

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

Page Last Modified: 10/30/2025

TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

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	☒ All teachers based on tenure status (please indicate status in the next column)	☒ 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.

☒ Other LEA-developed measure

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	☒ I	☒ II	☒ III	☒ IV	☒ V		
Professional portfolios							
Surveys and feedback							
Goal setting and attainment							
Teacher project							
Student outcome data							
Student portfolios							
Other LEA-developed measure						☒ VI	☒ VII

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.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

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.

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Classroom observations tied to student outcomes provide evaluators with meaningful insight into how effectively teachers use their knowledge of student development, backgrounds, and learning styles to design and deliver instruction. Teachers demonstrate an understanding of typical developmental characteristics, as well as exceptions to general patterns, by planning instruction that accounts for individual student needs and how closely students align with those patterns. Instructional practices are informed by multiple data sources, including SAEBS data and collaborative data meetings, to identify and address academic, behavioral, and social-emotional needs. Teachers incorporate SEL curriculum and implement targeted strategies such as differentiated and universally designed lessons, use of instructional technology (e.g., Flocabulary, Quizlet, Kahoot), graphic organizers, and consistent use of key vocabulary aligned to standards and learning targets. Content-area vocabulary is reinforced through visuals, songs, mnemonic devices, music, movement, and connections to students' backgrounds, supporting language development and engagement. Teachers provide structured opportunities for students to process and apply new learning through strategies such as retelling stories to peers and "Think, Pair, Share." Visual supports, scaffolding, and inclusive practices ensure access for diverse learners, while the implementation and tracking of IST recommendations further support individualized instruction. The use of a structured, research-based rubric ensures validity and reliability in evaluation by clearly identifying instructional strengths—such as differentiation and cultural responsiveness—while highlighting areas for growth, including scaffolding and accommodation. The resulting feedback is actionable and directly informs professional development focused on differentiated instruction, inclusive practices, and improved student outcomes. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	alignment with identified district priorities and areas for growth.
Standard II: Knowledge of Content and Instructional Planning	Formal and informal observations, along with submitted lesson plans, provide clear evidence of a teacher's content knowledge and instructional planning. These measures highlight strengths in curriculum design, sequencing, and coherence, while also identifying opportunities for growth in aligning objectives, assessments, and standards. Evaluating lesson plans alongside classroom implementation using a consistent rubric ensures reliability and consistency in the data collected. Post-observation conferences make the process actionable by directly connecting feedback on instructional planning to targeted professional learning opportunities. Teachers design learning experiences that intentionally connect new content to students' prior knowledge and lived experiences. Instruction reflects purposeful planning to reference previous lessons, use pre-assessment data to gauge student understanding, and incorporate culturally relevant examples. Teachers also plan opportunities for students to make connections to prior learning within and across disciplines, reinforcing continuity and deeper understanding. Effective instruction demonstrates clear links between previously taught concepts and new learning, while highly effective practice is evident when students independently activate prior knowledge, draw on their backgrounds, and apply learning across content areas. This is supported through structured tasks, meaningful discourse, and inquiry-based activities that encourage reflection and transfer of learning, resulting in more engaged instruction and stronger student outcomes. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard III: Instructional Practice	Formal observations focused on instructional strategies allow evaluators to see teaching effectiveness in real time. These observations highlight strengths such as purposeful questioning, effective use of instructional resources, and high levels of student engagement, while also identifying areas for growth, including pacing and checking for understanding. The use of clearly defined rubric indicators ensures reliability and comparability across classrooms. Timely post-observation feedback provides teachers with actionable insights that can be immediately applied to adjust and refine instructional practice, directly supporting continuous improvement.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

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	Effective instruction is characterized by teacher and student responses that deepen understanding and promote critical thinking. Teachers use open-ended questions, intentional wait time, and follow-up prompts to encourage students to explain their reasoning, consider alternative perspectives, and extend their thinking. Rather than simply providing correct answers, teachers leverage student questions and comments as opportunities to advance learning for both individuals and the entire class. In highly effective classrooms, students actively contribute to one another's learning by responding to peers' questions and ideas through respectful, accountable dialogue. Student-to-student interactions demonstrate active listening, shared ownership of learning, and a classroom culture that consistently challenges thinking. Teacher facilitation supports and amplifies these exchanges, ensuring that responses from both teachers and students push learning forward while honoring student voice. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard IV: Learning Environment	Classroom observations provide meaningful evidence of classroom management, established routines, and the quality of student–teacher interactions. These observations highlight strengths such as a positive classroom climate, clear and consistent behavioral expectations, and efficient use of instructional time, while also identifying opportunities for growth in areas such as equitable participation and conflict resolution. The unannounced nature of observations increases validity by capturing authentic, day-to-day practice, and alignment to rubric indicators ensures reliability and consistency across evaluators. Timely, actionable feedback supports targeted professional development in classroom management and social-emotional learning strategies. Effective classrooms are characterized by seamless routines, procedures, transitions, and clearly established standards of conduct that are understood by all students and require little to no prompting. Teachers explicitly teach and reinforce these expectations using visual supports, cues, and defined student roles, fostering independence, ownership, and self-regulation. Instructional environments may include tools such as visual schedules, timers, calming strategies, and behavior supports aligned with PBIS or MTSS frameworks to support student success.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

