checked="" type="checkbox"/> School mission, vision, and core values	<input checked="" type="checkbox"/> Evidence of collaboration with other educators/student support personnel	<input checked="" type="checkbox"/> Student engagement efforts
<input checked="" type="checkbox"/> Diversity, equity, and inclusion systems	<input checked="" type="checkbox"/> Academic/professional presentations	<input checked="" type="checkbox"/> Teacher engagement efforts
<input checked="" type="checkbox"/> Sustainable staffing systems	<input checked="" type="checkbox"/> Awards/achievements	<input checked="" type="checkbox"/> Teacher leadership efforts
<input checked="" type="checkbox"/> Sustainable resource systems	<input checked="" type="checkbox"/> Volunteer activities/community involvement	<input checked="" type="checkbox"/> School advocacy efforts
<input checked="" type="checkbox"/> School safety data analysis	<input checked="" type="checkbox"/> Discipline procedures	<input checked="" type="checkbox"/> School improvement 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	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 7.**

**HOW ARE PORTFOLIOS SCORED?**

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PART 5. PRINCIPAL GROUP 1 - 5B-1. Professional Portfolios

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

Professional Portfolios will be formally evaluated by the supervisor one time at the end of the academic school year. At the start of the school year, Principals will be afforded the opportunity to meet with their supervisor to review the portfolio's goals and requirements. First-year Principals will be required to meet with their supervisor at the start of the school year to review expectations. Additionally, supervisors may communicate these expectations through various channels such as email, meetings, and/or professional learning sessions. Principals may seek a mid-year meeting to evaluate their portfolio progress. Professional Portfolios will not be scored when reviewed by the supervisor, with the exception of the end of the year final review. The final review at the end of the year is the only time the portfolio will receive a score.

Professional Portfolios will be scored using the "Principal Portfolio Rubric." The Principal will receive an overall score of 1-4 for Standard 1 and an overall score of 1-4 for Standard 10. The supervisor will add up the total score for each standard in the rubric and divide by 6.

In the event that the score does not result in a whole number, the following scale will be used to determine the score for each standard.

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

***If applicable, upload scoring-related documentation.***

Principal Portfolio Rubric.pdf

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PART 5. PRINCIPAL GROUP 1 - 5H-1. Principal School Visits

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**PRINCIPAL SCHOOL VISITS: PRINCIPAL GROUP 1**

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

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

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

**School Visit Instrument**

**WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?**

Thoughtful Classroom Principal Effectiveness Framework

**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"><li>Formal school visits may include planned school visits and pre- and post-school visit activities.</li><li>Informal school visits may include walk-throughs of building or activities.</li></ul> <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>
	<input checked="" type="checkbox"/> Supervisor	2	<input checked="" type="checkbox"/> Formal, announced	<input checked="" type="checkbox"/> In person

**School Visit Scoring**

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

**HOW ARE PRINCIPAL SCHOOL VISITS SCORED?**

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

Evaluators will use the Thoughtful Classroom Principal Effectiveness Framework as the tool for school visit. Principals will receive a score for the following PSEL Standards during formal and informal evaluations: Standard 2, 3, 4, 5, 6, 7, 8, and 9. All observations will be in person, live. No observations will be completed virtually. Scoring Process: At the end of the year, the supervisor will assign a single score for each standard using the rubric. Throughout the year, the evaluator will look for evidence of proficiency in each of the standards. At the end of the year, the evaluator will provide a holistic score on each standard. During the informal evaluation, the evaluator will look for evidence of proficiency in standards for which proficiency was not demonstrated.

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PART 5. PRINCIPAL GROUP 1 - 5H-1. Principal School Visits

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*If applicable, upload scoring-related documentation.*

Principal Conversion.pdf

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PART 5. PRINCIPAL GROUP 2 - 5A-2. Measures and Rationale

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**PRINCIPAL GROUP 2**

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

Please indicate the type(s) of principals the information in the tables below will be applicable to; this will be PRINCIPAL GROUP 2.

