



Updates on the New York State Standards-based Educator Evaluation and Professional Support (NYS-STEPS) System

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New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYSED Mission and Vision

The mission of the New York State Education Department is to raise the knowledge, skill, and opportunity of all the people in New York. Our vision is to provide leadership for a system that yields the best educated people in the world.



Education Law §3012-d and NYS STEPS Plans

STEPS Plans under the new law are significantly different from APPR Plans (3012-d)

- **Multiple Measures**
 - o At least two classroom observation / school visits + at least one additional measure
- **NYS Teaching and Leadership Standards**
 - o Evaluate all educators based on all applicable standards
- **Four Performance Levels**
 - o 1-4 scale introduced
- **Systematic Professional Learning**
 - o All educators required to have professional learning informed by evaluation
- **Educator Training and Engagement**
 - o All educators must be trained on the STEPS system
- **NYSED Review and Annual Reporting**
 - o LEAs must develop and report a score on each applicable standard and an overall rating

STEPS Plan Requirements

Multiple
Evaluation
Measures

Teaching
and
Leadership
Standards

Four
Performance
Levels

Systematic
Professional
Learning

Educator
Training and
Engagement

NYSED
Review and
Annual
Reporting



Features of the STEPS System

Evaluation Cycles and Tenure Status

Probationary teachers and principals:

- Receive a Level 1-4 score on each of the NYS Teaching Standards and PSELS on an annual basis, and
- Receive a Level 1-4 overall rating annually

Tenured teachers and principals:

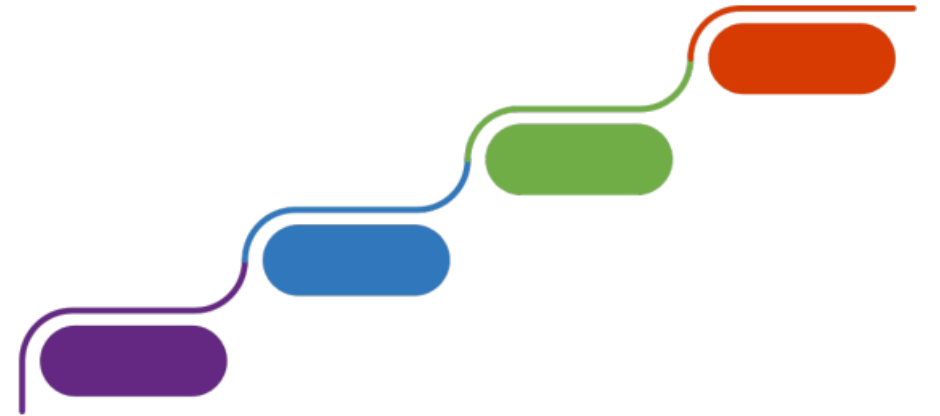
- Receive a Level 1-4 score on all standards but may do so across a cycle, and
- Receive a Level 1-4 overall rating once at the end of the evaluation cycle

Features of the STEPS System

Culturally Responsive and Sustaining Education Framework

LEAs must:

- Describe how each measure addresses one or more of the CR-S Framework Principles
- Explain how evaluation data will support student-centered learning



Features of the STEPS System - Flexible Scoring

- LEAs **create their own scoring system** based on local expectations of teaching and leadership, **grounded in the NYS Teaching and Leadership Standards**
- Results in a Level 1-4 score on **each** standard and an **overall rating** of Level 1-4.
- Overall ratings must be based on all standards (not a subset of standards)

LEAs will determine:

- A system of scoring for each standard
- A process to combine the standards to reach an overall rating

Rubrics in the STEPS System

Rubrics must be designed with validity, reliability, and fairness in mind

- ✓ Consider the specific standards that the instrument will address
- ✓ Ensure that expectations for practice are aligned with those standards
- ✓ Use evidence-based practices that support positive student outcomes
- ✓ Ensure that the expectations for each performance level are clearly defined and reflective of expectations included in the law and regulations
- ✓ Consider the extent to which rubrics must be adapted or modified for different groups of educators
- ✓ Account for evaluator bias by relying on specific, discrete, and measurable student and teacher behaviors

Key Differences in §Education Law 3012-e (STEPS)