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	Highly effective practice is evident when students assume responsibility for reinforcing routines and standards of conduct, ensuring smooth classroom operations and maximizing engagement. Teachers actively circulate, use proximity to redirect behavior, provide real-time feedback, and maintain a positive, respectful tone. Purposeful use of physical classroom space and communication tools, such as ParentSquare, further supports structure, motivation, and family engagement, contributing to a well-managed learning environment that promotes both academic and social-emotional growth. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard V: Assessment for Student Learning	Observations of instructional practice, paired with post-conference discussions, provide clear evidence of how teachers use assessment to guide instruction. These measures highlight strengths in formative assessment practices and providing timely feedback, while also identifying growth opportunities in using data to differentiate or adjust instruction. The rubric's focus on observable assessment practices ensures validity, and post-observation conferences make the feedback actionable, supporting continuous cycles of instructional improvement. Effective teachers accurately analyze and interpret assessment data to monitor student progress, identify patterns of strengths and needs, and inform instructional decisions. They use a variety of assessment tools—including formative and summative measures such as exit tickets, bell ringers, digital tools (e.g., Kahoot, Pear Deck), and standards-aligned benchmarks—to guide instruction, plan small group or individualized supports, and adjust pacing or content delivery. Teachers also support students in engaging with assessment data by tracking their own progress, reflecting on feedback, and participating in discussions about their learning. Highly effective classrooms feature students who contribute to the interpretation of data, understand daily learning objectives, and use assessment feedback to guide their own learning. Administrators observing these classrooms should note targeted instructional moves that address specific skill deficits, evidence of differentiation informed by assessment trends, and meaningful checks for understanding that reinforce both teacher and student growth. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale**

Page Last Modified: 04/02/2026

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	committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard VI: Professional Responsibilities and Collaboration	SMART goals, self-reflections, and data or evidence collected at mid-year and Annual Reviews serve as the primary measures for evaluating professional growth. Teachers model the highest standards of honesty, integrity, and ethics in all interactions with colleagues, students, families, and the public. They are self-reflective, using feedback to adjust professional behavior, and proactively seek input from stakeholders to improve practice. Communication is timely, positive, professional, and well-documented, including notes in Schooltool, phone calls and emails to families, meetings with parents and students, and participation in parent/guardian conferences. Teachers primarily use phone communication, supplemented by email follow-ups as needed, and regularly leverage tools such as ParentSquare and Google Meets. Students are actively engaged in communication efforts, contributing to emails, phone calls, newsletters, and other communications to families. Feedback is also collected through surveys and Google Forms to inform instructional or programmatic decisions. Teachers collaborate with consultant teachers, select professional development targeted to their student population, and actively engage in growth opportunities, including professional development days, department, faculty, and team meetings, Saturday Summits, and knowledge-sharing at faculty meetings. Collaboration during planning periods ensures continuous improvement, supports student learning, and promotes a professional culture of shared responsibility and reflective practice. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard VII: Professional Growth	SMART goals, self-reflections, and data or evidence collected at mid-year and Annual Reviews serve as the primary measures for evaluating professional growth. These measures highlight teachers' strengths in identifying areas for improvement, pursuing professional learning, and reflecting on practice, while also identifying opportunities to deepen engagement with research-based strategies and continuous improvement initiatives. Teachers develop individualized goals

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers OnlyPART 2. TEACHER GROUP 1 - 2A-1. Measures and Rationale