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

	Type of Principal(s)	Tenure Status
PRINCIPAL GROUP 2	<input checked="" type="checkbox"/> All principals based on tenure status (please indicate status in the next column)	<input checked="" type="checkbox"/> Tenured

**PRINCIPAL GROUP 2: MEASURES**

The STEPS plan must include school visits for all principals. Please check the additional measure(s) that will be used for the evaluation of PRINCIPAL GROUP 2 across all Professional Standards for Educational Leaders (PSELs), New York version.

Principal project

Please use the table to below to indicate which of the above measure(s) will be used to evaluate each of the PSELs for PRINCIPAL GROUP 2.

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

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

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

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

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PART 5. PRINCIPAL GROUP 2 - 5A-2. Measures and Rationale

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

**PRINCIPAL GROUP 2: RATIONALE**

Please complete the information in the table below for each applicable PSEL to describe the evaluation process for PRINCIPAL GROUP 2.

- 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.

	<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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
<p>Standard 1: Mission, Vision, and Core Values</p>	<ul style="list-style-type: none"> <li>• A Principal project will be used to measure Standard 1 because developing and enacting a shared mission takes time and stakeholder input. A project shows the process: creation, communication, and implementation. A project supports deep reflection on beliefs, equity, ethics, and leadership purpose. The principal will receive a score of 1-4 on the project rubric. This score will be used to determine the score for Standard One.</li> </ul> <p>A Principal project will evaluate PSEL Standard 1, focusing on performance indicators such as developing and articulating a shared mission and vision, aligning actions with core values, and ensuring the mission guides decisions that promote student success and well-being. This measure was selected to provide a comprehensive, reflective collection of artifacts, such as strategic plans, communication tools, stakeholder feedback, and evidence of implementation, that demonstrate how the leader actively develops, communicates, and lives out the school's mission and values. Portfolios uniquely showcase long-term leadership impact and alignment between stated values and actual practice. The evidence gathered is valid, reliable, and actionable, allowing for a deep evaluation of how leadership decisions and initiatives reflect and advance the school's guiding principles.</p>
<p>Standard 2: Ethics and Professional Norms</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 2, focusing on how the principal engages with staff, students, and families, showing respect, transparency, and ethical leadership in action. A visit allows supervisors to witness how the principal's values shape daily decisions, relationships, and climate. Dimension 10 of the TCPEF rubric will be used to evaluate this standard.</li> </ul> <p>School visits will evaluate PSEL Standard 2, focusing on performance indicators such as modeling ethical behavior, promoting a professional culture, and fostering a climate of respect, equity, and inclusivity. This measure was selected to provide context-rich, real-time observations that reveal how ethical leadership and professional norms are enacted in daily practice. Its unique ability to capture</p>

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PART 5. PRINCIPAL GROUP 2 - 5A-2. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>authentic interactions, school climate, and leadership behavior allows for the identification of both strengths and opportunities for growth. It offers valid, reliable, and actionable data that can inform leadership development and cultural improvements.</p>
<p>Standard 3: Equity and Cultural Responsiveness</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 3 because it provides a lens into how a principal promotes equity and cultural responsiveness. Observing classrooms, common areas, and school-wide practices allows the supervisor to assess whether the school environment affirms student identities, distributes resources equitably, and supports diverse learners. A visit also makes it possible to evaluate how the principal advocates for marginalized students, ensures culturally responsive instruction, and engages families from all backgrounds.</li> </ul> <p>Dimension 2 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 3, focusing on performance indicators such as ensuring equitable access to learning opportunities, recognizing and responding to student diversity, and addressing institutional biases and barriers to success. This measure was selected to provide direct observation of how equitable practices and culturally responsive teaching are implemented in classrooms and throughout the school environment. Its strength lies in capturing the lived experiences of students and staff, identifying disparities, and observing whether inclusive policies are translated into practice. This approach yields valid, reliable, and actionable data that supports continuous improvement in promoting equity and responsiveness to diverse student needs.</p>
<p>Standard 4: Curriculum, Instruction, and Assessment</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 4, as it allows a supervisor to directly observe how the principal supports high-quality teaching and learning. By visiting classrooms, reviewing instructional materials, and observing staff collaboration, the supervisor can evaluate how the leader ensures alignment between curriculum, instruction, and assessment.</li> </ul> <p>Dimension 4 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 4, focusing on performance indicators such as implementing rigorous, standards-based curriculum; promoting effective instructional practices; and using valid assessments to inform instruction and improve student outcomes. This measure was selected to provide firsthand observation of instructional quality, curriculum alignment, and assessment practices in real-time classroom settings. Its unique ability to capture teaching and learning as it happens allows evaluators to identify strengths and gaps in instructional delivery and curriculum implementation. The data gathered is</p>