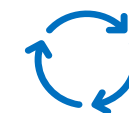
Locally-determined evaluation measures



LEA-designed observation system



Varying evaluation cycle lengths



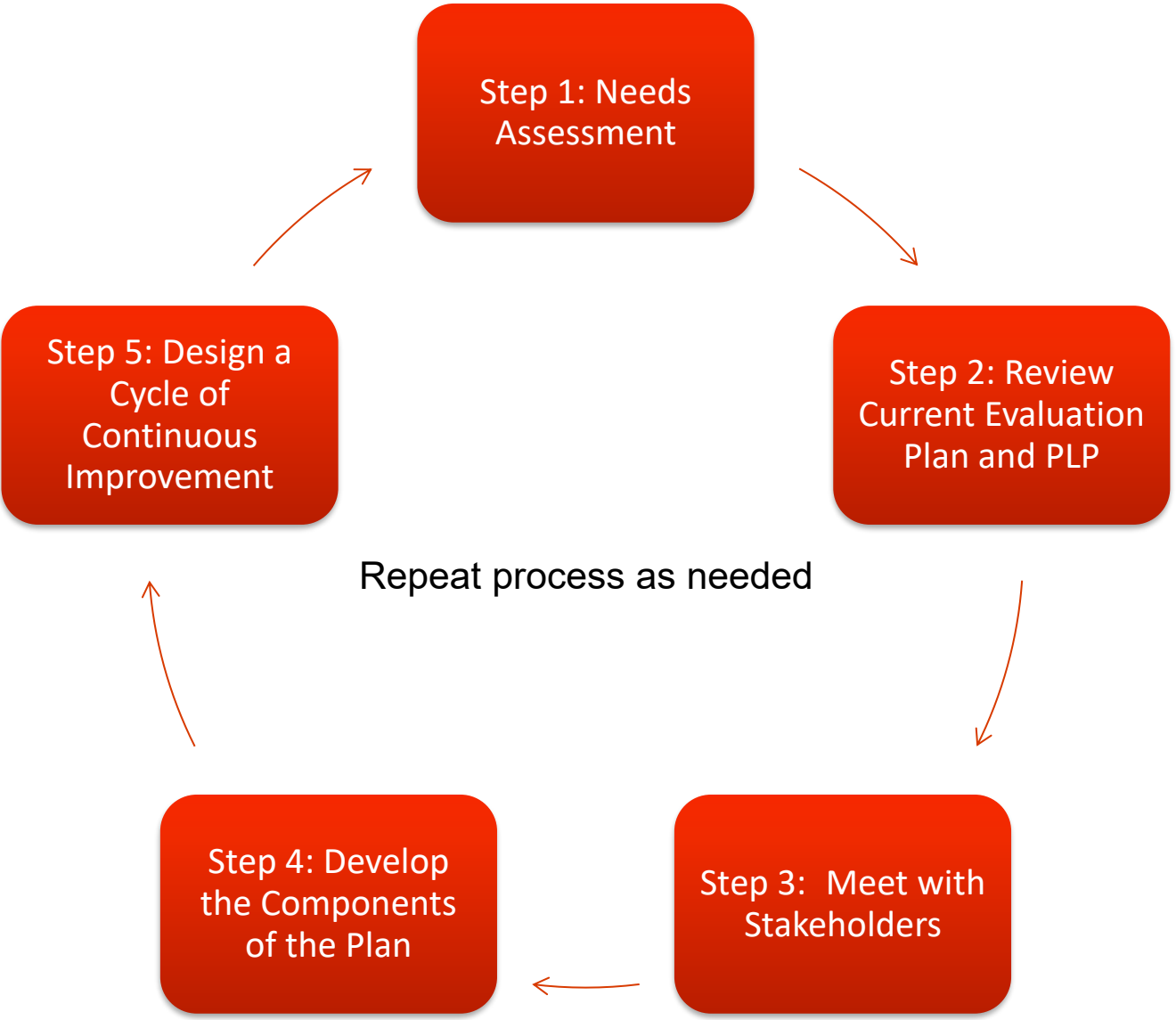
LEA-defined expectations for teaching/leadership



Focus on professional growth and support



Steps for Your STEPS Plan



Plan Development – Pitfalls to Avoid (Design)

- **Multiple instances of the same measure do not constitute multiple measures**
 - For example: three observations does not constitute three measures; implementation differences (walk-through versus formal) are not different measures
- **Plans must meet all statutory and regulatory requirements**
 - For example: you cannot have a single observations over the course of an evaluation cycle
- **Each year of a multi-year evaluation cycle must include STEPS-related activities**
 - You cannot have years of cycle where ‘nothing happens’
 - Educators must receive "timely and actionable feedback."
 - If a measure assesses multiple standards across a cycle, only report the standard(s) evaluated in that year
- **Consider your implementation capacity and high-leverage practices for supporting teaching and learning**