Page Last Modified: 04/02/2026

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	aligned with building and district priorities, ensuring reliability and consistency across staff. Feedback is inherently actionable, linking professional growth goals to district-supported professional development, mentoring, and other targeted supports. Effective teachers actively seek out and engage in expanding their knowledge of research in curriculum, instruction, and assessment, applying new learning to improve practice. This includes participation in workshops, graduate coursework, book studies, professional learning communities, and other relevant opportunities. Teachers reflect on their practice, set specific professional goals, and implement evidence-based strategies aligned with current research to enhance instructional quality and student outcomes. Highly effective educators extend their impact by contributing to the professional growth of colleagues through mentoring, leading professional development sessions, sharing resources, engaging in curriculum development, or participating in research-based initiatives. Administrators should also consider teachers' commitment to continuous improvement, as evidenced in thoughtful lesson planning, instructional adjustments, and active participation in collaborative professional learning structures. This comprehensive approach ensures that professional growth is both purposeful and directly connected to improving teaching and learning across the school community. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2H-1. Teacher Observation**

Page Last Modified: 02/25/2026

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?**

NYSUT Teacher Practice Rubric

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>
	☒ Administrator	3	☒ Formal, announced ☒ Formal, unannounced ☒ Informal, unannounced	☒ 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.

Non-tenured teachers will be rated on a scale of 1–4 using the 2014 NYSUT Rubric for Standards 1–5 during classroom observations. Teachers may provide additional evidence during post-observation discussions to support their ratings. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth. Attached, please find the specific elements from each standard, including suggested observable items, that were collaboratively created with administrators and teachers during the

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers OnlyPART 2. TEACHER GROUP 1 - 2H-1. Teacher Observation

Page Last Modified: 02/25/2026

STEPS development process.

Non-tenured teachers have 3 observations yearly, 2 formal and 1 informal. The first formal observation is announced and the teacher must submit a lesson plan and have pre-observation meeting with the administrator. The scores from each standard will be averaged across all observations to achieve an overall standard score. Scores will be rounded utilizing the chart below.

Rating Score	
Level 1 - Significantly Below Expectations	1 - 1.49
Level 2 - Partially Meets Expectations	1.5 - 2.49
Level 3 - Meets Expectations	2.5 - 3.49
Level 4 - Exceeds Expectations	3.5 - 4

If applicable, upload scoring-related documentation.

BCSD Probationary Teacher Observation Rubric.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

LEA-DEVELOPED MEASURE: TEACHER GROUP 1

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

LEAs may develop their own measure(s) to evaluate a teacher's performance aligned to the New York State Teaching Standards.

Please complete the information below to describe the process related to the use of an LEA-developed measure.

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Hybrid Goal Setting and Attainment Records	Beekmantown CSD will use a hybrid model of evaluation for this LEA-created measure for probationary teachers, combining annual SMART goal setting and attainment records for one designated standard with documentary evidence collection for the other, while maintaining annual assessment of both Standards VI and VII. Goal attainment for probationary teachers will be evaluated using the 2014 NYSUT Teacher Practice Rubric and scored on a rating scale of 1–4 for Standards VI and VII. Each year, the district will designate either Standard VI or Standard VII as the standard to be addressed through a formal SMART goal process. Each probationary teacher will develop an individualized SMART goal for the district-designated standard that aligns with building and district goals. The teacher will participate in a mid-year meeting and an annual review meeting. For the designated goal-setting standard, the teacher will present evidence demonstrating progress toward the identified SMART goal. That goal and its related evidence will be used only to evaluate the designated standard. For the other standard, the teacher will not develop a SMART goal. Instead, the teacher will submit documentary evidence demonstrating performance related to that

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
		standard. That evidence will be used only to evaluate that standard. Evidence submitted for Standard VI will not be used to evaluate Standard VII, and evidence submitted for Standard VII will not be used to evaluate Standard VI.

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	2x/academic year (mid-year and end of year review)

Scoring

The information entered below is specific to scoring the LEA-developed measure only. **How the score from the LEA-developed measure will contribute to the final rating for each applicable standard will be addressed in Part 4.**

PLEASE COMPLETE THE TABLE BELOW TO DESCRIBE THE SCORING PROCESS FOR THE LEA-DEVELOPED MEASURE

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All Teachers	Goal attainment for probationary teachers will be evaluated using the 2014 NYSUT Teacher Practice Rubric and scored on a rating scale of 1–4 for Standards VI and VII. The following elements will be	Goal attainment for probationary teachers will be evaluated using the 2014 NYSUT Teacher Practice Rubric and scored on a rating scale of 1–4 for Standards VI and VII. Each year, the district will designate	BCSD Probationary Teacher Goal Setting Attainment Rubric.pdf