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PART 5. PRINCIPAL GROUP 2 - 5A-2. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>valid, reliable, and actionable, offering a clear basis for targeted professional development and instructional improvement.</p>
<p>Standard 5: Community of Care and Support for Students</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 5 because it centers on the principal's ability to create a safe, welcoming, and inclusive environment that supports the academic, social, and emotional needs of all students. During a visit, a supervisor can see how students are treated, how support staff and counselors interact with learners, and how policies and programs are implemented to meet students' holistic needs.</li> </ul> <p>Dimension 3 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 5, focusing on performance indicators such as building a safe and supportive school environment, promoting student well-being, and ensuring the development of trusting relationships among students, staff, and families. This measure was selected to provide real-time observation of the school climate, student-teacher interactions, and the presence of systems that support students' academic, social, and emotional needs. School visits uniquely reveal how care, support, and safety are experienced by students on a daily basis. The qualitative insights gathered are valid, reliable, and actionable, offering a clear view into the effectiveness of support systems and opportunities to strengthen the school's culture of care.</p>
<p>Standard 6: Professional Capacity of School Personnel</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 6 because it will allow the supervisor to evaluate how a principal builds and sustains professional capacity among staff. A supervisor can observe team dynamics, participation in professional learning communities, and the principal's presence as an instructional leader and coach.</li> </ul> <p>Dimension 7 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 6, focusing on performance indicators such as promoting professional learning communities, supporting staff development, and fostering a collaborative culture focused on continuous improvement. This measure was selected to provide direct observation of how educators engage in collaboration, professional growth, and instructional improvement efforts. School visits allow evaluators to witness the implementation of professional learning, coaching, and teacher leadership in real time. This measure offers valid, reliable, and actionable data by highlighting both strengths and opportunities in staff capacity, team dynamics, and alignment between professional development efforts and instructional outcomes.</p>
<p>Standard 7: Professional</p>	

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PART 5. PRINCIPAL GROUP 2 - 5A-2. Measures and Rationale

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	<p><b>RATIONALE</b></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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
<p>Community for Teachers and Staff</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 7 because it allows the supervisor to witness the climate among staff, the quality of professional conversations, and the principal's leadership in fostering trust, shared accountability, and continuous improvement. Staff morale, openness to feedback, and evidence of collaborative problem-solving are all observable during a visit, offering real-time insight into how the leader cultivates a strong adult learning community.</li> </ul> <p>Dimension 7 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 7, focusing on performance indicators such as developing a collaborative professional culture, promoting mutual accountability, and fostering shared leadership to improve teaching and learning. This measure was selected to provide observational evidence of how staff interact, collaborate, and engage in shared decision-making. Through direct engagement with the school environment, school visits reveal the depth and authenticity of professional relationships, teamwork, and collective responsibility. This qualitative data is valid, reliable, and actionable, offering valuable insights into how well the school cultivates a professional learning community that supports instructional excellence and student success.</p>
<p>Standard 8: Meaningful Engagement of Families and Community</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 8 because it provides the supervisor with an opportunity to see how the school welcomes families, communicates with them, and creates opportunities for authentic partnership. Interactions with office staff, the visibility of multilingual or culturally relevant materials, and events involving families are all indicators of the principal's commitment to engagement.</li> </ul> <p>Dimension 3 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 8, focusing on performance indicators such as building strong partnerships with families, collaborating with community members, and creating inclusive opportunities for stakeholder voice in school decisions. This measure was selected to provide direct insight into how family and community engagement practices are implemented and experienced within the school setting. School visits allow for observation of communication practices, family involvement activities, and the accessibility of school events and services. This qualitative approach offers valid, reliable, and actionable data that can uncover strengths and opportunities to deepen trust, collaboration, and meaningful engagement with all stakeholders.</p>
<p>Standard 9: Operations and Management</p>	<ul style="list-style-type: none"> <li>• The School Visit will evaluate Standard 9 because a supervisor can assess the overall organization of</li> </ul>