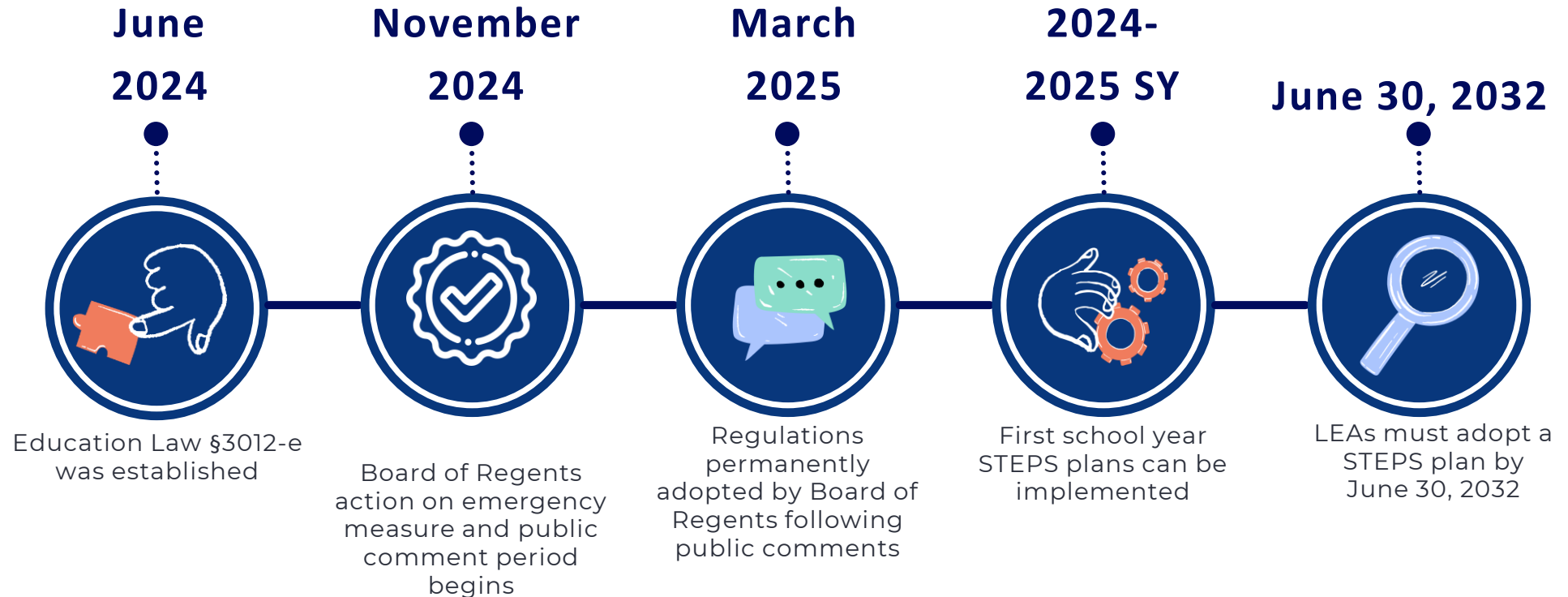
Plan Development - Pitfalls to Avoid (Scoring)

- **Scoring processes must be described in enough detail so all educators/evaluators understand the process fully**
 - This cannot typically be accomplished with a single sentence and often requires thorough descriptions from the collection of data to the final score, using examples and sample tools such as scoring rubrics and scoring scales
 - Scoring can be holistic, mathematical, or a combination of the two methods if it is described in sufficient detail
 - Where data sets can result in a decimal score, include rounding rules or a range chart.
 - When using a 1-4 scale, do not use a zero-based range chart
- **Educator ratings must be assigned at the standard level, not by measure**
 - Each measure and the associated rubric/scoring instrument must be mapped to specific standards
 - Each standard must have a final standard score.
- **An educator's overall rating must be based on all standard-level scores**
 - For example: do not develop an "observation score" and a 'portfolio score' that combine to determine the 'overall score'

Plan Development - Pitfalls to Avoid (Form Completion)

- **All questions in the STEPS plan form must be answered. Please read the specific instructions/guiding questions that appear ahead of any text-based entries**
 - Each question provides clear and specific information on how to respond
- **The responses provided in each section of the plan should only correspond to the specific prompts for that section of the plan**
 - For example, scoring processes should not appear in the measure/standard rationale text boxes
- **Please proofread plans before submitting them**
 - Accepted plans must be posted on an LEAs website and will be posted on the Department's website
- **Read and understand STEPS law/regulations and applicable forms before negotiating and entering into a collective bargaining agreement**
 - If there are any questions about the allowability of certain aspects of a potential plan, we strongly encourage LEAs to reach out to us prior to finalizing any agreements

Implementation Timeline



Resources and Support

Evaluation Questions: EducatorEval@nysed.gov

Office of Teacher and Leader Development: OTLD@nysed.gov

Resources for Educator Evaluation Plans are available on the [Office of Educator Quality and Professional Development](https://www.nysed.gov/office-of-educator-quality-and-professional-development) website. For more information about the work of the Office of Teacher and Leader Development, please visit: www.nysed.gov/teacher-leader-development