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

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	measured: Element VI.1 A: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities. Element VI.3 A: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success. Element VII.2 B: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies. Element VII.3 B: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	either Standard VI or Standard VII as the standard to be addressed through a formal SMART goal process. Each probationary teacher will develop an individualized SMART goal for the district-designated standard that aligns with building and district goals. The teacher will participate in a mid-year meeting and an annual review meeting. For the designated goal-setting standard, the teacher will present evidence demonstrating progress toward the identified SMART goal. That goal and its related evidence will be used only to evaluate the designated standard. For the other standard, the teacher will not develop a SMART goal. Instead, the teacher will submit documentary evidence demonstrating performance related to that standard. That evidence will be used only to evaluate that standard. Evidence submitted for Standard VI will not be used to evaluate Standard VII, and	

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		evidence submitted for Standard VII will not be used to evaluate Standard VI. A score for Standards VI and VII will be assigned once per year at the annual review meeting, following the submission and review of all relevant evidence. If a score cannot be determined based on the evidence initially provided, the teacher will be required to submit additional documentation. Evidence for Standard VI may include, but is not limited to, documentation of communication with families and stakeholders, such as phone logs, emails, ParentSquare messages, and Google Meet records. Additional evidence may include collaboration with other teachers and service providers; participation in professional development; attendance and engagement in department, faculty, and team meetings; participation in Saturday Summits; and contributions to knowledge-sharing during	

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

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		faculty meetings. Evidence for Standard VII may include participation in workshops, graduate coursework, book studies, professional learning communities, and other relevant professional learning opportunities. Evidence may also include documentation of mentoring colleagues, leading professional development sessions, sharing instructional resources, engaging in curriculum development, or participating in research-based initiatives. Administrators may also consider a teacher's commitment to continuous improvement, as demonstrated through reflective practice, thoughtful lesson planning, and active participation in collaborative professional learning structures. Standards VI and VII were selected for this measure because many of the related components are not consistently observable during formal classroom observations and are	

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

PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure

Page Last Modified: 04/02/2026

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		more appropriately addressed through evidence of professional responsibilities, collaboration, communication, professional learning, and reflective practice over time. Specific elements from each standard of the 2014 NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth. Example rotation: Year A: Standard VI is addressed through SMART goal setting and related evidence; Standard VII is evaluated through documentary evidence only. Year B: Standard VII is addressed through SMART goal setting and related evidence; Standard VI is evaluated through documentary evidence	

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 1 - 2I-1. LEA-Developed Measure**

Page Last Modified: 04/02/2026

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		only. Rating Score Level 1 – Significantly Below Expectations: 1.00–1.49 Level 2 – Partially Meets Expectations: 1.50–2.49 Level 3 – Meets Expectations: 2.50–3.49 Level 4 – Exceeds Expectations: 3.50–4.00	

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

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	☒ All teachers based on tenure status (please indicate status in the next column)	☒ 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.

☒ Goal setting and attainment

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	☒ I	☒ II	☒ III	☒ IV	☒ V		
Professional portfolios							
Surveys & feedback							
Goal setting and attainment						☒ VI	☒ VII
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.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

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.