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PART 5. PRINCIPAL GROUP 2 - 5A-2. 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"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• 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.</li> </ul>
	<p>the school, including safety procedures, scheduling, facilities, and staffing. A walk-through reveals whether systems run smoothly, whether the building environment is conducive to learning, and whether the principal demonstrates competence in managing day-to-day responsibilities.</p> <p>Dimension 1 of the TCPEF rubric will be used to evaluate this standard.</p> <p>School visits will evaluate PSEL Standard 9, focusing on performance indicators such as aligning resources to support school goals, maintaining a safe and effective learning environment, and implementing systems that support staff and student needs. This measure was selected to provide direct observation of how operational systems, such as scheduling, resource allocation, supervision, and facility use, function in day-to-day practice. School visits uniquely reveal how well logistics and management practices align with the school's instructional and cultural goals. The data gathered is valid, reliable, and actionable, offering insight into operational strengths and areas where improved efficiency or alignment can enhance teaching and learning conditions.</p>
<p>Standard 10: School Improvement</p>	<ul style="list-style-type: none"> <li>• A Principal project will be used to measure Standard 10 by allowing principals to demonstrate reflective, student-centered practices across the school. School improvement is a process, not a one-time event. A project allows principals to demonstrate ongoing efforts, adjustments, and results. The principal will receive a score of 1-4 on the project rubric. This score will be used to determine the score for Standard Ten.</li> </ul> <p>A Principal Project will evaluate PSEL Standard 10, focusing on performance indicators such as utilizing data to drive continuous improvement, engaging diverse stakeholders in the school improvement process, and implementing and monitoring effective strategies to enhance student achievement and school performance. This measure was selected to provide a curated collection of evidence, such as improvement plans, data analyses, meeting notes, progress reports, and reflections, that demonstrate a leader's ability to lead and sustain meaningful school improvement efforts. Portfolios uniquely showcase the depth and breadth of ongoing leadership actions, decisions, and outcomes over time. The evidence is valid, reliable, and actionable, enabling a comprehensive assessment of leadership impact on continuous school growth and success.</p>

**Are there additional group(s) of principals that have not been addressed on this and previous pages?**

No, all principals have been addressed in the information that has been entered.

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PART 5. PRINCIPAL GROUP 2 - 5E-2. Principal Project

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**PRINCIPAL PROJECT: PRINCIPAL GROUP 2**

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

***A principal project may be implemented as a measure to demonstrate alignment of principal practices in leadership.***

One example could be a research project to investigate or address specific challenges within the principal’s school.

**Please complete the information below to describe the process related to the use of principal projects for PRINCIPAL GROUP 2.**

**Project Description**

**WHAT IS THE NATURE OF THE PRINCIPAL PROJECT?**

***Please select all that apply.***

**PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE PRINCIPAL PROJECT.**

**This description should include, but not be limited to:**

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

- The project will be selected from a menu of options based on program goals, district goals, the Strategic Plan and DEI Plan.
- The project will involve the completion of new professional learning, implementation of new learning, reflection of learning and evidence of impact on student learning.
- The types of activities the principal will engage in as part of completing the project include, but are not limited to the following: book study, implementation team, series of in-service classes, piloting programs. These options may be expanded based on the Professional Learning Plan.

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

Principals\_ Professional Study Plan.pdf

**Project Evaluation**

	WHO WILL EVALUATE PRINCIPAL 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**

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

**HOW ARE PRINCIPAL PROJECTS SCORED?**

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

Principal Projects/ Professional Study Plans will be completed over a two-year time span.

Year 1: Parts 1-6 (see template) are to be completed by October 15 of the first year of the Professional Study Plan. Principals will be

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PART 5. PRINCIPAL GROUP 2 - 5E-2. Principal Project

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required to explain how their Professional Study Plan addresses the selected standards. The principal will meet to review Parts 1-6 with the supervisor. The supervisor may offer suggestions and/or revisions. Parts 1-6 will be scored at the end of Year 1.