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Classroom observations tied to student outcomes provide evaluators with meaningful insight into how effectively teachers use their knowledge of student development, backgrounds, and learning styles to design and deliver instruction. Teachers demonstrate an understanding of typical developmental characteristics, as well as exceptions to general patterns, by planning instruction that accounts for individual student needs and how closely students align with those patterns. Instructional practices are informed by multiple data sources, including SAEBS data and collaborative data meetings, to identify and address academic, behavioral, and social-emotional needs. Teachers incorporate SEL curriculum and implement targeted strategies such as differentiated and universally designed lessons, use of instructional technology (e.g., Flocabulary, Quizlet, Kahoot), graphic organizers, and consistent use of key vocabulary aligned to standards and learning targets. Content-area vocabulary is reinforced through visuals, songs, mnemonic devices, music, movement, and connections to students' backgrounds, supporting language development and engagement. Teachers provide structured opportunities for students to process and apply new learning through strategies such as retelling stories to peers and "Think, Pair, Share." Visual supports, scaffolding, and inclusive practices ensure access for diverse learners, while the implementation and tracking of IST recommendations further support individualized instruction. The use of a structured, research-based rubric ensures validity and reliability in evaluation by clearly identifying instructional strengths—such as differentiation and cultural responsiveness—while highlighting areas for growth, including scaffolding and accommodation. The resulting feedback is actionable and directly informs professional development focused on differentiated instruction, inclusive practices, and improved student outcomes. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	alignment with identified district priorities and areas for growth.
Standard II: Knowledge of Content and Instructional Planning	Formal and informal observations provide clear evidence of a teacher's content knowledge and instructional planning. These measures highlight strengths in curriculum design, sequencing, and coherence, while also identifying opportunities for growth in aligning objectives, assessments, and standards. Evaluating lesson plans alongside classroom implementation using a consistent rubric ensures reliability and consistency in the data collected. Post-observation conferences make the process actionable by directly connecting feedback on instructional planning to targeted professional learning opportunities. Teachers design learning experiences that intentionally connect new content to students' prior knowledge and lived experiences. Instruction reflects purposeful planning to reference previous lessons, use pre-assessment data to gauge student understanding, and incorporate culturally relevant examples. Teachers also plan opportunities for students to make connections to prior learning within and across disciplines, reinforcing continuity and deeper understanding. Effective instruction demonstrates clear links between previously taught concepts and new learning, while highly effective practice is evident when students independently activate prior knowledge, draw on their backgrounds, and apply learning across content areas. This is supported through structured tasks, meaningful discourse, and inquiry-based activities that encourage reflection and transfer of learning, resulting in more engaged instruction and stronger student outcomes. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard III: Instructional Practice	Formal observations focused on instructional strategies allow evaluators to see teaching effectiveness in real time. These observations highlight strengths such as purposeful questioning, effective use of instructional resources, and high levels of student engagement, while also identifying areas for growth, including pacing and checking for understanding. The use of clearly defined rubric indicators ensures reliability and comparability across classrooms. Timely post-observation feedback provides teachers with actionable insights that can be immediately applied to adjust and refine instructional practice, directly supporting continuous improvement.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	Effective instruction is characterized by teacher and student responses that deepen understanding and promote critical thinking. Teachers use open-ended questions, intentional wait time, and follow-up prompts to encourage students to explain their reasoning, consider alternative perspectives, and extend their thinking. Rather than simply providing correct answers, teachers leverage student questions and comments as opportunities to advance learning for both individuals and the entire class. In highly effective classrooms, students actively contribute to one another's learning by responding to peers' questions and ideas through respectful, accountable dialogue. Student-to-student interactions demonstrate active listening, shared ownership of learning, and a classroom culture that consistently challenges thinking. Teacher facilitation supports and amplifies these exchanges, ensuring that responses from both teachers and students push learning forward while honoring student voice. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard IV: Learning Environment	Classroom observations provide meaningful evidence of classroom management, established routines, and the quality of student–teacher interactions. These observations highlight strengths such as a positive classroom climate, clear and consistent behavioral expectations, and efficient use of instructional time, while also identifying opportunities for growth in areas such as equitable participation and conflict resolution. The unannounced nature of observations increases validity by capturing authentic, day-to-day practice, and alignment to rubric indicators ensures reliability and consistency across evaluators. Timely, actionable feedback supports targeted professional development in classroom management and social-emotional learning strategies. Effective classrooms are characterized by seamless routines, procedures, transitions, and clearly established standards of conduct that are understood by all students and require little to no prompting. Teachers explicitly teach and reinforce these expectations using visual supports, cues, and defined student roles, fostering independence, ownership, and self-regulation. Instructional environments may include tools such as visual schedules, timers, calming strategies, and behavior supports aligned with PBIS or MTSS frameworks to support student success.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	Highly effective practice is evident when students assume responsibility for reinforcing routines and standards of conduct, ensuring smooth classroom operations and maximizing engagement. Teachers actively circulate, use proximity to redirect behavior, provide real-time feedback, and maintain a positive, respectful tone. Purposeful use of physical classroom space and communication tools, such as ParentSquare, further supports structure, motivation, and family engagement, contributing to a well-managed learning environment that promotes both academic and social-emotional growth. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard V: Assessment for Student Learning	Observations of instructional practice, paired with post-conference discussions, provide clear evidence of how teachers use assessment to guide instruction. These measures highlight strengths in formative assessment practices and providing timely feedback, while also identifying growth opportunities in using data to differentiate or adjust instruction. The rubric's focus on observable assessment practices ensures validity, and post-observation conferences make the feedback actionable, supporting continuous cycles of instructional improvement. Effective teachers accurately analyze and interpret assessment data to monitor student progress, identify patterns of strengths and needs, and inform instructional decisions. They use a variety of assessment tools—including formative and summative measures such as exit tickets, bell ringers, digital tools (e.g., Kahoot, Pear Deck), and standards-aligned benchmarks—to guide instruction, plan small group or individualized supports, and adjust pacing or content delivery. Teachers also support students in engaging with assessment data by tracking their own progress, reflecting on feedback, and participating in discussions about their learning. Highly effective classrooms feature students who contribute to the interpretation of data, understand daily learning objectives, and use assessment feedback to guide their own learning. Administrators observing these classrooms should note targeted instructional moves that address specific skill deficits, evidence of differentiation informed by assessment trends, and meaningful checks for understanding that reinforce both teacher and student growth. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard VI: Professional Responsibilities and Collaboration	SMART goals, self-reflections, and data or evidence collected at mid-year and Annual Reviews serve as the primary measures for evaluating professional growth. Teachers model the highest standards of honesty, integrity, and ethics in all interactions with colleagues, students, families, and the public. They are self-reflective, using feedback to adjust professional behavior, and proactively seek input from stakeholders to improve practice. Communication is timely, positive, professional, and well-documented, including notes in Schooltool, phone calls and emails to families, meetings with parents and students, and participation in parent/guardian conferences. Teachers primarily use phone communication, supplemented by email follow-ups as needed, and regularly leverage tools such as ParentSquare and Google Meets. Students are actively engaged in communication efforts, contributing to emails, phone calls, newsletters, and other communications to families. Feedback is also collected through surveys and Google Forms to inform instructional or programmatic decisions. Teachers collaborate with consultant teachers, select professional development targeted to their student population, and actively engage in growth opportunities, including professional development days, department, faculty, and team meetings, Saturday Summits, and knowledge-sharing at faculty meetings. Collaboration during planning periods ensures continuous improvement, supports student learning, and promotes a professional culture of shared responsibility and reflective practice. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.
Standard VII: Professional Growth	SMART goals, self-reflections, and data or evidence collected at mid-year and Annual Reviews serve as the primary measures for evaluating professional growth. These measures highlight teachers' strengths in identifying areas for improvement, pursuing professional learning, and reflecting on practice, while also identifying opportunities to deepen engagement with research-based strategies and continuous improvement initiatives. Teachers develop individualized goals