Year 2: Part 7 (see template) is to be completed by the end of the Professional Study Plan. The principal will meet with the supervisor to discuss the plan and the outcomes.

Throughout the Professional Study Plan process, principals will be afforded the opportunity to meet with their supervisor to review their work/progress. Professional Study Plans will be scored at the end of Year 1 and Year 2.

Professional Study Plans will be scored using the "Professional Study Plan Rubric." The principal will receive an overall score of 1-4 for Year 1 on Standard 1 and Standard 10 and an overall score of 1-4 for Standard 1 and Standard 10 during Year 2. This rubric will be used for both of these standards. The supervisor will add up the total score for each component of the rubric and divide by 5. In the event that the score does not result in a whole number, the rating scale below will be used. The scores on each standard for each year are weighted equally and averaged to reach a final score on the standard at the end of the cycle.

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

***If applicable, upload scoring-related documentation.***

Principals Professional Study Plan.pdf

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PART 5. PRINCIPAL GROUP 2 - 5H-2. Principal School Visits

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**PRINCIPAL SCHOOL VISITS: PRINCIPAL GROUP 2**

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

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

**Please complete the information below to describe the process related to principal school visits for PRINCIPAL GROUP 2.**

**School Visit Instrument**

**WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?**

Thoughtful Classroom Principal Effectiveness Framework

**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? • <u>Formal school visits</u> may include planned school visits and pre- and post-school visit activities. • <u>Informal school visits</u> may include walk-throughs of building or activities. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>
	<input checked="" type="checkbox"/> Supervisor	2	<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.**

Evaluators will use the Thoughtful Classroom Principal Effectiveness Framework as the tool for school visits. Principals will receive a score for the following PSEL Standards during school visits: Standard 2, 3, 4, 5, 6, 7, 8, and 9. All observations will be in person, live. No school visits will be completed virtually. Scoring Process: At the end of the year, the supervisor will assign a score to each standard using the rubric. Throughout the year, the evaluator will look for evidence of proficiency in each of the standards. At the end of the year, a holistic score on each standard will be provided. A score will not be provided for each standard at each school visit. During the informal evaluation, the evaluator will look for evidence of proficiency in standards for which proficiency was not

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PART 5. PRINCIPAL GROUP 2 - 5H-2. Principal School Visits

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demonstrated.

Average Decimal Score	Final Rating (Whole Number)	Performance Level
3.50-4.0	4	Exemplary
2.5-3.49	3	Proficient
1.5-2.49	2	Developing
1.0-1.49	1	Beginning

***If applicable, upload scoring-related documentation.***

TCPEF Principal Rubric.pdf  
Principal Conversion.pdf

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.**

The school visit, using the TCPEF rubric, will address the CR-S Framework in the following ways:

TCPEF Dimension	CR-S Principle	PSEL Standard
Dimension 1 – Organization, Rules & Procedures	<b>Welcoming &amp; Affirming Environment:</b> Establishes predictable, fair, and inclusive routines that create a safe and respectful climate for all students.	Standard 9
Dimension 2 – Positive Relationships	<b>Welcoming &amp; Affirming Environment:</b> Promotes strong, respectful relationships with students, staff, and families that affirm students' identities and foster belonging.	Standard 3
Dimension 3 – Engagement & Enjoyment	<b>Welcoming &amp; Affirming Environment:</b> Encourages student voice, motivation, and active participation, making learning meaningful and affirming.	Standard 5
Dimension 4 – A Culture of Thinking & Learning	<b>High Expectations &amp; Rigorous Instruction:</b> Fosters intellectual engagement, critical thinking, and high academic expectations for all learners.	Standard 4

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

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Dimension 5 – Establishing Goals for Improvement	<b>High Expectations &amp; Rigorous Instruction:</b> Sets rigorous, equity-focused academic goals aligned to student needs and achievement.	Standard 10
Dimension 6 – Developing a Plan of Action	<b>High Expectations &amp; Rigorous Instruction:</b> Implements strategic plans to raise student achievement and ensure all students meet high standards.	Standard 1
Dimension 7 – Building Capacity and Professional Development	<b>Ongoing Professional Learning &amp; Support:</b> Provides targeted professional learning, coaching, and support for staff to enhance culturally responsive practices.	Standards 6, 7
Dimension 8 – Implementing Change Across the System	<b>Inclusive Curriculum &amp; Assessment:</b> Leads initiatives that ensure curriculum, instruction, and assessment reflect diverse perspectives and multiple ways of knowing.	Standard 10
Dimension 9- Refining Practice and Sustaining Change	<b>Inclusive Curriculum &amp; Assessment:</b> Monitors and adjusts instructional practices and school policies to maintain equity and inclusivity.	Standard 10
Dimension 10 – Professional Practice	<b>Ongoing Professional Learning &amp; Support:</b> Models continuous growth and reflection, demonstrating commitment to equity, cultural responsiveness, and professional learning.	Standard 2

The portfolio will address the CR-S Framework in the following ways:

- The portfolio will address the CR-S Framework by demonstrating how a principal intentionally creates equitable, inclusive, and affirming learning experiences. Through curated evidence and reflection, the portfolio shows how the principal builds a welcoming and affirming environment where students' identities are valued, maintains high expectations and rigorous instruction that challenges every learner with appropriate support, designs an inclusive curriculum and assessment that reflects diverse perspectives and honors multiple ways of knowing, and engages in ongoing professional learning to strengthen culturally responsive practices. Collectively, these elements highlight the teacher's commitment to fostering belonging, academic excellence, and continuous growth for both students and themselves, bringing the CR-S principles to life in everyday practice.
- The portfolio provides a space for principals to document and reflect on this growth through artifacts such as professional learning

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

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records, goal-setting documents, reflective narratives, and evidence of collaboration. When evaluated using clearly defined rubrics and calibrated scoring practices, Principal Project serves as a reliable and equitable tool to assess a principal's commitment to continuous improvement and professional excellence.

The Principal Project will address the CR-S Framework in the following ways:

- The Principal Project will address the CR-S Framework by demonstrating how a principal intentionally creates equitable, inclusive, and affirming learning experiences. Through curated evidence and reflection, the Principal Project shows how the principal builds a welcoming and affirming environment where students' identities are valued, maintains high expectations and rigorous instruction that challenges every learner with appropriate support, designs an inclusive curriculum and assessment that reflects diverse perspectives and honors multiple ways of knowing, and engages in ongoing professional learning to strengthen culturally responsive practices. Collectively, these elements highlight the teacher's commitment to fostering belonging, academic excellence, and continuous growth for both students and themselves, bringing the CR-S principles to life in everyday practice.
- The Principal Project provides a space for principals to document and reflect on this growth through artifacts such as professional learning records, goal-setting documents, reflective narratives, and evidence of collaboration. When evaluated using clearly defined rubrics and calibrated scoring practices, Principal Project serves as a reliable and equitable tool to assess a principal's commitment to continuous improvement and professional excellence.

The district's evaluation process will purposefully integrate the Culturally Responsive-Sustaining (CR-S) Education Framework with the PSEL Standards to ensure that principal practice and evidence collection reflect the values of equity, inclusion, and student-centered learning. Evidence collected through school visits and principal projects will demonstrate principals' implementation of CR-S principles. Rubrics used to evaluate the professional study plans/principal projects specifically measure a principal's ability to address CR-S principles.

To ensure alignment, evaluators will collaborate to use culturally responsive indicators and reflective evidence that highlight how instructional and leadership practices sustain students' cultural identities, promote academic excellence, and advance equitable outcomes. The district will provide professional development to calibrate evaluators on the CR-S Framework and to strengthen the capacity to apply its principles in daily practice. Through this integrated approach, the evaluation process will function as both an accountability and learning system, supporting principals in designing and implementing student-centered learning environments that affirm diversity, foster belonging, and empower every student to thrive academically and socially.