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2A-2. Measures and Rationale**

Page Last Modified: 02/25/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	aligned with building and district priorities, ensuring reliability and consistency across staff. Feedback is inherently actionable, linking professional growth goals to district-supported professional development, mentoring, and other targeted supports. Effective teachers actively seek out and engage in expanding their knowledge of research in curriculum, instruction, and assessment, applying new learning to improve practice. This includes participation in workshops, graduate coursework, book studies, professional learning communities, and other relevant opportunities. Teachers reflect on their practice, set specific professional goals, and implement evidence-based strategies aligned with current research to enhance instructional quality and student outcomes. Highly effective educators extend their impact by contributing to the professional growth of colleagues through mentoring, leading professional development sessions, sharing resources, engaging in curriculum development, or participating in research-based initiatives. Administrators should also consider teachers' commitment to continuous improvement, as evidenced in thoughtful lesson planning, instructional adjustments, and active participation in collaborative professional learning structures. This comprehensive approach ensures that professional growth is both purposeful and directly connected to improving teaching and learning across the school community. Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.

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.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2D-2. Goal Setting and Attainment**

Page Last Modified: 02/25/2026

GOAL SETTING AND ATTAINMENT: TEACHER GROUP 2

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

Goal setting and attainment is a process for identifying goals in educational practice and measuring progress toward those goals.

Please complete the information below to describe the process related to the use of goal setting for **TEACHER GROUP 2**.

Goal Creation**WHAT INFORMATION WILL BE USED TO CREATE GOALS?**

Please select all that apply.

- ☒ Student performance data
- ☒ Survey responses
- ☒ Professional learning topics

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

This template should include a form to enter the following information:

- measurable goals,
- benchmarks,
- timelines,
- evaluation process, and
- standards.

2025-2026 SMART Goal Form 1.pdf

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR TEACHERS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
	☒ Teacher (self-determined) ☒ Supervisor	☒ Teacher (self-monitoring) ☒ Supervisor	☒ Supervisor	1x/academic year (end of year review)

Goal Attainment Scoring

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

HOW IS GOAL ATTAINMENT SCORED?

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

Goal attainment will be evaluated on a scale of 1–4 using the 2014 NYSUT Rubric for Standards 6 or 7. Each year, a formal SMART

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2D-2. Goal Setting and Attainment**

Page Last Modified: 02/25/2026

Goal will be developed for either Standard 6 or Standard 7. Each tenured teacher will create an individualized SMART Goal aligned with the district designated standard and with the building and district goals. Tenured teachers will have goal setting 3 of the 4 years of their cycle. They will not be measured on Standard VI or VII during their formal observation year.

The annual review rating for goal attainment on Standards 6 or 7 will be based on demonstrated progress toward the goal and the corresponding rubric criteria.

During goal setting and attainment years (3 of the 4 years in the cycle), teachers will participate in an annual review meeting and will present evidence demonstrating progress toward their identified SMART goal. If a score cannot be determined based on the evidence initially provided, the teacher will be required to submit additional documentation. A score for the designated Standard (VI or VII) will be at the annual review meeting, following the submission and review of all relevant evidence.