**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.**

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**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
- Supervisor
- Self-identified

**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

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

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- Research study results
- Published education trends
- Teacher surveys/feedback
- Student surveys/feedback
- Parent/family 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
- Other data from the evaluation system
- Exit surveys from prior professional learning opportunity

**Formal Support**

**How will formal support be provided to guide goal attainment?**

*Please select all that apply.*

- Cohort group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Professional learning through a BOCES
- Goal tracking forms/documents
- Outside consultant meetings
- Online professional learning and support through a professional learning/development tracking system

**Assessing Impact**

**How will the LEA determine whether principals 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 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

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

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

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- LEA will create and review measurable improvements

**Support Plan**

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

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

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

Principal Support Plan 2.pdf

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

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**EVALUATOR TRAINING**

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

**Training**

**Please describe how training and retraining evaluators is conducted.**

***Please select all that apply.***

- As an LEA, we conduct our own training
- The rubric developer conducts training

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

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

**Inter-rater Reliability**

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

***Please select all that apply.***

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

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**PRINCIPAL EVALUATION SCORING: ASSURANCES**

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

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

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

**PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS**

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

*Please note: For each standard, you will indicate principal applicability. The "Add Row" button should be used to enter additional rows where different groups of principals (as defined in Part 5) use different processes.*

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

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

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

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

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

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

**PRINCIPAL EVALUATION SCORING: OVERALL RATING**

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

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

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

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

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

Which principals does this information apply to?	<b>HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?</b>  <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>					
<input checked="" type="checkbox"/> All principals <input type="checkbox"/> Principal group 1 <input type="checkbox"/> Principal group 2 <input type="checkbox"/> Principal group 3	The final score for each standard will be weighted equally and averaged to reach a 1-4 scale. If a decimal results from the process, the following chart will be used. <table border="1" data-bbox="466 1908 1472 1965"> <tr> <td data-bbox="466 1908 805 1965"><b>Average Decimal Score</b></td> <td data-bbox="805 1908 1141 1965"><b>Final Rating (Whole Number)</b></td> <td data-bbox="1141 1908 1472 1965"><b>Performance Level</b></td> </tr> </table>			<b>Average Decimal Score</b>	<b>Final Rating (Whole Number)</b>	<b>Performance Level</b>
<b>Average Decimal Score</b>	<b>Final Rating (Whole Number)</b>	<b>Performance Level</b>				

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

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

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Which principals does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?  <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>		
	3.50-4.0	4	Exemplary
	2.5-3.49	3	Proficient
	1.5-2.49	2	Developing
	1.0-1.49	1	Beginning

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

Principal Conversion.pdf

**PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS**

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

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

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

**PART 7. PRINCIPAL EVALUATION SCORING - 7B. Tenured Principal Evaluation Schedule**

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**TENURED PRINCIPAL EVALUATION SCHEDULE**

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

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

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

***If subsets of tenured principals are rated on different schedules:***

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

	How often will applicable tenured principals receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard 1: Mission, Vision, and Core Values	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Standard 2: Ethics and Professional Norms	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 3: Equity and Cultural Responsiveness	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 4: Curriculum, Instruction, and Assessment	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 5: Community of Care and Support for Students	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 6: Professional Capacity of School Personnel	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 7: Professional Community for Teachers and Staff	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 8: Meaningful Engagement of Families and Community	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 9: Operations and Management	<input checked="" type="checkbox"/> Year 3 of evaluation cycle
Standard 10: School Improvement	<input checked="" type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle
Overall Rating	<input checked="" type="checkbox"/> Year 3 of evaluation cycle

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

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

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

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**NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM**

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

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

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

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

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

**STEPS ASSURANCES**

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

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

**APPEALS ASSURANCES**

Education Law §3012-e does not require that an LEA provide or describe a process available to reviewed educators to appeal a rating received

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

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under the NYS-STEPS system. However, in the event that an appeals process is collectively bargained, the LEA must assure that the terms of such appeal process are consistent with the regulations of the Commissioner.

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

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

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

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

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

**PART 8. ASSURANCES AND CERTIFICATION - Applicability and Certification**

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**APPLICABILITY OF THE STEPS PLAN**

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

2025-26

**JOINT CERTIFICATION OF THE STEPS PLAN**

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

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

STEPS Certification Form.pdf