Evidence for Standard VI may include, but is not limited to, documentation of communication with families and stakeholders (e.g., phone logs, emails, ParentSquare messages, and Google Meet records). Additional evidence may include collaboration with other teachers and service providers; participation in professional development; attendance and engagement in department, faculty, and team meetings; participation in Saturday Summits; and contributions to knowledge-sharing during faculty meetings.

Evidence for Standard VII may include participation in workshops, graduate coursework, book studies, professional learning communities, and other relevant professional learning opportunities. Evidence may also include documentation of mentoring colleagues, leading professional development sessions, sharing instructional resources, engaging in curriculum development, or participating in research-based initiatives. Administrators should also consider a teacher's commitment to continuous improvement, as demonstrated through reflective practice, thoughtful lesson planning, and active participation in collaborative professional learning structures. Standards VI and VII were selected for goal setting, as many of the related components are not consistently observable during formal classroom observations and are more appropriately addressed through evidence of professional responsibilities, collaboration, communication, and reflective practice over time.

Each Standard evaluated across multiple years during the cycle will be averaged to determine the overall standard score. Scores will be rounded utilizing the chart below.

Rating Score	
Level 1 - Significantly Below Expectations	1 - 1.49
Level 2 - Partially Meets Expectations	1.5 - 2.49
Level 3 - Meets Expectations	2.5 - 3.49
Level 4 - Exceeds Expectations	3.5 - 4

If applicable, upload scoring-related documentation.

BCSD Tenured Teacher Goal Setting Rubric - Standard 7 1.pdf

BCSD Tenured Teacher Goal Setting Rubric - Standard 6 1.pdf

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

Page Last Modified: 02/25/2026

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?**

NYSUT Teacher Practice Rubric

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>
	☒ Administrator	2	☒ Formal, unannounced ☒ Informal, unannounced	☒ 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.

Tenured teachers will be scored as follows:

Year 1 Formal Unannounced Observation: teachers receive a rating of 1-4 on Standards 1 through 5 on the 2014 NYSUT Teacher Rubric.

Year 3 Informal Unannounced Observation: teachers receive a rating of 1-4 on Standards 3 and 4 on the Rubric.

Tenured teachers will have two observations across their four year cycle, one formal and one informal. Both observations will be unannounced and the teacher is not expected to prepare a lesson plan for submission to the administrator. Teachers and administrators collaboratively determined that the informal observation would focus solely on Standards III and IV, which are more easily observed

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers OnlyPART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

Page Last Modified: 02/25/2026

during an informal observation, which has a shorter duration.

Each Standard evaluated across multiple observations during the cycle will be averaged to determine the overall standard score. Scores will be rounded utilizing the chart below.

Specific elements from each standard of the NYSUT Rubric were selected collaboratively by a committee consisting of administrators and teachers. The selection process was guided by a review of multiple sources of district data, including results from the Strategic Planning Survey, to ensure alignment with identified district priorities and areas for growth.

Rating Score	
Level 1 - Significantly Below Expectations	1 - 1.49
Level 2 - Partially Meets Expectations	1.5 - 2.49
Level 3 - Meets Expectations	2.5 - 3.49
Level 4 - Exceeds Expectations	3.5 - 4

If applicable, upload scoring-related documentation.

BCSD Tenured Teacher Formal Observation Rubric 1.pdf

BCSD Tenured Teacher Informal Observation Rubric 1.pdf

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

Page Last Modified: 11/10/2025

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

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

1. Which measures address each of the CR-S Framework Principles?

The district uses a combination of teacher observations and professional goal setting and attainment to address the CR-S Framework Principles. For Welcoming and Affirming Environments, observations under Standard 1 capture how teachers establish respectful relationships, integrate students' cultural and linguistic identities, and foster a sense of belonging. High Expectations and Rigorous Instruction are measured through Standards 3 and 4, highlighting differentiated instruction, critical thinking, and equitable scaffolding to challenge all learners. Inclusive Curriculum and Assessment (Standards 2 and 4) focus on integrating multicultural content, real-world connections, and assessment practices that honor diverse communication styles. Finally, Ongoing Professional Learning and Support (Standard 7) is monitored through goal progress and observation feedback cycles, ensuring teachers engage in continuous reflection and growth around culturally responsive practices.

2. How does the evidence collected integrate the CR-S Framework with the NYS Teaching Standards?

Evidence from observations and goal progress explicitly links CR-S principles to the NYS Standards. Standard 1 captures knowledge of students' cultural identities and lived experiences, supporting Welcoming and Affirming Environments. Standard 2 emphasizes planning inclusive, real-world, and culturally relevant curricula aligned with Inclusive Curriculum and Assessment. Standard 3 ensures rigorous instruction that engages all learners, connecting to High Expectations and Rigorous Instruction. Standard 7 encourages ongoing professional growth, reflective practice, and collaboration in culturally responsive teaching. Across all standards, evaluators document practices such as adapting instruction to students' cultural experiences and promoting equitable access to rigorous content.

3. How will the district ensure the evaluation process helps educators design and implement student-centered, CR-S aligned learning environments?

The district ensures alignment through ongoing training, formative feedback, professional collaboration, and data monitoring. Evaluators are trained to focus on equity, student voice, and inclusivity in observations and feedback. Feedback emphasizes leveraging students' current knowledge base, fostering critical consciousness, and co-creating classroom norms that are affirming and create a sense of

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

Page Last Modified: 11/10/2025

belonging for all students. Post-observation conferences and collaboration support reflection and improvement. The district also monitors patterns in evidence and evaluates instructional resources to ensure students experience a variety of cultures and perspectives, particularly considering our socioeconomic diversity and students with disabilities, reinforcing equitable, student-centered learning environments.

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

Page Last Modified: 02/25/2026

PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

- ☒ **Building leadership**
- ☒ **Self-identified**

At what level are professional learning goals organized?

Please select all that apply.

- ☒ **Building level**

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ **Needs assessment**
- ☒ **Student outcome data**

What qualitative and/or quantitative data or information sources does your LEA review to determine teacher and/or student needs?

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

Page Last Modified: 02/25/2026

Please select all that apply.

- ☒ Formative/summative assessment data
- ☒ Observation notes
- ☒ Other data from the evaluation system
- ☒ Exit surveys from prior professional learning opportunity
- ☒ Stakeholder satisfaction surveys

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

- ☒ Group meetings
- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional Learning through a BOCES
- ☒ Goal tracking forms/documents

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
- ☒ Student learning outcomes
- ☒ Changes in performance ratings on teaching standards

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

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

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

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

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

Page Last Modified: 02/25/2026

Level 1 or Level 2 on their evaluation.

Teacher Support Plan.pdf

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

Page Last Modified: 09/19/2025

EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

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

Please read the assurances below and check each box.

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

Inter-rater Reliability

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

Please select all that apply.

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

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

Page Last Modified: 02/09/2026

TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

Page Last Modified: 02/09/2026

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.
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ All standards, I-VII	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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

Page Last Modified: 02/09/2026

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>											
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	All standards scores will be averaged to determine the overall evaluation score. <table border="1"> <tr> <th colspan="2">Overall Rating Score</th> </tr> <tr> <td>Level 1 - Significantly Below Expectations</td> <td>1 - 1.49</td> </tr> <tr> <td>Level 2 - Partially Meets Expectations</td> <td>1.5 - 2.49</td> </tr> <tr> <td>Level 3 - Meets Expectations</td> <td>2.5 - 3.49</td> </tr> <tr> <td>Level 4 - Exceeds Expectations</td> <td>3.5 - 4</td> </tr> </table>		Overall Rating Score		Level 1 - Significantly Below Expectations	1 - 1.49	Level 2 - Partially Meets Expectations	1.5 - 2.49	Level 3 - Meets Expectations	2.5 - 3.49	Level 4 - Exceeds Expectations	3.5 - 4
Overall Rating Score												
Level 1 - Significantly Below Expectations	1 - 1.49											
Level 2 - Partially Meets Expectations	1.5 - 2.49											
Level 3 - Meets Expectations	2.5 - 3.49											
Level 4 - Exceeds Expectations	3.5 - 4											

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

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

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

Page Last Modified: 02/25/2026

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	☒ Year 1 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	☒ Year 1 of evaluation cycle
Standard III: Instructional Practice	☒ Year 1 of evaluation cycle ☒ Year 3 of evaluation cycle
Standard IV: Learning Environment	☒ Year 1 of evaluation cycle ☒ Year 3 of evaluation cycle
Standard V: Assessment for Student Learning	☒ Year 1 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	
Standard VII: Professional Growth	
Overall Rating	

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

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

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

Page Last Modified: 09/19/2025

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

Page Last Modified: 09/19/2025

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

Please read the assurances below and check each box.

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

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

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

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

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

Page Last Modified: 04/13/2026

APPLICABILITY OF THE TEACHER STEPS PLAN

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

☒ 2025-26

JOINT CERTIFICATION OF THE TEACHER STEPS PLAN

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

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

STEPS Signature Page.pdf